

Y4: Writing Progression

| Composition | Transcription | Spelling | Common exception words: | Homophones and near-homophones | Terminology for pupils |
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| <p>Plan: discussing writing similar to understand and learn from its structure, vocabulary and grammar discuss and record ideas</p> <p>Draft and write: compose and rehearse sentences orally build a varied and rich vocabulary increase range of sentence structures organise paragraphs around a theme create settings, characters and plot simple organisational devices e.g., headings and sub-headings</p> <p>Evaluate and edit: assess the effectiveness of writing, suggesting improvements propose changes to grammar and vocabulary to improve consistency, include accurate use of pronouns in sentences Proofread for errors in spelling and punctuation errors Read aloud with appropriate intonation, tone and volume</p> | <p>use further prefixes and suffixes and understand how to add them</p> <p>possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences that include words and punctuation taught so far.</p> <p>use the diagonal and horizontal strokes that are needed to join letters</p> <p>increase the legibility, consistency and quality of their handwriting</p> | <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words</p> <p>The /ʌ/ sound spelt ou</p> <p>Prefixes – in-, dis-, mis-</p> <p>suffix –ation, -ly, -ous, -tion, -sion, -sion, -cian</p> <p>Words with endings in –sure, -ture,</p> <p>Words ending in (t)ch with a er ending (e.g. teacher)</p> <p>Words with the /k/ sound spelt ch (Greek in origin)</p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p> <p>Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin)</p> <p>Words with the /s/ sound spelt sc (Latin in origin)</p> <p>Words with the /ei/ sound spelt ei, eigh, or ey</p> <p>Possessive apostrophe with plural words</p> | <p>accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women</p> | <p>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, er, whose/who's</p> | <p>paragraph, preposition, conjunction, word family <u>homonym</u>, <u>auxiliary verb</u>, verb inflection prefix clause subordinate clause <u>relative clause</u> direct/reported speech inverted commas, present perfect form apostrophe for plural possession (the girl's name vs the girls' names) fronted adverbials, determiner possessive pronoun <u>relative pronoun</u> <u>brackets (parenthesis)</u> <u>personification</u>, <u>simile, metaphor</u>, <u>onomatopoeia</u>, <u>comparative, superlative</u>, <u>alliteration</u> <u>colon, ellipsis</u>, <u>rhetorical question</u>, <u>hyphen, dashes</u> <u>juxtaposition</u></p> |

Y4: Instructions

| Text Structure | Sentence | Useful Vocabulary | Grammar and Literary Devices | Word Classes | Punctuation |
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| <p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter.</p> <p>Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.</p> | <p>Variation in sentence structures e.g. While the pastry cooks...</p> <p>As the sauce thickens...</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> | <p>Continue by...</p> <p>Carry on...</p> <p>Do this until...</p> <p>Stop when...</p> <p>When you have done this...</p> <p>Try not to..</p> <p>Avoid..</p> | <p>Fronted adverbials</p> <p>Imperative verbs</p> <p>Noun phrases (including expanded)</p> <p>Rhetorical questions</p> <p><u>Relative clauses</u></p> <p><u>Modal verbs</u></p> <p>Simple and complex sentences</p> <p><u>Parenthesis</u></p> <p><u>Comparative</u></p> <p><u>Superlative</u></p> <p><u>Alliteration</u></p> | <p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs. Auxiliary verb: a verb that helps another verb express its tense, mood, or voice. The main auxiliary verbs are <i>to be</i>, <i>to have</i>, and <i>to do</i></p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials; Later on,</p> <p><u>Homonyms</u> Words having the same spelling or pronunciation but different meanings and origins.</p> | <p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech</p> <p>Comma to separate adjectives in an expanded noun phrase</p> <p>Comma before relative pronoun in a relative clause</p> <p><u>Brackets and dashes for parenthesis</u></p> <p><u>Colon to introduce a list</u></p> <p><u>Ellipsis</u></p> <p><u>Hyphen to join two compound words</u></p> |

Y4: Recount (experiences, diary, police report, sport report)

| Text Structure | Sentence | Useful Vocabulary | Grammar and Literary Devices | Word Classes | Punctuation |
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| Clear introduction and conclusion. | Variation in sentence structures e.g. While we watched the sea lion show... | Later on... Before long... At that very moment... | Fronted adverbials <u>Expanded noun phrases</u> | <u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. | Apostrophe to mark singular and plural possession. |
| Links between sentences help to navigate the reader from one idea to the next. | Use embedded/relative clauses e.g. Penguins, which are very agile, | At precisely... When this was complete... I was gripped by... I felt overwhelmed when... I was personally affected by... This has changed how I feel about... | Imperative verbs Rhetorical questions <u>Relative clauses</u> Complex sentences Comparative / Superlative <u>Parenthesis</u> <u>Senses</u> <u>Alliteration</u> <u>Repetition</u> <u>Personification</u> <u>Onomatopoeia</u> | <u>Verbs</u> Standard English forms for verbs. Auxiliary verb: a verb that helps another verb express its tense, mood, or voice. The main auxiliary verbs are <i>to be</i> , <i>to have</i> , and <i>to do</i> <u>Adjectives</u> Choose appropriate adjectives <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials; Later on, <u>Homonyms</u> Words having the same spelling or pronunciation but different meanings and origins. | Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech Comma to separate adjectives in an expanded noun phrase Comma before relative pronoun in a relative clause <u>Brackets and dashes for parenthesis</u> <u>Colon to introduce a list</u> <u>Ellipsis</u> <u>Hyphen to join two compound words</u> |
| Paragraphs organised correctly around key events. | Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use emotive language to show personal response e.g. fabulous, showcase inspired me | | | | |

Y4: Non-Chronological Report

| Text Structure | Sentence | Useful Vocabulary | Grammar and Literary Devices | Word Classes | Punctuation |
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| <p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour.</p> <p>Images/photographs with captions</p> | <p>Variation in sentence structures e.g. While the eggs hatch female penguins ...</p> <p>Use embedded/relative clauses e.g. Penguins, which are very agile,</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>Sentences build from a general idea to more specific.</p> <p>Use technical vocabulary to show the reader the writer's expertise.</p> | <p>This report will</p> <p>The following Information</p> <p>Usually</p> <p>Normally</p> <p>Even though</p> <p>Despite the fact</p> <p>As a rule,</p> | <p>Fronted adverbials</p> <p>Expanded noun phrases</p> <p>Rhetorical questions</p> <p><u>Relative clauses</u></p> <p>Complex sentences</p> <p><u>Comparative / Superlative</u></p> <p>Reported/direct speech</p> <p><u>Parenthesis</u></p> <p><u>Alliteration</u></p> <p><u>Simile</u></p> <p><u>Metaphor</u></p> <p><u>Direct address</u></p> <p><u>Repetition</u></p> <p><u>Hyperbole</u></p> | <p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs. Auxiliary verb: a verb that helps another verb express its tense, mood, or voice. The main auxiliary verbs are <i>to be</i>, <i>to have</i>, and <i>to do</i></p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials; Later on,</p> <p><u>Homonyms</u> Words having the same spelling or pronunciation but different meanings and origins.</p> | <p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech</p> <p>Comma to separate adjectives in an expanded noun phrase</p> <p>Comma before relative pronoun in a relative clause</p> <p><u>Brackets and dashes for parenthesis</u></p> <p><u>Colon to introduce a list</u></p> <p><u>Ellipsis</u></p> <p><u>Hyphen to join two compound words</u></p> |

Y4: Letters

| Text Structure | Sentence | Useful Vocabulary | Grammar and Literary Devices | Word Classes | Punctuation |
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| <p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>All letter layout features included.</p> | <p>Variation in sentence structures e.g. While we were at the park...As we arrived...</p> <p>Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing...</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> | <p>As I stated earlier...</p> <p>Referring to...</p> <p>This is an unfortunate...</p> <p>It is with regret...</p> <p>I would be grateful if...</p> <p>It is with regret that...</p> <p>I look forward to hearing from you in due course.</p> <p>Use modal verbs to hint future action or possibilities e.g. should, would, could.</p> | <p>Fronted adverbials</p> <p><u>Expanded noun phrases</u></p> <p>Imperative verbs</p> <p>Rhetorical questions</p> <p><u>Relative clauses</u></p> <p><u>Parenthesis</u></p> <p><u>Comparative / Superlative</u></p> <p><u>Alliteration</u></p> <p><u>Formal/informal language</u></p> <p><u>Powerful, emotive language</u></p> <p><u>Repetition</u></p> | <p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs. Auxiliary verb: a verb that helps another verb express its tense, mood, or voice. The main auxiliary verbs are <i>to be</i>, <i>to have</i>, and <i>to do</i></p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials; Later on,</p> <p><u>Homonyms</u> Words having the same spelling or pronunciation but different meanings and origins.</p> | <p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech</p> <p>Comma to separate adjectives in an expanded noun phrase</p> <p>Comma before relative pronoun in a relative clause</p> <p><u>Brackets and dashes for parenthesis</u></p> <p><u>Colon to introduce a list</u></p> <p><u>Ellipsis</u></p> <p><u>Hyphen to join two compound words</u></p> |

Y4: Persuasion (purpose – advert leaflet, argument)

| Text Structure | Sentence | Useful Vocabulary | Grammar and Literary Devices | Word Classes | Punctuation |
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| Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences | Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. haven't you always longed for a...? | I believe that It seems to me that It is clear that Is it any wonder that Furthermore As I see it Tremendous Implore you to consider Extremely significant Inevitably In conclusion In summary The evidence presented... Have you ever thought about...? Do you think that..? Fed up with...? | Fronted adverbials Imperative verbs Rhetorical questions <u>Relative clauses</u> <u>Comparative / Superlative</u> <u>Alliteration</u> <u>Powerful and emotive language</u> <u>Hyperbole</u> <u>Repetition</u> <u>Idioms e.g. face the music; it's raining cats and dogs</u> <u>Pun</u> <u>Rhyme</u> | <u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. Auxiliary verb: a verb that helps another verb express its tense, mood, or voice. The main auxiliary verbs are <i>to be</i> , <i>to have</i> , and <i>to do</i> <u>Adjectives</u> Choose appropriate adjectives <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials; Later on, <u>Homonyms</u> Words having the same spelling or pronunciation but different meanings and origins. | Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech Comma to separate adjectives in an expanded noun phrase Comma before relative pronoun in a relative clause <u>Brackets and dashes for parenthesis</u> <u>Colon to introduce a list</u> <u>Ellipsis</u> <u>Hyphen to join two compound words</u> |

Y4: Biography

| Text Structure | Sentence | Useful Vocabulary | Grammar and Literary Devices | Word Classes | Punctuation |
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| <p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p> | <p>Variation in sentence structures e.g. While we watched the sealionshow...</p> <p>Use embedded/relative clauses e.g. Penguins, which are very agile,</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>Sentences build from a general idea to more specific.</p> <p>Use emotive language to show personal response e.g. fabulous, showcase inspired me to....</p> | <p>In his /her early years...</p> <p>By the time he/she had...</p> <p>In his/ her final years...</p> <p>What is clear is that...</p> <p>Even though he/she was not popular at the time,</p> <p>Although feeling ran high in the community,</p> <p>In many ways it wasn't until...</p> <p>He/She might have been...</p> <p>His/Her one regret was that...</p> | <p>Fronted adverbials</p> <p>Imperative verbs</p> <p><u>Expanded noun phrases</u></p> <p><u>Rhetorical questions</u></p> <p><u>Relative clause</u></p> <p><u>Comparative / Superlative</u></p> <p><u>Alliteration</u></p> <p><u>Parenthesis</u></p> <p><u>Repetition</u></p> <p><u>Direct/reported speech</u></p> | <p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs. Auxiliary verb: a verb that helps another verb express its tense, mood, or voice. The main auxiliary verbs are <i>to be</i>, <i>to have</i>, and <i>to do</i></p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials; Later on,</p> <p><u>Homonyms</u> Words having the same spelling or pronunciation but different meanings and origins.</p> | <p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech</p> <p>Comma to separate adjectives in an expanded noun phrase</p> <p>Comma before relative pronoun in a relative clause</p> <p><u>Brackets and dashes for parenthesis</u></p> <p><u>Colon to introduce a list</u></p> <p><u>Ellipsis</u></p> <p><u>Hyphen to join two compound words</u></p> |

Y4: Balanced Argument (purpose – speech, essay, letter)

| Text Structure | Sentence | Useful Vocabulary | Grammar and Literary Devices | Word Classes | Punctuation |
|------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Clear introduction and conclusion. | Variation in sentence structures e.g. | This piece of writing will... ...feel convinced...I intend to... | Fronted adverbials | <u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. | Apostrophe to mark singular and plural possession. |
| Links between key ideas in the letter. | While we were at the park... As we arrived... | On the other hand... | Imperative verbs | <u>Verbs</u> Standard English forms for verbs. Auxiliary verb: a verb that helps another verb express its tense, mood, or voice. The main auxiliary verbs are <i>to be</i> , <i>to have</i> , and <i>to do</i> | Commas after fronted adverbials. |
| Paragraphs organised correctly into key ideas. | Use embedded/relative clauses | In addition... | Complex sentences | <u>Adjectives</u> Choose appropriate adjectives | Use inverted commas and other punctuation to indicate direct speech |
| Subheading Topic sentences | e.g. Mrs Holt, who was very angry... The angry mob, who had broken the barricade... | It is surprising that... On balance... Finally I would like to add... | <u>Comparative / Superlative</u> | <u>Connectives/conjunctions</u> Use a wide range of connectives. | Comma to separate adjectives in an expanded noun phrase |
| | Include adverbs to show how often e.g. additionally, frequently, rarely. | My next point concerns... Furthermore | <u>Powerful and evocative language</u> | <u>Tense</u> Correct use of past and present tense. | Comma before relative pronoun in a relative clause |
| | More complicated rhetorical questions e.g. Have you ever considered the impact of...? | Having looked at both sides, I think...because... Having considered the arguments for and against... Whilst... | <u>Juxtaposition</u> | <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials; Later on, <u>Homonyms</u> Words having the same spelling or pronunciation but different meanings and origins. | <u>Brackets and dashes for parenthesis</u> <u>Colon to introduce a list</u> <u>Ellipsis</u> <u>Hyphen to join two compound words</u> |

Y4: Newspaper

| Text Structure | Sentence | Useful Vocabulary | Grammar and Literary Devices | Word Classes | Punctuation |
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| Clear introduction and conclusion. | Variation in sentence structures e.g. While the witness was distracted... As the police arrived... | John Smith (64), a retired community officer said... | Fronted adverbials | <u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. | Apostrophe to mark singular and plural possession. |
| Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader. | Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... | Within minutes... The school confirmed that... She claimed that... He continued by informing us that... | Imperative verbs Rhetorical questions | <u>Verbs</u> Standard English forms for verbs. Auxiliary verb: a verb that helps another verb express its tense, mood, or voice. The main auxiliary verbs are <i>to be</i> , <i>to have</i> , and <i>to do</i> | Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech |
| Paragraphs organised correctly into key ideas. | Include adverbs to show how often e.g. additionally, frequently, rarely. | Police were... Eyewitnesses reported that | <u>Relative clause</u> <u>Comparative / Superlative</u> <u>Alliteration</u> <u>Pun</u> <u>Simile</u> | <u>Adjectives</u> Choose appropriate adjectives <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense. | Comma to separate adjectives in an expanded noun phrase Comma before relative pronoun in a relative clause |
| All newspaper layout features included. | <u>Informality in speech</u> | | <u>Emotive, powerful vocabulary</u> <u>Metaphor</u> <u>Juxtaposition</u> <u>Onomatopoeia</u> | <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials; Later on, <u>Homonyms</u> Words having the same spelling or pronunciation but different meanings and origins. | <u>Brackets and dashes for parenthesis</u> <u>Colon to introduce a list</u> <u>Ellipsis</u> <u>Hyphen to join two compound words</u> |
| Bold eye-catching headline which includes alliteration. | | | | | |
| Reorientation in last paragraph | | | | | |

Y4: Narrative

| Text Structure | Sentence | Useful Vocabulary | Grammar and Literary Devices | Word Classes | Punctuation |
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| <p>Link between opening and resolution</p> <p>Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood</p> <p>angry mother, disheartened Jack</p> <p>Paragraphs organised correctly to build up to key event</p> <p>Repetition avoided through using different sentence structures and ellipsis</p> | <p>Variation in sentence structures e.g. while, although, until</p> <p>Use embedded/relative clauses e.g. Marcus, who grinned slyly at the teacher, ...</p> <p>Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously</p> <p>Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking</p> | <p>Year 4 ambitious vocabulary used</p> <p>Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually</p> | <p>Fronted adverbials</p> <p>Imperative verbs</p> <p>Rhetorical questions</p> <p>Expanded noun phrases</p> <p><u>Relative clause</u></p> <p><u>Comparative / Superlative</u></p> <p><u>Alliteration</u></p> <p><u>Simile</u></p> <p><u>Metaphor</u></p> <p><u>Senses</u></p> <p><u>Repetition</u></p> <p><u>Personification</u></p> <p><u>Onomatopoeia</u></p> <p><u>Dialogue</u></p> | <p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs. Auxiliary verb: a verb that helps another verb express its tense, mood, or voice. The main auxiliary verbs are <i>to be</i>, <i>to have</i>, and <i>to do</i></p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials; Later on,</p> <p><u>Homonyms</u> Words having the same spelling or pronunciation but different meanings and origins.</p> | <p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech</p> <p>Comma to separate adjectives in an expanded noun phrase</p> <p>Comma before relative pronoun in a relative clause</p> <p><u>Brackets and dashes for parenthesis</u></p> <p><u>Colon to introduce a list</u></p> <p><u>Ellipsis</u></p> <p><u>Hyphen to join two compound words.</u></p> |