

North Wootton Academy Grammar Progression

Fluency in sentence construction and development is a fundamental part of the writing intent of North Wootton Academy. It is key that our pupils and staff have a clear and memorable framework on which to build their knowledge thus extending the complexity of their work each year.

There are currently around 200,000 words currently in use in the English language, far less than in mathematics and yet children perhaps can navigate the numerical system with far more ease once they have secured a sense of place value and understand the rules that govern their relative position and meaning.

The aim of this approach is to support our pupils in a similar way.

The following structures aim to provide a memorable structure using colour and position to enable pupils to know and remember more. The framework is organized by year groups relating to the main teaching assigned to that stage of the school; however, pupils may be working outside of these dependent upon the sophistication of the writing.

Reception into Year 1 – The only focus is to develop a clear knowledge of simple sentence structure and an understanding that one sentence contains one idea using a full stop and capital letter to separate these.

Sentence Structure – Simple Sentences

| | | | |
|------|-------|-------|-----|
| Glue | Nouns | Verb | Pun |
| The | boy | walks | . |

| | | | | |
|------|------|------|-----------|-----|
| Glue | Noun | Verb | Adjective | Pun |
| The | Boy | is | angry | . |

| | | | | | | |
|---------|------|-------|--------|-----------|------|-----|
| Glue | Noun | Verb | Glue | Noun | Pun | |
| The | boy | walks | to the | shop | . | |
| ProNoun | | Verb | Glue | Noun | Pun | |
| Glue | Noun | Verb | Glue | Adjective | Noun | Pun |
| The | boy | walks | to the | big | shop | . |

Vocabulary for Description

| | | | | | | | | |
|------------|----------|------|------|-----------|-----------|----------------|--------------|---------|
| Vocabulary | Sentence | Noun | Verb | Adjective | Full Stop | Capital Letter | Finger Space | Pronoun |
|------------|----------|------|------|-----------|-----------|----------------|--------------|---------|

Year 1 into Year 2 – The focus is on extending the descriptive detail of the sentences and linking or sequencing these with others. This enables pupils to link single sentences into basic texts moving towards an idea of Beginning, Middle and End

Sentence Structure and Punctuation

| | | | | | | | |
|-----|------|-------|------|-----|------|---|-----------|
| Art | Noun | Verb | Prep | Art | Noun | P | Full Stop |
| The | boy | walks | to | the | shop | . | |

| | | | | | | | |
|---------------|------|------|------|------|--------|------------------|---------------|
| Art | Noun | Verb | Art | Noun | P | Exclamation Mark | |
| Question Verb | Art | Noun | Verb | Art | Noun | P | Question Mark |
| (When) did | the | boy | buys | a | banana | ? | |

Vocabulary for Description and detail

| | | | | | | | | | |
|----------------------|------|------|----------------------|------|-----|-----|------|---|---|
| Expanded Noun Phrase | | | Expanded Noun Phrase | | | | | | |
| Art | Adj | Noun | Verb | Prep | Art | Adj | Noun | P | Using adjectives to create expanded noun phrase |
| The | nice | boy | walks | to | the | big | shop | . | |

| | | | | | | | | | | |
|----------------------|------|------|--------|-------|------|-----|-----|------|---|---|
| Expanded Verb Phrase | | | | | | | | | | |
| Art | Adj | Noun | Adv | Verb | Prep | Art | Adj | Noun | P | Using adverbs to create adverbial phrases |
| The | nice | boy | slowly | walks | to | the | big | shop | . | |

Sentence Extension - Introducing compound Sentences using Coordinating Conjunction - FANBOYS (and, but, so) and one subordinating because

| | | | | | | | | | | | | | | | | |
|-----|------|-------|---------|-------|--------|-----|------|-------|---------|---------|-------------|--------------|-----|-----|--------|---|
| Art | Adj | N | Adv | V | Prep | Art | Adj | N | + | Pronoun | Adv | Verb (chain) | Art | Adj | N | P |
| The | nice | boy | slowly | walks | to | the | big | shop | and | he | quickly | buys | a | big | banana | . |
| The | dark | cloud | quickly | came | across | the | blue | sky | but | it | soon | passed | | | | . |
| The | sad | girl | sadly | lay | on | the | park | bench | so | she | could sleep | | | | | . |
| The | red | kite | quickly | flew | into | the | blue | sky | because | she | carelessly | let go | | | | . |

Cohesion - Introducing Complex sentence using subordinating conjunctions

| | | | | | | | | | | | |
|-------|---|-----|------|------|--------|-------|------|-----|-----|------|---|
| ≠ | P | Art | Adj | Noun | Adv | Verb | Prep | Art | Adj | Noun | P |
| First | , | the | nice | boy | slowly | walks | to | the | big | shop | . |

Vocabulary Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, noun, verb, clause, adjective, conjunction, pronoun, phrase, expanding (to add more detail), expanded noun phrase, expanded verb phrase (adverbial)

Year 2 – As pupils are required to extend their text structures and text types (e.g. Setting, Build-up, Problem, Solution, Ending), the focus is on extending the range of sentence types and the way in which these can be cohesively connected.

Sentence Structures and Punctuation

Statement

Question

| | | | | | | | |
|-----------------------|-----|------|-------|------|------|-------|---|
| | Art | Noun | Verb | Prep | Art | Nouns | P |
| Question words | Art | Noun | Verb | Art | Noun | | P |
| (When) did | the | boy | Verb* | Art | Noun | | P |

Command *interrogative
Exclamatory

Vocabulary and Punctuation

Using a comma to list items (no

| | | | | |
|-----------------------|-----|---------|--------|---|
| Question words | Art | Adj | Noun | P |
| What | an | amazing | banana | ! |

for Description and Precision
Oxford comma)

| | | | | | | |
|-----|-----------------------------|--------|------|-----|-----------------------|---|
| Art | Noun | Verb | Prep | Art | Nouns | P |
| The | boy | walked | to | the | shop, park and school | . |
| Art | Expanded Noun Phrase | Verb | Prep | Art | Noun | P |
| The | tall, broad boy | walked | to | the | shop | . |

Using a comma to list adjectives and expand the noun phrasw

Sentence Extension - Introducing compound Sentences using
Coordinating Conjunction - FANBOYS (for, and, nor, but, or, yet, so) and

the subordinating conjunction of because

| Art | Adj | N | Adv | V | Prep | Art | Adj | N | + Conj | Pronou n | Adv | V (chain) | Art | Adj | N | P |
|-----|------|-------|---------|----------------|--------|-----|-------|-------|-----------|--|--------|----------------|-----|-----|--------|---|
| The | nice | boy | slowly | walks | to | the | big | shop | and | he | quickl | buys | a | big | banana | . |
| A | dark | cloud | quickly | came | across | the | blue | sky | but | it | y | passed | | | | . |
| The | sad | girl | sadly | lay | on | the | park | bench | so | she | soon | could sleep | a | | lift | . |
| The | | man | quickly | ran | to | a | soapy | taxi | for | he | | needed | a | | | . |
| The | | dog | really | needed | | a | high | bath | or | he | | would smell | | | | . |
| A | tall | man | | reached | for | a | | book | yet | he | | couldn't reach | | | | . |
| The | tall | man | | couldn't reach | | the | high | book | nor | could he manage to reach it with a stick | | | | | | . |
| The | red | kite | quickly | flew | into | the | blue | sky | because | she let go of it | | | | | | . |

Sentence Extension Complex Sentences using ISPACED Adverbials – Prepositional phrases, Subordinating conjunction

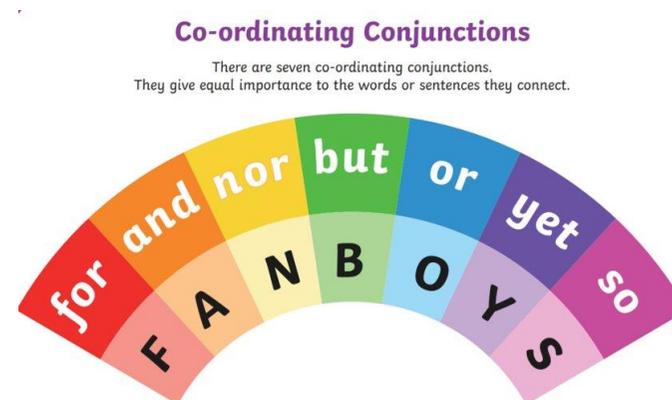
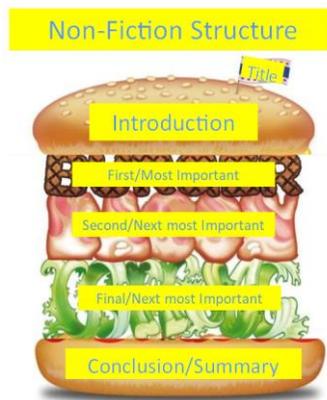
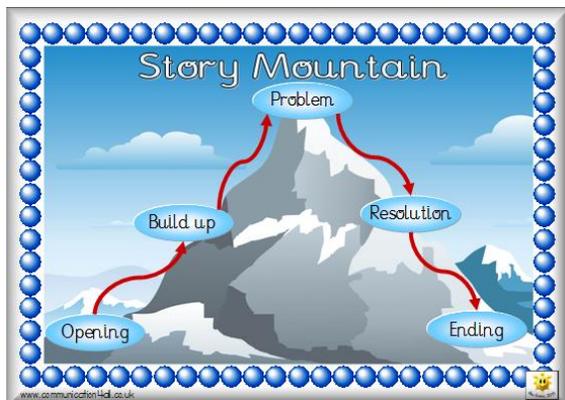
| Art | Adj | N | Adv | V | Prep | Art | PosPr | Adj | N | ≠ | P |
|-----|--------|------|---------|--------|------|-----|-------|-------|------|----------------------------------|---|
| The | nice | Boy | slowly | walked | to | the | | big | shop | next to the park | . |
| The | lovely | girl | quickly | went | to | | her | class | | after she had finished her lunch | . |

Cohesion - Complex Sentences using ISPACED Fronted adverbials (Prepositional phrases, Subordinating conjunction, Adverbs)

Tense – Changing text for effect

| Art | Noun | Verb Chain | Prep | Art | Nouns | P | Art | Noun | Adv | Verb | Prep | Art | Adj | Noun | P |
|-----|------|------------|------|------------|--------|---|--------|------|---------|--------|------|-----|-----|-------|---|
| The | boy | walked | to | the | school | . | nice | boy | slowly | walked | to | the | big | shop | . |
| The | boy | will walk | to | the | school | . | lovely | girl | quickly | went | to | the | | class | . |
| | | | | Eventually | , | | the | old | | found | | the | | shop | . |

Text Structure – Fiction



| | |
|------------|--|
| Vocabulary | <p>Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, contraction, comma, preposition Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, noun, verb, verb chain, clause, adjective, conjunction, pronoun, phrase, expanding (to add more detail), expanded noun phrase, expanded verb phrase (adverbial)</p> |
|------------|--|

Year 3 – The focus continues to develop the range of sentence complexities understood by the pupil and begins to introduce more formal organisation of texts into paragraphs

Sentence Structures and Punctuation

Understanding Subject and Object Nouns

| | | | | | |
|-----|-----------|--------|-----|----------|---|
| Art | Subject N | Verb | Art | Object N | P |
| The | boy | chased | the | bird | . |

| | | | | | | | |
|------|--|--------|--------|------|-------|-------|---|
| Art | Noun | Verb | Prep | Art | Nouns | P | |
| Dem | Noun | Verb | Prep | Poss | Nouns | P | |
| Some | boys | walked | to | many | cars | . | |
| Art | Expanded Noun Phrase | | Verb | Prep | Pos | Nouns | P |
| The | tall, scary boy tall boy with dark hair | | walked | to | the | shop | . |

Vocabulary and Punctuation for Description and Precision Determiners (Article, Demonstratives, Quantifier and Possessives)/Expanded-Noun phrases

Articles

Quantifiers

Pronouns: Demonstrative and Possessive

Fully expanded noun phrase

Vocabulary and Punctuation for Description and Precision

Sentence Extension - Securing Coordinating Conjunction - FANBOYS (for, and, nor, but, or, yet, so) and extending subordinating conjunction beyond 'because'

| | | | | | | | | | | | | | | | | |
|-----|------|-------|---------|----------------|--------|-----|-------|-------|---------|--|---------|----------------|-----|------|--------|---|
| Art | Adj | N | Adv | V | Prep | Art | Adj | N | + | Pronoun | Adv | V (chain) | Art | Adj | N | P |
| The | nice | boy | slowly | walks | to | the | big | shop | and | he | quickly | buys | a | big | banana | . |
| A | dark | cloud | quickly | came | across | the | blue | sky | but | it | soon | passed | | | | . |
| The | sad | girl | sadly | lay | on | the | park | bench | so | she | | could sleep | | | | . |
| The | | man | quickly | ran | to | a | | taxi | for | he | | needed | a | lift | | . |
| The | tall | dog | really | needed | | a | soapy | bath | or | he | | would smell | | | | . |
| A | | man | | reached | for | a | high | book | yet | he | | couldn't reach | | | | . |
| The | tall | man | | couldn't reach | | the | high | book | nor | could he manage to reach it with a stick | | | | | | . |
| The | red | kite | soon | flew | into | the | blue | sky | because | she let go of it | | | | | | . |

Sentence Extension Complex Sentences using ISPACED Adverbials – Prepositional phrases, Adverbs, Subordinating conjunction, Similes, Dialogue

| | | | | | | | | | | | |
|------|--------|------|---------|---------|------|-----|------|-----|-------|----------------------------------|---|
| Det | Adj | N | Adv | V | Prep | Art | Poss | Adj | N | ≠ | P |
| The | nice | Boy | slowly | walked | to | the | | big | shop | next to the park | . |
| The | lovely | girl | quickly | went | to | | her | | class | after she had finished her lunch | . |
| Some | old | | men | crossed | | the | | | road | as slow as snails | . |
| The | kind | | lady | passed | out | the | | | gift | really carefully | . |

| | | | | | | | | | | |
|-----|------|-----|-----------|------|-----|-----|---|---|-----------------------------|----|
| Art | Adj | N | V | Prep | Art | N | P | ≠ | P | |
| The | nice | boy | explained | to | the | man | , | " | I want like a banana please | ." |

Cohesion - Complex Sentences using ISPACED Fronted adverbials (Prepositional phrases, Subordinating conjunction, Adverbs)

| ≠ Fronted Adverbial | P | Det | Adj | Noun | Adv | Verb | Prep | Art | Noun | P |
|----------------------------------|---|------|--------|------|-----------|--------|------|-----|-------|---|
| As slow as snails | , | the | nice | boy | slowly | walked | to | the | shop | . |
| Next to the park | , | some | old | men | carefully | sat | on | a | bench | . |
| After she had finished her lunch | , | the | lovely | girl | | went | to | the | class | . |
| Really carefully | , | the | kind | lady | | passed | out | the | gift | . |

| P | ≠ | P | Art | Adj | Noun | Adv | Verb | Prep | Art | Noun | P |
|---|-----------------------------|----|-----|------|------|--------|-----------|------|-----|------|---|
| " | I want like a banana please | ", | the | nice | boy | slowly | explained | to | the | shop | . |

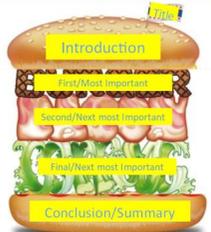
Tense – Use different forms for effect

| Art | Noun | Verb | Prep | Art | Nouns | P | Perfect Tense |
|-----|------|------------|------|-----|--------|---|-----------------------|
| The | boy | walked | to | the | school | . | Past tense |
| The | boy | has walked | to | the | school | . | Present Perfect Tense |
| The | boy | had walked | to | the | school | . | Past Perfect Tense |

Text Structuring – fiction, non-fiction and paragraphing



Non-Fiction Structure



| | |
|--------------|--|
| Vocab | Subject, object, determiner: articles, possessives, quantifiers and demonstrative, expanded- noun phrase, word family, prefix, main clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, present-perfect tense, paragraph, fronted-adverbial, cohesion, dialogue, possessive pronouns, verb chain |
|--------------|--|

Year 4 – The focus is on securing the skills introduced within Year 3 and further develop pupil’s understanding of main and subordinate clause and its ability to appear throughout the sentence. Securing paragraphing is a key focus and the use of a range of cohesive devices to link ideas within and between paragraphs

Sentence Structures and Punctuation

Understanding Subject and Object Nouns

| | | | | | |
|-----|--------------|--------|-----|-------------|---|
| Art | Subject Noun | Verb | Art | Object Noun | P |
| The | boy | chased | the | bird | . |

Vocabulary and Punctuation for Description and Precision Determiners (Article, Quantifier and Possessives) and Fully Expanded-Noun phrases

Articles

| | | | | | | |
|-----|------|-------|------|-----|-------|---|
| Art | Noun | Verb | Prep | Art | Nouns | P |
| The | boy | walks | to | the | shop | . |

Quantifiers

| | | | | | | |
|------|------|--------|------|------|-------|---|
| Quan | Noun | Verb | Prep | Art | Nouns | P |
| Some | boys | walked | to | many | cars | . |

Demonstratives and Possessives

| | | | | | | |
|-----|------|------|------|------|-------|---|
| Dem | Noun | Verb | Prep | Poss | Nouns | P |
|-----|------|------|------|------|-------|---|

| | | | | | | | | | | |
|----------------------------|------|------|----------------------|----------------------------|------|-----|-----|------|--------------------------|---|
| Fully Expanded Noun Phrase | | | | Fully Expanded Noun Phrase | | | | | | P |
| Art | Adj | Noun | Prep phase | Verb | Prep | Art | Adj | Noun | Prep phase | P |
| The | nice | boy | with a beaming smile | walked | to | the | big | shop | at the end of the street | . |

Sentence Extension
Complex Sentences

using ISPACED Adverbials – Prepositional phrases, Adverbs, Subordinating conjunction, Similes, Dialogue

| | | | | | | | | | | | |
|------|-----------|------|---------|---------|------|-----|------|------|-------|----------------------------------|---|
| Det | Adj | N | Adv | V | Prep | Art | Poss | Adj | N | ≠ | P |
| The | nice | Boy | slowly | walked | to | the | | big | shop | next to the park | . |
| The | lovelyold | girl | quickly | went | to | her | | shop | class | after she had finished her lunch | . |
| Some | kind | | men | crossed | | the | | road | gift | as slow as snails | . |
| The | | | lady | passed | out | the | | gift | | really carefully | . |

| | | | | | | | | | | |
|-----|------|-----|-----------|------|-----|-----|---|---|-----------------------------|----|
| Art | Adj | N | V | Prep | Art | N | P | ≠ | P | |
| The | nice | boy | explained | to | the | man | , | " | I want like a banana please | ." |

Cohesion - Complex Sentences using ISPACED Fronted adverbials (Prepositional phrases, Subordinating conjunction, Adverbs)

| | | | | | | | | | | | | | |
|----------------------------------|--|--|--|---|------|--------|------|-----------|--------|------|-----|-------|---|
| ≠ Fronted Adverbial | | | | P | Det | Adj | Noun | Adv | Verb | Prep | Art | Noun | P |
| As slow as snails | | | | , | the | nice | boy | slowly | walked | to | the | shop | . |
| Next to the park | | | | , | some | old | men | carefully | sat | on | a | bench | . |
| After she had finished her lunch | | | | , | the | lovely | girl | | went | to | the | class | . |
| Really carefully | | | | , | the | kind | lady | | passed | out | the | gift | . |

| | | | | | | | | | | | |
|---|-----------------------------|---|-----|------|------|--------|-----------|------|-----|------|---|
| P | ≠ | P | Art | Adj | Noun | Adv | Verb | Prep | Art | Noun | P |
| “ | I want like a banana please | ” | the | nice | boy | slowly | explained | to | the | shop | . |

Extending Sentences through Punctuation – Parenthesis using brackets to embed a relative clauses within a sentence

| | | | | | | | | | | | |
|-----|-------|------------|---|-----------------------------|---|----------|---------|--------|-----|-------|---|
| Art | Adj | Noun | P | Subordinate/Relative Clause | P | Adv | Verb | Prep | Art | Noun | P |
| The | nice | boy | (| who was smiling brightly |) | slowly | walked | to | the | shop | . |
| A | small | mouse | (| which had escaped |) | silently | crawled | under | the | shelf | . |
| The | large | lighthouse | (| that was previously broken |) | now | shone | across | the | ocean | . |

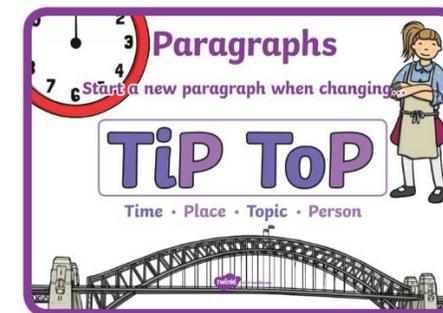
Tense – Use different forms for effect

| | | | | | | | |
|-----|------|------------|------|-----|--------|---|-----------------------|
| Art | Noun | Verb | Prep | Art | Nouns | P | Perfect Tense |
| The | boy | walked | to | the | school | . | Past tense |
| The | boy | has walked | to | the | school | . | Present Perfect Tense |
| The | boy | had walked | to | the | school | . | Past Perfect Tense |

Text Structuring – fiction, non-fiction and paragraphing



| | |
|--|--|
| Topic Sentence Signpost or introduces what you are talking about? | |
| Supporting Sentences | |
| Supporting Sentences | |
| Supporting Sentences | |
| Concluding sentence What did you say? Where does this lead next? What might they think? | |



| | |
|------------|---|
| Vocabulary | Subject, object, determiner: articles, quantifiers and demonstrative, expanded- noun phrase, word family, prefix, main clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, present-perfect tense, paragraph, fronted-adverbial, cohesion, dialogue, possessive pronouns, parenthesis, embedded clause, relative clause, relative pronoun |
|------------|---|

Year 5 – The focus is on securing a full range of cohesion within and across paragraphs using all ISPACED devices and punctuation marks that can achieve this. Securing understanding of multi-clause sentences and the range of punctuation that can be used to achieve this. Advancing speech through conjunctions.

Sentence Structures and Tense for Effect - Understanding Subject and Object Nouns / Active and Passive

The Passive Tense

| | | | | | |
|-----|-----------|--------|-----|-------------|---|
| Art | Subject N | Verb | Art | Object Noun | P |
| The | boy | chased | the | bird | . |

| | | | | | | |
|-----|-------------|------------|------|-----|--------------|---|
| Art | Object Noun | Verb chain | Prep | Art | Subject Noun | P |
| The | bird | was chased | by | the | boy | . |

Vocabulary and Punctuation for Description and Precision Determiners (Article, Quantifier and Possessives)

| | | | | | | |
|-------|------|--------|------|-------|-------|---|
| Art | Noun | Verb | Prep | Art | Nouns | P |
| The | boy | walks | to | the | shop | . |
| Quan | Noun | Verb | Prep | Art | Nouns | |
| Some | boys | walked | to | many | cars | . |
| Dem | Noun | Verb | Prep | Poss | Nouns | P |
| Those | boys | walked | to | their | car | . |

Sentence Extension Complex Sentences using ISPACED Adverbials – Ing Verbs, Prepositional phrases, Adverbs, Subordinating conjunction, Similes, ED Verbs, Dialogue

| | | | | | | | | | | | | |
|------|--------|-------|---------|---------|------|-----|------|------|-------|----------------------------------|------------------------------------|----|
| Det | Adj | N | Adv | V | Prep | Art | Poss | Adj | N | ≠ | P | |
| The | nice | boy | slowly | walked | to | the | | big | shop | next to the park | . | |
| The | lovely | girl | quickly | went | to | | her | | class | after she had finished her lunch | . | |
| Some | old | men | | crossed | | the | | | road | as slow as snails | . | |
| The | kind | lady | | passed | out | the | | | gift | really carefully | . | |
| Art | Adj | N | V | | | Art | Poss | Adj | N | P | ≠ | P |
| The | hungry | boy | asked | | | the | | kind | man | ," | I want like a banana please | ." |
| The | timid | child | entered | | | the | | dark | room | , | filled with fear | . |
| A | small | hand | grabbed | | | | his | | arm | , | pinching his skin ever so slightly | . |

Cohesion - Complex Sentences using ISPACED Fronted adverbials (Prepositional phrases, Subordinating conjunction, Adverbs)

| | | | | | | | | | | | | | |
|------------------------------------|--|--|--|---|------|--------|-------|-----------|---------|------|-----|-------|---|
| ≠ Fronted Adverbial | | | | P | Det | Adj | Noun | Adv | Verb | Prep | Art | Noun | P |
| As slow as snails | | | | , | the | nice | boy | slowly | walked | to | the | shop | . |
| Next to the park | | | | , | some | old | men | carefully | sat | on | a | bench | . |
| After she had finished her lunch | | | | , | the | lovely | girl | | went | to | the | class | . |
| Really carefully | | | | , | the | kind | lady | | passed | out | the | gift | . |
| Filled with fear | | | | , | the | timid | child | slowly | entered | | the | room | . |
| Pinching his skin ever so slightly | | | | , | a | small | hand | gently | grabbed | | the | man | . |

Using Dialogue to advance the action through the use of subordinate clause

| P | ≠ Subordinate Clause | P | Art | Adj | Noun | Verb | Prep phrase | Subordinate Clause | P |
|---|-----------------------------|----|-----|------|------|-----------|-------------------|--|---|
| " | I want like a banana please | ", | the | nice | boy | explained | to the shopkeeper | whilst frantically searching for his mum | . |

Extending Sentences through Punctuation

Parenthesis using brackets to embed a relative-clauses within a sentence

| Det | Adj | Noun | P | Subordinate/Relative Clause | P | Adv | Verb | Prep | Det | Noun | P |
|-----|--------|--------|---|-----------------------------|---|---------|--------|------|-----|--------|---|
| The | nice | boy | (| who was smiling brightly |) | slowly | walked | to | the | shop | . |
| The | little | boy | - | John's brother | - | happily | went | in | the | car | . |
| My | last | report | , | in 1978 | , | totally | upset | | my | mother | . |

Dashes to add an after-thought

| Art | Adj | N | Adv | V | Art | Adj | N | P | Extra information / After thought / Rhetorical | P |
|-----|--------|------|------------|---------|-----|------|------|---|--|---|
| The | heroic | girl | eventually | reached | a | safe | spot | - | didn't he | ? |

Colons to

introduce a list

| Art | Adj | N | Adv | V | Art | N | Prep | N | P | Extra information / After thought / Rhetorical | P |
|-----|--------|-----|---------|--------|-----|--------|------|-------|---|--|---|
| The | hungry | man | quickly | packed | a | number | of | items | : | rope, tape and a knife | . |

Semi-colons to add a

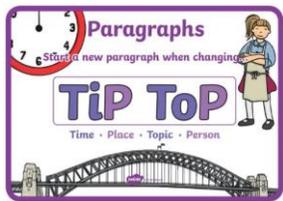
complex list with clarity

| Dem | V | Qua | N | P | Extra information / After thought / Rhetorical | P | Con | Extra information / After thought / Rhetorical | P | |
|-------|------|------|-------|---|--|---|-----|--|---------------|---|
| There | were | many | items | : | a 50m beige rope with hooks at each ends | ; | and | 3m of double-strength duct tape | a bowie knife | . |

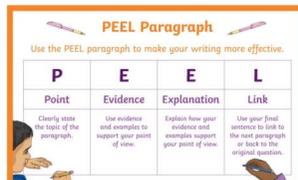
Tense – Use different forms for effect

| Art | Noun | Verb Chain | Prep | Art | Nouns | P | Perfect Tense |
|-----|------|-------------|------|-----|--------|---|-----------------------|
| The | boy | has walked | to | the | school | . | Present Perfect Tense |
| The | boy | had walked | to | the | school | . | Past Perfect Tense |
| The | boy | is walking | to | the | school | . | Present Progressive |
| The | boy | was walking | to | the | school | . | Past Progressive |

Text Structure – developing paragraphing



| | |
|----------------------|--|
| Topic Sentence | |
| Supporting Sentences | |
| Supporting Sentences | |
| Supporting Sentences | |
| Concluding sentence | |



| | |
|-------|--|
| Vocab | Subject, object, determiner: articles, quantifiers and demonstrative, expanded- noun phrase, word family, prefix, main clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, present-perfect tense, present-progressive tense paragraph, fronted-adverbial, cohesion, dialogue, possessive pronouns, embedded clause, relative clause, relative pronoun, modal verb, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, passive, colon, semi-colon |
|-------|--|

Year 6 – The focus on year 6 is in securing all previous learning with some further development of the use of the passive tense and the use of punctuation to extend and join ideas.

Sentence Structures and Tense for Effect - Understanding Subject and Object Nouns / Active and Passive

The Passive Tense

| | | | | | | |
|-----|-------------|------------|------|-------------|--------------|---|
| Art | Subject N | Verb | Art | Object Noun | P | |
| The | boy | chased | the | bird | . | |
| Art | Object Noun | Verb chain | Prep | Art | Subject Noun | P |
| The | bird | was chased | by | the | boy | . |

Sentence Extension Complex Sentences using ISPAED Adverbials – Ing Verbs, Prepositional phrases, Adverbs, Subordinating conjunction, Similes, ED Verbs, Dialogue

| | | | | | | | | | | | |
|------|--------|------|---------|---------|------|-----|------|-------|------|----------------------------------|---|
| Det | Adj | N | Adv | V | Prep | Art | Poss | Adj | N | ≠ | P |
| The | nice | boy | slowly | walked | to | the | | big | shop | next to the park | . |
| The | lovely | girl | quickly | went | to | her | | class | | after she had finished her lunch | . |
| Some | old | men | | crossed | | the | | road | | as slow as snails | . |
| The | kind | lady | | passed | out | the | | gift | | really carefully | . |

| | | | | | | | | | | | |
|-----|--------|-------|---------|-----|------|------|------|---|---|------------------------------------|----|
| Art | Adj | N | V | Art | Poss | Adj | N | P | ≠ | P | |
| The | hungry | boy | asked | the | | kind | man | , | | I want like a banana please | ." |
| The | timid | child | entered | the | | dark | room | , | | filled with fear | . |
| A | small | hand | grabbed | his | | arm | | , | | pinching his skin ever so slightly | . |

Cohesion - Complex Sentences using ISPAED Fronted adverbials (Prepositional phrases, Subordinating conjunction, Adverbs)

| | | | | | | | | | | |
|------------------------------------|---|------|--------|-------|-----------|---------|------|-----|-------|---|
| ≠ Fronted Adverbial | P | Det | Adj | Noun | Adv | Verb | Prep | Art | Noun | P |
| As slow as snails | , | the | nice | boy | slowly | walked | to | the | shop | . |
| Next to the park | , | some | old | men | carefully | sat | on | a | bench | . |
| After she had finished her lunch | , | the | lovely | girl | | went | to | the | class | . |
| Really carefully | , | the | kind | lady | | passed | out | the | gift | . |
| Filled with fear | , | the | timid | child | slowly | entered | | the | room | . |
| Pinching his skin ever so slightly | , | a | small | hand | gently | grabbed | | the | man | . |

Using Dialogue to advance the action through the use of subordinate clause

| | | | | | | | | | |
|---|-----------------------------|----|-----|------|------|-----------|-------------------|--|---|
| P | ≠ Subordinate Clause | P | Art | Adj | Noun | Verb | Prep phrase | Subordinate Clause | P |
| “ | I want like a banana please | ”, | the | nice | boy | explained | to the shopkeeper | whilst frantically searching for his mum | . |

Extending Sentences through Punctuation

Parenthesis using brackets to embed a relative clauses within a sentence

| | | | | | | | | | | | |
|-----|--------|--------|---|-----------------------------|---|---------|--------|------|-----|--------|---|
| Det | Adj | Noun | P | Subordinate/Relative Clause | P | Adv | Verb | Prep | Det | Noun | P |
| The | nice | boy | (| who was smiling brightly |) | slowly | walked | to | the | shop | . |
| The | little | boy | - | John's brother | - | happily | went | in | the | car | . |
| My | last | report | , | in 1978 | , | totally | upset | | my | mother | . |

Dashes to add an after-thought

| | | | | | | | | | | |
|-----|--------|------|------------|---------|-----|------|------|---|--|---|
| Art | Adj | N | Adv | V | Art | Adj | N | P | Extra information / After thought / Rhetorical | P |
| The | heroic | girl | eventually | reached | a | safe | spot | - | didn't he | ? |

Colons to introduce a list and further explanation

| | | | | | | | | | | | |
|-----|--------|-----|---------|--------|-----|--------|------|-------|---|--|---|
| Art | Adj | N | Adv | V | Art | N | Prep | N | P | Extra information / After thought / Rhetorical | P |
| The | hungry | man | quickly | packed | a | number | of | items | : | rope, tape and a knife | . |

| | | | | | | | | | | | | | | | |
|-----|------|-----|--------|--------|------|-----|-----|------|---|---------|---------------|-----|-----|--------|---|
| Art | Adj | N | Adv | V | Prep | Art | Adj | N | P | Pronoun | Verb Chain | Art | Adj | N | P |
| The | nice | boy | slowly | walked | to | the | big | shop | : | he | wanted to buy | a | big | banana | . |

Semi-colons to separate a complex list and link to a second closely connected sentence

| | | | | | | | | | | |
|-------|------|------|-------|---|--|---|---------------------------------|-----|---------|---|
| Dem | V | Quan | N | P | | P | | Con | | P |
| There | were | many | items | : | a 50m beige rope with hooks at each ends | ; | 3m of double-strength duct tape | and | a knife | . |

| | | | | | | | | | | | | | | |
|-----|-----|------------|---------|------|-----|----------|------|---|---------|------------|-----|-------|-------|---|
| Art | N | Adv | V | Prep | Art | Adj | N | P | Pronoun | Verb Chain | Art | Adj | N | P |
| The | boy | eventually | arrived | at | the | deserted | shop | ; | it | was | an | eerie | place | . |

Development of Text Structure – developing paragraphing

Paragraphs
Start a new paragraph when changing...

TIP TOP
Time • Place • Topic • Person

| | |
|---|--|
| Topic Sentence <small>Signpost or an advice when you are talking about.</small> | |
| Supporting Sentences | |
| Supporting Sentences | |
| Supporting Sentences | |
| Concluding sentence <small>What did you say? Where does this lead next? What might they think?</small> | |

PEEL Paragraph
Use the PEEL paragraph to make your writing more effective.

| P | E | E | L |
|--|---|---|--|
| Point | Evidence | Explanation | Link |
| <small>Clearly state the topic of the paragraph.</small> | <small>Use evidence and examples to support your point of view.</small> | <small>Explain how your evidence and examples support your point of view.</small> | <small>Use your final sentence to link to the next paragraph or back to the original question.</small> |

| | |
|------------|--|
| Vocabulary | <p>Subject, object, determiner: articles, quantifiers and demonstrative, expanded- noun phrase, word family, prefix, main clause, subordinate clause, direct speech, inverted commas, present-perfect tense, present-progressive tense paragraph, fronted-adverbial, cohesion, dialogue, possessive pronouns, embedded clause, relative clause, relative pronoun, modal verb, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, passive, Active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, formal and informal structures/vocabulary, Standard English</p> |
|------------|--|