

Year 1 - Punctuation features

Skill	Example	Even better if
I can use full stops and capital letters	<i>The man is a pirate.</i>	Use a capital letter for proper nouns (names of people, places, days of the week and months) and pronoun 'I' <i>E.g. The pirate is called Jake.</i>
I can begin to use question marks	<i>Do you like the sea?</i> <i>What were pirate ships like?</i>	
I can begin to use exclamation marks	<i>Ouch!</i> <i>He was big. He was huge!</i>	

Year 1 - Grammar skills for writing

Skill	Example	Even better if
I can write	statements <i>A ship is big.</i>	I went to school.
	questions <i>What is your name?</i>	How big is a pirate ship?
	commands <i>Give me all your gold.</i>	Now walk the plank.
I can use adjectives	Add an adjective <i>A tall pirate.</i> <i>The pirate has a purple beard.</i>	Add 2 adjectives <i>A tall, ugly pirate.</i> <i>The pirate has a long, purple beard.</i>
		Use impressive adjectives appropriately <i>The pirate sails on a rickety ship.</i>
I can add –s or –es to make plural nouns.	<i>There are lots of dogs.</i> <i>She gave him 3 wishes.</i>	
I can add suffixes to a verb where no changes to the root word are needed -ing, -ed, -er, -est	<i>I am helping.</i> <i>You helped me.</i> <i>I am taller than you.</i> <i>I am the tallest in the class.</i>	
I can add the prefix un- to verbs and adjectives.	<i>I am feeling unhappy today.</i>	
I can use some co-ordination and subordination	<i>Pirates sailed the seas and they stole treasure.</i>	<i>Pirates sailed the seas because they were looking for boats with treasure.</i>
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	

Year 2 - Punctuation features

Skill	Example	Even better if
I can use full stops and capital letters	<i>Fluffy is a cat.</i>	Consistently using a capital letter for proper nouns (Names of people, places, days of the week and months) <i>E.g. On Tuesday Fluffy was very naughty.</i>
I can use question marks	<i>Do you like cats?</i>	
I can use an exclamation mark	<i>Exclamation marks come after exclamation sentences beginning with what or how.</i> <i>What a naughty cat!</i> <i>How beautiful that little bird was!</i>	Use an exclamation mark in speech when you want to show the speaker raises their voice <i>"No!" he cried.</i> <i>"Ouch! That hurt" she complained</i>
I can use commas to separate items in a list.	<i>A fluffy, ginger cat.</i> <i>You had red, watery eyes and a runny nose.</i>	Comma can also split verbs and nouns Nouns: <i>I put on trousers, a shirt and a thick sweater.</i> Verbs: <i>I got up, had a shower, cleaned my teeth and got dressed.</i>
I can use apostrophes for contraction	<i>E.g. I'm can't don't she's won't I'll isn't I'd</i>	
I can begin to use apostrophes for singular possession	<i>An apostrophe with the letter s is used to show someone owns something</i> <i>Fluffy's claws.</i> <i>The cat's tail</i>	

Year 2 - Grammar skills for writing

Skill		Example	Even better if
I can write	statements	<i>An elephant is big.</i>	I went to school.
	questions	<i>What is your name?</i>	How big is an elephant?
	exclamations	<i>It must begin with what or how</i> <i>What a wonderful surprise it was!</i> <i>How beautiful she is!</i>	
	commands	<i>Don't kill the bird.</i>	Fluffy stop it.
I can use expanded noun phrases		Add Adjectives <i>It was a small, beautiful bird.</i> <i>Fluffy is a big, ginger cat.</i>	Add a post modifier It was a small, beautiful bird with colourful feathers. Fluffy is a big, ginger cat with a long tail.
			Use ambitious adjectives appropriately Fluffy is an enormous, loveable cat
I can use present and past tense mostly correctly		Present <i>Sophie likes cats. Her cat is naughty.</i> Past <i>Sophie liked cats. Her cat was naughty.</i>	
I can use some co-ordination to create cohesion (and, but, or)		<i>The cat killed a bird and a fish.</i> <i>Sophie loves Fluffy but he is naughty.</i> <i>Cats can chase rabbits or mice.</i>	Add two conjunctions in a sentence. Fluffy was happy and he caught the fish but Sophie was very upset. Try using 'so' The bird was hopping around so Fluffy hit it with his paw.
I am beginning to use adverbs/adverbials of time to create cohesion (First, After that, In the afternoon, Yesterday, Before school)		<i>Yesterday afternoon</i> , Fluffy killed a little bird. <i>After that</i> , he took it into the house. <i>Next</i> , Sophie had to clean up the mess on the carpet. <i>After dinner</i> , she gave Fluffy a cuddle.	
I can use some sub ordination to create cohesion (when, if, that, because)		<i>Fluffy chased the bird because it was hopping around.</i> <i>When</i> Fluffy caught the bird Dad was cross. <i>Dad was cross when Fluffy caught the bird.</i> <i>If</i> Fluffy is naughty, Sophie gets very upset. <i>Sophie gets upset if Fluffy is naughty.</i> <i>I hope that Fluffy starts being good.</i>	Add coordination and subordination into one sentence When the bird fluttered, Fluffy caught it and it pecked at Fluffy. Some cats are well behaved, but Fluffy is naughty because he chases other animals. If he catches rabbits and pretty birds, Sophie will be upset. I hope that fluffy starts to be good, or there will be problems.

I can add suffixes –er, -ness, -ful, -less, -ly	<i>Tom was taller than his brother.</i> <i>I am filled with happiness.</i> <i>Your dress is so beautiful.</i> <i>Don't be so careless!</i> <i>The wolf was grinning slyly.</i>	
Terminology for pupils	noun, noun phrase, statement, question, exclamation, command, root word, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma	

Year 3 - Punctuation Features

Feature	Example	Even better if
I can use commas in a list	<i>A tall, dark, handsome man.</i> <i>The man was tall, dark and handsome</i>	Commas can also split verbs and nouns . Nouns: I put on trousers, a shirt and a thick sweater. Verbs: I got up, had a shower, cleaned my teeth and got dressed.
I can begin to use commas for clarity	<i>Commas go after a fronted adverbial e.g.</i> <i>First thing in the morning, Peter left for work.</i> <i>As quick as a flash, I jumped from my desk.</i>	Commas can also separate a subordinate clause starter from a main clause e.g. When the bell went, the children went out to play. After finishing lunch, I visited my friend.
I can use an exclamation mark	<i>Exclamation marks come after exclamation sentences beginning with what or how.</i> <i>What a wonderful day! What a wonderful day I had!</i> <i>How beautiful! How beautiful it is!</i>	Use an exclamation mark in speech when you want to show the speaker raises their voice "Help!" he cried. "Ouch! That hurt" she complained.
I can use question marks	<i>Used to indicate a question</i> <i>What did the Roman's wear?</i> <i>"How was school?" Mum asked.</i>	
I can use inverted commas or speech marks in dialogue	<i>"Where is your homework?" asked the teacher.</i> <i>"My dog ate it," replied John.</i>	
I can use apostrophes for contraction	<i>E.g. I'm can't don't she's won't I'll isn't I'd</i>	
I can use apostrophes for possession	<i>An apostrophe with the letter 's' is used to show someone owns something e.g.</i> <i>Handa's hen</i> <i>The cat's tail</i>	An apostrophe to show plural possession e.g. <i>The children's books</i> <i>The cars tyres.</i>

Year 3 - Grammar Skills for Writing

Grammar Skill	Example	Even better if
I can begin to use cohesive devices across paragraphs and sentences (adverbials) e.g. today, that afternoon, yesterday, soon, meanwhile, therefore	Adverbials <i>First thing in the morning, I ...</i> <i>Later that day, my mum ...</i> <i>After dinner, I ...</i>	More advanced cohesive devices e.g. <i>Fortunately/Unfortunately</i> <i>The last time/</i> <i>Afterwards/Meanwhile</i> Pronouns for cohesion <i>Mark put on a jumper and then he left his house.</i>
I can use a variety of co-ordinating conjunctions (or /and /but /so /yet) to develop cohesion	<i>I ate the apple, and then drank water.</i> <i>I did my homework, but I forgot it.</i> <i>The spider spun a web, so he could catch a fly.</i>	Put two conjunctions in one sentence. I put on my coat and ran to school, but I was still late. Joe ate an apple but didn't drink water, so he was still thirsty.
I can use some subordinate conjunctions e.g. (when /if /that /because /after /although / before /even though /while) to develop cohesion	<i>When John got home, he ate dinner.</i> <i>Although she was tired, she still went swimming.</i> <i>Before I finish my holidays, I will visit you.</i>	Put two conjunctions in one sentence <i>When</i> John got home, he ate dinner before going to bed. <i>Although</i> she was tired, she still went swimming because she needed some exercise.
I can use dialogue with different verbs other than 'said'	<i>"Help me!"</i> <i>screamed/whispered/murmured/mumbled/shouted/ordered/instructed/announced/yelled/pleaded</i> <i>the boy.</i>	Add an adverb/adverbial <i>"Sit down!" ordered the teacher angrily/anxiously/calmly/enthusiastically/ repeatedly.</i>
I can use some expanded noun phrases with pre and post modifiers to describe and specify	blue shirt with short sleeves tall tree by the river angry man from London interesting book on the table. Use ambitious adjectives appropriately Brand-new shirt Towering tree Furious man fascinating book	Add a qualifier lots of/a couple of/countless /numerous/a large number of/a few/hardly any interesting books on the table. Start a sentence with one or 2 adjectives <i>Tired, John went home.</i> <i>Tired but happy, John went home.</i>
I can begin to use the perfect form (to talk about recent events/experiences)	<i>"Where have you been?" asked Mum, "I have been trying to phone you".</i> <i>"I've never eaten pasta before but I have drunk coconut juice".</i> <i>John had visited Paris once before and he had climbed the Eifel Tower.</i>	

<p>I can use adverbs of manner and time within and to start sentences</p>	<p><i>John ran quickly to school.</i> <i>Quickly, John got dressed.</i> <i>I went to school yesterday</i> <i>Yesterday, I went to school.</i></p>	<p>Use 2 adverbs in a sentence Quickly yet quietly, John walked into the room. Yesterday, John ran quickly to school.</p>
<p>I can form words using prefixes and recognise word forms and word families.</p>	<p>Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-) <i>e.g. superhero, anticlockwise, automatic</i> Use of the forms 'a or an' according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box Word families based on common words, showing how words are related in form and meaning, <i>for example, solve, solution, solver, dissolve, insoluble</i></p>	
<p>I can use paragraphs and headings for cohesion</p>	<p>Paragraphs are used to group related material. Headings and sub-headings aid presentation and cohesion.</p>	
<p>Terminology for pupils</p>	<p>preposition, conjunction word family, prefix, clause, subordinate clause, direct speech consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</p>	

Year 4 - Punctuation Features

Feature	Example	Even better if
I can use commas in a list	<i>A tall, dark, handsome man.</i> <i>The man was tall, dark and handsome.</i>	Comma can also split verbs and nouns e.g. Nouns: <i>I put on trousers, a shirt and a thick sweater.</i> Verbs: <i>I got up, had a shower, cleaned my teeth and got dressed.</i>
I can use commas for clarity	<i>Commas go after a fronted adverbial e.g.</i> <i>First thing in the morning, Peter left for work.</i> <i>As quick as a flash, I jumped from my desk.</i>	Commas can also separate a subordinate clause from a main clause e.g. <i>When the bell went, the children went out to play.</i> <i>After finishing lunch, I visited my friend.</i>
I can use an exclamation mark	<i>Exclamation marks come after exclamation sentences beginning with 'what' or 'how' e.g.</i> <i>What a wonderful day! / What a wonderful day I had!</i> <i>How beautiful! / How beautiful it is!</i>	Use an exclamation mark in speech when you want to show the speaker raises their voice <i>"Help!" he cried.</i> <i>"Ouch! That hurt!" she complained.</i>
I can use question marks	<i>Used to indicate a question</i> <i>What did the Roman's wear?</i> <i>"How was school?" Mum asked.</i>	Use question marks in informal dialogue after question tags or to show uncertainty: <i>"It's lovely, isn't it?"</i> <i>"You won't be late, will you?"</i> <i>"I'll see you at 9pm, won't I?"</i>
I can use inverted commas or speech marks AND other associated punctuation in dialogue (comma after reported clause and punctuation inside inverted commas)	<i>"Where is your homework?" asked the teacher.</i> <i>"My dog ate it," replied John.</i> <i>The teacher asked, "Where is your homework?"</i>	
I can use apostrophes for contraction	E.g. I'm can't don't she's won't I'll isn't I'd	
I can use apostrophes for singular possession	An apostrophe with the letter s is used to show someone owns something <i>Handa's hen</i> <i>The boy's book</i>	
I can use apostrophes for plural possession and know the difference between possessive and plural -s	If there is more than one owner, the apostrophe goes after the s <i>Mark went to a boys' school.</i> <i>John had many dogs. The dogs' home was in the garden.</i>	

Year 4 - Grammar Skills for Writing

Grammar Skill	Example	Even better if
I can begin to use cohesive devices across paragraphs and sentences (pronouns and adverbials and repetition of nouns)	Pronouns/Possessive Pronouns <i>Mark put on his coat and then he left his house.</i> Adverbials <i>First thing in the morning, I ...</i> <i>Later that day, my mum...</i>	More advanced cohesive devices e.g. <i>For this reason, Meanwhile, Therefore, Fortunately, Unfortunately, The last time, Afterwards, Especially, As a rule, What is more</i> Deliberate and <u>controlled</u> repetition of nouns for effect <i>I saw a painting of a man. And no, it was not just any painting of a man; it was ...</i>
I can use a variety of co-ordinating conjunctions (FANBOYS) to create cohesion across sentences	<i>I ate the apple, and then drank water.</i> <i>I did my homework, but I forgot it</i> <i>The spider spun a web, so he could catch a fly.</i>	Put two conjunctions in one sentence. I put on my coat and ran to school, but I was still late. Joe ate an apple but didn't drink water, so he was still thirsty.
I can use a variety of subordinating conjunctions (when /if /that /because /after /before /though /while /whereas /just as /as long as /as soon as) to create cohesion across sentences	<i>As long as he wasn't late, John knew he wouldn't get into trouble.</i> <i>Just as the clock struck one, the ghost appeared.</i> <i>Harry was dark haired whereas his friend Ron had red hair.</i>	Put two conjunctions in one sentence <i>Just as the clock struck one, the ghost appeared even though the haunted house was empty.</i>
I can use dialogue with varied 'said' verbs and adverbs	<i>"Help me!"</i> <i>screamed/whispered/murmured/mumbled/shouted/ordered/instructed/announced/yelled/</i> <i>the boy angrily/anxiously/calmly/cautiously/enthusiastically/gently/kindly/politely/repeatedly.</i>	Stage directions in speech (speech, verb, action) <i>'Stop,' he shouted waving his stick.</i> <i>"Sit down!" ordered the teacher as he entered the classroom.</i> <i>"I'm hungry," announced Mia going to the fridge.</i>
I can beginning to use some indirect speech in my writing	<i>Alex told her friend to go home.</i> <i>She complained she was tired.</i>	
I can use some expanded noun phrases with pre and post modifiers and some qualifiers to describe and specify	<i>A few blue shirts with short sleeves</i> <i>Countless tall trees in the forest</i> <i>A couple of interesting books on the table</i> <i>The majority of people in the world</i>	Add a more ambitious qualifier <i>Lots of/A couple of/countless /numerous/a large number of/a few/ hardly an/the majority of/ the minority of/ a plethora of/legions of</i> In describing something, use a mixture of techniques to expand nouns <i>There were countless trees in the forest. Each tree had green leaves and bark on its trunk</i>

<p>I can use the perfect form (to talk about recent events/experiences)</p>	<p><i>"Where have you been?" asked Mum, "I have been trying to phone you".</i> <i>"I've never eaten pasta before but I have drunk coconut juice".</i> <i>John had visited Paris once before and he had climbed the Eifel Tower.</i></p>	
<p>I can use adverbial phrases (time, place, manner, simile) in different positions in a sentence (fronted, embedded, at the end of a clause)</p>	<p>At 9 o'clock, the teacher walked in. John pulled with all his might on the rope. I strode into the classroom. As quick as Usain Bolt, Jane sped after the thief.</p>	<p>Put 2 or 3 adverbial phrases into one sentence After lunch, I walked at a fast pace to the school. Like tired soldiers, the boys marched slowly home.</p>
<p>I can begin to use an -ing clause, subordinate conjunction, simile or a 2A opener to start a sentence</p>	<p>-ing clause: <i>Thinking as she walked, Liz entered into the room.</i> -Conj: <i>Although she was exhausted, Diana continued working.</i> -2 Adjective: <i>Nervous but optimistic, James sat his test.</i> -Simile: <i>As brave as a lion, John crept</i></p>	
<p>I can use a modifier in front of an adverb/adjective e.g. quite, very, rather, too, so</p>	<p><i>He ran too quickly so he was exhausted.</i> <i>She was late because she had walked so slowly.</i> <i>The wolf was quite strong</i></p>	
<p>My writing contains a variety of long sentences to add description and short sentences for emphasis</p>	<p><i>The house was dark and menacing with old creaking doors and windows full of cobwebs. Inside the main entrance, was an old chiming clock, which had been in the family for hundreds of years. Being careful not to make a noise, Harry entered the house. Suddenly, the clock chimed. Harry jumped.</i></p>	
<p>I can use show not tell sentences to create atmosphere</p>	<p><i>He was shivering and his teeth clattered. He rubbed his hands together....</i> <i>He was slouched in his chair with his head on his hands. He gave out a big yawn.</i></p>	
<p>I know which determiner (article) to use (<i>a or an</i>)</p>	<p>Use of the forms 'a or an' according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box</p>	
<p>I can use paragraphs and headings for cohesion</p>	<p>Paragraphs are used to group related material. Headings and sub-headings aid presentation and cohesion.</p>	
<p>Terminology for pupils</p>	<p>Determiner, possessive pronoun, pronoun, adverbial</p>	

Year 5 - Punctuation Features

Feature	Example	Even better if
I can use commas in a list	<i>A tall, dark, handsome man.</i> <i>The man was tall, dark and handsome.</i>	Comma can also split verbs and nouns e.g. Nouns: <i>I put on trousers, a shirt and a thick sweater.</i> Verbs: <i>I got up, had a shower, cleaned my teeth and got dressed.</i>
I can use commas for clarity and to avoid ambiguity	<i>Commas go after a fronted adverbial/subordinate clause</i> <i>At 3pm, Peter left for work.</i> <i>After finishing lunch, I visited my friend.</i>	Avoid Comma Splicing (Putting a comma between two independent clauses) Wrong: <i>Ann got up, she got dressed.</i> Correct: <i>Ann got up; she got dressed.</i>
I can use question marks	<i>Used to indicate a question</i> <i>What did the Roman's wear?</i> <i>"How was school?" Mum asked.</i>	Use question marks in informal dialogue after question tags or to show uncertainty <i>"It's lovely, isn't it?"/ "I'll see you later?"</i>
I can use inverted commas or speech marks in dialogue with correct associated punctuation (comma after reporting clause and punctuation inside inverted commas) and new speaker new line	<i>"Where is your homework?" asked the teacher.</i> <i>"My dog ate it," replied John.</i> <i>The teacher asked, "Where is your homework?"</i>	
I can use apostrophes for contraction	<i>E.g. I'm can't don't she's won't I'll isn't I'd</i>	
I can use apostrophes for singular and plural possession (and understand the difference with plural -s)	An apostrophe with the letter s is used to show someone owns something <i>Handa's hen The cat's tail</i> <i>The boy's book Harry's wand</i> If there is more than one owner, the apostrophe goes after the s <i>Mark went to a boys' school.</i> <i>John had many dogs. The dogs' home was in the garden</i>	
I can use punctuation for parenthesis (commas, brackets, dashes)	<i>If you remove the part of the sentence in parenthesis, it still must make sense</i> <i>Harry (the boy next door) liked ice cream.</i> <i>Bal, who was very clever, came top of the class.</i> <i>Rome-the capital of Italy-is a place I have always wanted to visit.</i>	
I can begin to use colons to introduce a list	<i>You need the following ingredients: milk, cheese and bread.</i> <i>Harry put many things in his trunk: a wand, books and a wizard's hat.</i> WRONG <i>Never use a colon to split a verb from the noun</i> <i>E.g. You need: milk, cheese, bread is wrong</i>	
I can begin to use a semi-colon to split two independent clauses.	<i>We can use a semicolon to replace a co-ordinating conjunction (FANBOYS)</i> <i>I went to the shops but I didn't buy anything.</i> <i>I went to the shops; I didn't buy anything.</i> <i>You can use a semi colon to separate items in a list when each item is extended. Compare 1 (comma) and 2 (semi-colon)</i> <ol style="list-style-type: none">1) <i>At the circus we saw a clown, a lion, a fire eater and an eight-year-old acrobat.</i>2) <i>At the circus we saw a clown juggling with swords; a lion who stood on a ball; a fire eater with flashing eyes and an eight year old acrobat.</i>	

I can begin to use an **ellipsis** to keep the reader hanging on/show an unfinished thought

Harry spoke out "I want to..." He was interrupted by the sudden bark of a dog.
She opened the door...and saw...a cake!

Year 5 - Grammar Skills for Writing

Grammar Skill	Example	Even better if
I can use cohesive devices across paragraphs and sentences (pronouns and adverbials, repetition of nouns (lexical cohesion) and ellipsis) and begin to use synonyms to create mood	Pronouns <i>Mark put on his coat and then he left his house. The coat was one which had been given him by his wife.</i> Adverbials including formal adverbials <i>Meanwhile, therefore, for this reason, especially, what is more, in particular, furthermore</i> Deliberate and controlled repetition of nouns for effect (lexical cohesion) <i>I saw a painting of a man. And no, it was not just any painting of a man.</i>	Try using ellipsis (for omission of words) <i>"Can't hear anything," she stuttered.</i> Use synonyms and range of devices to convey a mood in a setting <i>A chilling wind blew across my face. In the distance was an eerie house, which made my hair stand on end. It was then that I heard it...a blood-curdling scream.</i>
I can use a variety of co-ordinating (FANBOYS) and subordinating conjunctions (when / if / that / because / after / before / though / while / whereas / just as / as long as / as soon as) to improve cohesion within sentences.	<i>Just as the clock struck one, the gunman entered.</i> <i>As soon as he had finished his homework, he ran out to play.</i> <i>Harry was dark haired whereas his friend Ron had red hair.</i>	Put two conjunctions in one sentence. <i>After eating dinner, I washed up, but didn't put the plates away.</i> <i>Just as the clock struck one, she ran in, whereas her friend sauntered in 5 minutes later.</i>
I can stage directions in speech (speech, verb, action)	<i>"Stop," he shouted, waving his stick.</i> <i>"Sit down!" ordered the teacher as he entered the classroom.</i> <i>"I'm hungry," announced Mia, going to the fridge.</i>	Try using dialogue to convey character: <i>"Sit down or you will be in detention!" barked my new teacher</i>
I use some indirect speech in my writing	<i>Alex told her friend to go home.</i> <i>She complained she was tired.</i>	
I use expanded noun phrases with ambitious qualifiers (several, countless, infinite, copious, an abundance of) and post-modifiers (prepositional phrases and clauses)	<i>Infinite supplies of delicious ice-cream</i> <i>Legions of soldiers in their shining armour</i> <i>Copious amounts of tasty cakes with beautiful icing</i> <i>A sparse number of trees with withered branches</i> <i>The majority/minority of young people in the city</i>	Post-modify with a clause <i>Soldiers wearing their shining armour</i> <i>Cakes covered in beautiful icing</i> <i>Young people living in the city</i> In describing something, use a mixture of techniques to expand nouns <i>There were legions of soldiers wearing their shining armour. Each carried a short sword and a single rectangular shield glinting in the sun.</i>
I can use modal verbs to indicate degrees of possibility	<i>Can, will, might, may, must, could, should, have to</i> <i>I might go to park.</i> <i>You must do your homework.</i>	Use modal verbs in the past <i>Could have, might have, should have, must have</i> <i>He might have gone out.</i> <i>The butler must have done it.</i>
I can use a variety of sentence starters	Fronted adverbial (time, place, manner)	First thing in the morning , John woke.
	Expanded -ing clause	Feeling hungry , John woke.
	Simile	Like a grumpy bison , John woke.
	2A opener	Refreshed and revitalised , John woke
	Expanded -ed clause	Disturbed by a nightmare, John woke
	Subordinate conjunction	Before the sun had risen, John woke.

<p>I can use present, past and perfect form as appropriate ensuring the correct use of first and third person</p>	<p><i>I live in London but right now I'm visiting Leeds. I have lived in Wolverhampton. I moved there in 2011.</i></p>	<p>Try using Past Perfect. <i>Shelpa had lived in Paris before coming to Wolverhampton</i> <i>Jez was starving because he hadn't eaten breakfast.</i></p>
<p>I can use relative clauses with the relative pronouns who/which/whose/that/where/when</p>	<p><i>The house, which was on the hill, was locked up.</i> <i>The village where I grew up was beautiful.</i> <i>Romans, who came from Italy, were strong fighters.</i></p>	<p>Add a relative clause to the end of the sentence. <i>I lived in a huge house which had many rooms.</i> <i>I shouted at the boy who was walking on the other side of the street.</i></p>
<p>I can use adverbial phrases (time, place, manner) in different positions in a sentence (fronted, embedded, at the end of a clause)</p>	<p><i>At 9 o'clock, the teacher walked in.</i> <i>John pulled with all his might on the rope.</i> <i>I strode into the classroom.</i></p>	<p>Put 2 or 3 adverbial phrases into one sentence <i>After lunch, I walked at a fast pace to the school.</i> <i>Like tired soldiers, the boys marched slowly home.</i></p>
<p>I can include metaphors, personification and onomatopoeia to create atmosphere in my writing</p>	<p>Metaphor: A metaphor is a comparison which is not literally true. It suggests what something is like by comparing it with something else with similar characteristics <i>E.g. My brother is a pig. The foot of the hill. You had him in the palm of your hand. My teacher is a dragon. His room was a tip. She is a shining star.</i></p>	<p>Personification: This is when you give human qualities to an object or an animal. <i>E.g. The wind howled in the night. Lightning danced across the sky. The moon played hide and seek with the clouds. My flowers were begging for water.</i></p>
	<p>Onomatopoeia: This is when a word's pronunciation imitates its sound. <i>E.g. He banged on the drum. A dog can bark. The bees buzzed. The clanging pots and pans. Clap your hands. The clock was ticking. He dripped his books with a thud.</i></p>	<p><i>The house was dark and menacing with old creaking doors and windows full of cobwebs. Inside the main entrance, was an old chiming clock, which had been in the family for hundreds of years. Being careful not to make a noise, Harry entered the house. Suddenly, the clock chimed. Harry jumped.</i></p>
	<p><i>He was shivering and his teeth clattered. He rubbed his hands together...</i> <i>He was slouched in his chair with his head on his hands. He gave out a big yawn.</i></p>	<p>My writing contains a variety of long sentences to add description and short sentences for emphasis</p>
<p>I can use show not tell sentences to create atmosphere</p>	<p><i>He was shivering and his teeth clattered. He rubbed his hands together...</i> <i>He was slouched in his chair with his head on his hands. He gave out a big yawn.</i></p>	<p>I can use show not tell sentences to create atmosphere</p>
<p>I can modify words using prefixes and suffixes</p>	<p>I can change nouns or adjectives into verbs by using suffixes (e.g. -ate; -ise; -ify) I can use verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p>	<p>I can use paragraphs and other layout features for cohesion</p>
<p>Terminology for Pupils</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>I can use paragraphs and other layout features for cohesion</p>

Year 6 - Punctuation Features

Feature	Example	Even better if
I can use commas in a list	<i>A tall, dark, handsome man.</i> <i>The man was tall, dark and handsome.</i>	Comma can also split verbs and nouns Nouns: <i>I put on trousers, a shirt and a thick sweater.</i> Verbs: <i>I got up, had a shower, cleaned my teeth and got dressed.</i>
I can use commas for clarity	<i>Commas go after a fronted adverbial/Subordinate clause</i> <i>At 3pm, Peter left for work.</i> <i>After finishing lunch, I visited my friend.</i>	Avoid Comma Splicing (Putting a comma between two independent clauses) Wrong: <i>Ann got up, she got dressed</i> Correct: <i>Ann got up; she got dressed</i>
I can use an exclamation mark	<i>Use an exclamation mark in speech when you want to show the speaker raises their voice: "Help!" he cried.</i> <i>Use in exclamation sentences beginning with what or how.</i> <i>e.g. What a wonderful day! /What a wonderful day I had!</i> <i>How beautiful! /How beautiful it is!</i>	
I can use question marks	<i>Used to indicate a question</i> <i>What did the Roman's wear?</i> <i>"How was school?" Mum asked.</i>	Use question marks in informal dialogue after question tags or to show uncertainty or informality <i>"It's lovely, isn't it?" / "I'll see you later?"</i>
I can use inverted commas or speech marks in dialogue with correct speech punctuation and new speaker new line	<i>"Where is your homework?" asked the teacher.</i> <i>"My dog ate it," replied John.</i> <i>"What?" cried the teacher. "Rubbish!"</i> <i>John shrugged his shoulders, "Well that's what happened."</i>	
I can use apostrophes for contraction	<i>E.g. I'm can't don't she's won't I'll isn't I'd</i>	
I can use apostrophes for singular and plural possession (and understand the difference with plural -s)	An apostrophe with the letter s is used to show someone owns something <i>Handa's hen The cat's tail</i> <i>The boy's book Harry's wand</i> If there is more than one owner, the apostrophe goes after the s <i>Mark went to a boys' school.</i> <i>John had many dogs. The dogs' home was in the garden</i>	
I can use punctuation for parenthesis (commas, brackets, dashes) and appropriately for formality of piece (dashes- informal; brackets - formal)	<i>If you remove the part of the sentence in parenthesis, it still must make sense</i> <i>Harry (the boy next door) liked ice cream.</i> <i>Bal, who was very clever, came top of the class.</i> <i>Rome-the capital of Italy-is a place I have always wanted to visit.</i>	
I can use colons	<i>You need the following ingredients:</i> <i>milk, cheese, bread</i> <i>Harry put many things in his trunk: a wand, books, a wizard's hat</i> WRONG <i>Never use a colon to split a verb from a noun.</i> <i>E.g. You need: milk, cheese, bread</i> is wrong	Use a colon to separate two independent clauses when the second explains or amplifies the first Some people do their best work at night: they are known as 'night-owls'. It's been snowing for three days: the roads around here aren't very safe for driving.
I can use a semi-colon to split two independent clauses.	<i>We can use a semicolon to replace a co-ordinating conjunction (FANBOYS)</i> <i>I went to the shops but I didn't buy anything.</i> <i>I went to the shops; I didn't buy anything.</i> <i>You can use a semi colon to separate items in a list when each item is extended. Compare 1 (comma) and 2 (semi-colon)</i>	

	<p>1) <i>At the circus we saw a clown, a lion, a fire eater and an eight-year-old acrobat.</i></p> <p>2) <i>At the circus we saw a clown juggling with swords; a lion who stood on a ball; a fire eater with flashing eyes and an eight year old acrobat.</i></p>
I can use hyphens	<p><i>To make compound nouns e.g. mother-in-law, t-shirt, dry-cleaning, fifty-one</i></p> <p><i>To make compound adjectives: e.g. snow-white, cold-blooded, light-hearted, far-fetched, low-cut</i></p>
I can use dashes	<p>Parenthesis <i>Mo-who is the current Olympic champion-won the race.</i></p> <p>Repetition <i>"St-st-op!" stammered the boy.</i></p> <p>Before a final comment <i>"Yes-I will do it," agreed Lucy.</i></p>
I can use an ellipsis to keep the reader hanging on/show an unfinished thought	<p><i>Harry spoke out "I want to..." He was interrupted by the sudden bark of a dog.</i></p> <p><i>She opened the door...and saw...a cake!</i></p>

Year 6 - Grammar Skills for Writing

Feature	Example	Even better if
I can create atmosphere	<i>Detailed settings with multi-clausal sentences and expanded noun phrases</i> <i>Use the 5 senses: What can be seen, heard, felt etc</i>	Using metaphor and personification: Metaphor: <i>Each blade of grass was a tiny bayonet pointed firmly at our bare feet. I was lost in a sea of nameless faces</i> Personification: <i>The wind howled in the night. Lightning danced across the sky. The moon played hide and seek with the clouds. My flowers were begging for water.</i>
I create atmosphere using expanded noun phrases with ambitious qualifiers (several, countless, infinite, copious, an abundance of,) and post-modifiers (prepositional phrases and cluses)	<i>Legions of soldiers in their shining armour</i> <i>Copious amounts of tasty cakes covered in beautiful icing</i> <i>The majority/minority of young people living in the city</i> <i>Infinite supplies of delicious ice cream</i>	In describing something, use a mixture of techniques to expand nouns There were legions of soldiers wearing their shining armour. Each carried a short sword in whatever was their stronger hand, and a single rectangular shield glinting in the sun. They wore leather sandals to protect their feet and had helmets made of the strongest Roman bronze.
I can integrate dialogue to convey character (using correct speech punctuation and new speaker new line)	<i>"Sit down or you will be in detention!" barked my new (obviously strict) teacher.</i> What do the different ways of asking for a drink say about character? <i>"Would you mind getting me a drink dear?"</i> <i>"Drink! Now!"</i> <i>"Pllleeeaaase can I have a drink?"</i>	Use a variety of dialogue techniques to convey character The words they say: "Come here!"/"Would you mind coming over here?" How they say it (verbs) instead of said e.g. bellowed, whispered, sang, sneered How they say it (adverbs) -angrily, timidly, defiantly Voice description (adjectives) in a commanding/cold/hostile/warm voice Actions as they talk: wagging a finger, as he thumped the table, putting an arm round her.
I can integrate dialogue to advance action	Staging directions in Speech (Speech, verb, action) <i>"Stop!" he shouted, waving his stick.</i> <i>"Sit down!" ordered the teacher as she entered the classroom.</i> <i>"I'm hungry," announced Mia going to the fridge.</i>	Use dialogue to describe a setting or some action: <i>"The moon's full and bright tonight," whispered Ali.</i> <i>"Look up there. There's a single light shining in the top window of the old house," replied Eric</i> <i>"What's that?"</i> <i>"Someone's coming..." stammered Eric grabbing Ernie's arm.</i> <i>"Run!" they screamed together taking off down the old path.</i>
I can vary the position of the speaker in the dialogue (Before the dialogue/after the dialogue/between the dialogue/not there for cohesion and flow)	<i>"Where is your homework?" asked the teacher.</i> <i>John took a deep breath and replied, "My dog ate it."</i> <i>"What? Rubbish!"</i> <i>"Well that's what happened," responded John. "We haven't the money for dog food."</i>	

<p>I can select vocabulary and grammatical structures that reflect the level of formality required in most paragraphs</p>	<p>The key is to maintain the level of formality throughout the piece Formal: More advanced grammar (passive, perfect). longer sentences. subject/genre Specific Vocabulary Informal: Slang, contractions, idioms, short sentences.</p>	<p>Change formality when you express facts and opinions. <i>The lionesses work together to hunt and can bring down large prey such as water buffalo. You certainly wouldn't be wanting to taking a stroll when a pride is out hunting then!</i></p>
<p>I can use and recognise subjunctive forms in very formal writing</p>	<p>The subjunctive form can be used for giving advice or talking about unreal situations <i>E.g. If I were you...; Were they to...; Were I a little bit taller, I would....</i></p>	
<p>Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs</p>	<p>Pronouns: <i>Mark put on his coat and then he left his house. The coat was one which had been given him by his wife.</i></p> <p>Adverbials: <i>First, mum and I cleaned the kitchen of all the stew all over the floor and walls, then washed the dishes and finally we put them away. Meanwhile, Dad and my sister re-potted all the plants.</i></p> <p>Conjunctions: A range of co-ordinating and subordinating conjunctions</p> <p>Lexical Cohesion: <i>Repetition of a key noun/phrase: I saw a painting of a man. And no, it was not just any painting of a man.</i></p> <p>Use synonyms to convey a mood in a setting <i>A chilling wind blow across my face. In the distance was an eerie house which made my hair stand on end. It was then that I heard it...a blood-curdling scream.</i></p> <p>Ellipsis(Missing out words Λ) to aid flow <i>Some plants looked better than ever (though other ones didn't! Λ) "Λ Can't hear anything," she stuttered.</i></p> <p>In dialogue, remove speech verbs to enhance the flow of speech <i>"I didn't do it!" "But, I saw you." "You must have been mistaken."</i></p>	
<p>Modal verbs used appropriately to express possibility</p>	<p><i>Can, will, might, may, must, could, should, have to I might go to park. You must do your homework.</i></p> <p>Use modal verbs in the past <i>Could have, might have, should have, must have He might have gone out. The butler could have killed him, couldn't he?</i></p>	

Passive mostly appropriately	<p>We use the passive when we do not know or do not say who has completed an action. We also use it when we want to place greater emphasis on the action rather than the person/ people who do it.</p> <p>It is very common in formal language and can easily be seen in explanation texts. <i>E.g. The butter is spread on the toast.</i></p>													
	How Passive is formed?	Example sentences												
	<u>The present simple: is/ are + past participle</u>	Lions are found in Africa The market is held every Monday. is thought/believed to be												
	<u>The present perfect: has/ have + been + past participle</u>	"I have been given a detention," complained the mum glumly. A leisure centre has been located in Wolverhampton for 20 years.												
	<u>The past simple: was/ were + past participle</u>	The Spartans, who were known for their fighting, lived... The shop, which was situated to the north of the town, sold... As soon as the bags were packed , we jumped into the car Finally, the work was done/completed												
	<u>The past perfect: had + been + past participle</u>	The room looked like it had been hit by a bomb/ Justice had been done . Had he been seen ?												
	<u>Modals:</u> Can/may/will etc +be +past participle Can/may/will etc +have been +past participle	The cathedral could be seen from miles away. The victim, who could have been you or me, was taken to the..... It can be argued												
I can use a wide range of clause structures, sometimes varying their position within the sentence	<p>Different Sentence Openers</p> <table border="1" data-bbox="499 1249 1461 1512"> <tr> <td>Fronted adverbial (time, place, manner)</td> <td><i>First thing in the morning, John woke</i></td> </tr> <tr> <td>Expanded - ing clause</td> <td><i>Feeling hungry, John woke.</i></td> </tr> <tr> <td>Simile</td> <td><i>Like a grumpy bison, John woke.</i></td> </tr> <tr> <td>2A opener</td> <td><i>Refreshed and revitalised, John woke</i></td> </tr> <tr> <td>Expanded -ed clause</td> <td><i>Disturbed by a nightmare, John woke</i></td> </tr> <tr> <td>Subordinate conjunction</td> <td><i>Before the sun had risen, John woke.</i></td> </tr> </table> <p>Relative Clauses (Embedded and ending a sentence) <i>My sister, who is missing her magazines, has demanded we go to the Kalahari Desert, which is too hot for bears.</i></p> <p>Multi-Clausal Sentences <i>After eating dinner, I washed up but didn't put the plates away.</i> <i>Just as the clock struck one, she ran in, whereas her friend sauntered in 5 minutes later.</i></p> <p>Integrating short sentences with long multicausal sentences The house was dark and menacing with old creaking doors and windows full of cobwebs. Inside the main entrance, was an old chiming clock, which had been in the family for hundreds of years. Being careful not to make a noise, Harry entered the house. Suddenly, from somewhere in the dark, the clock chimed. Harry jumped. He looked...waited. When he was sure he was alone, he headed further into the house.</p>		Fronted adverbial (time, place, manner)	<i>First thing in the morning, John woke</i>	Expanded - ing clause	<i>Feeling hungry, John woke.</i>	Simile	<i>Like a grumpy bison, John woke.</i>	2A opener	<i>Refreshed and revitalised, John woke</i>	Expanded -ed clause	<i>Disturbed by a nightmare, John woke</i>	Subordinate conjunction	<i>Before the sun had risen, John woke.</i>
Fronted adverbial (time, place, manner)	<i>First thing in the morning, John woke</i>													
Expanded - ing clause	<i>Feeling hungry, John woke.</i>													
Simile	<i>Like a grumpy bison, John woke.</i>													
2A opener	<i>Refreshed and revitalised, John woke</i>													
Expanded -ed clause	<i>Disturbed by a nightmare, John woke</i>													
Subordinate conjunction	<i>Before the sun had risen, John woke.</i>													

Using adverbs/adverbials effectively to add detail, qualification and precision	<p>At 9 o'clock, the teacher walked in. John pulled with all his might on the rope. I strode into the classroom. As quick as Usain Bolt, Jane sped after the thief.</p> <p>Put 2 or 3 adverbial phrases into one sentence After lunch, I walked at a fast pace to the school. Like tired soldiers, the boys marched slowly home.</p>
I can use paragraphs and other layout features for cohesion	<p>Paragraphs are used to group related material. Layout devices (for example, headings, sub-headings, columns, bullets, or tables) help to structure text and provide cohesion.</p>
Word level	<p>Recognising the difference between informal vocabulary and vocabulary appropriate for formal speech and writing (for example, find out - discover; ask for - request; go in – enter) Realising how words are related by meaning as synonyms and antonyms (for example, big, large, little).</p>
Terminology for Pupils	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>