

YEAR 1	
Using <b>capital letters</b> at the start of a sentence and <b>full stops</b> .	<b>T</b> he boy climbed the beanstalk <b>!</b>
Use <b>capital letters</b> for names.	I could hear when <b>R</b> osie called her dog <b>S</b> kipper.
Use <b>'and'</b> to join sentences, making a compound sentence.	The children were playing <b>and</b> then the bell rang to end playtime.
Using a <b>question mark</b> .	Why did playtime have to end <b>?</b>
Using an <b>exclamation mark</b> .	That is a terrible mess <b>!</b>
Year 2	
Sentence Capital letter Full stop Question mark Exclamation mark	Mum handed me a present. What could it be? Excitedly, I opened the package. There was a tiger!
Use <b>commas in lists</b>	There were red <b>,</b> blue <b>,</b> pink and brown balls.
Nouns - people, places, objects.	Man, London, apple.
Use <b>adjectives</b> to describe.	The <b>tame</b> cat and the <b>shaggy</b> dog chased <b>tiny</b> mouse.
Start using compound and complex sentences 'and', 'or' and 'but' (Compound)  'when', 'where', <b>'if'</b> , 'that' and 'because' (Complex)	When James came home, he ate three biscuits <b>and</b> had two long drinks. <b>If</b> he does that every day, we will have to get more biscuits.
Tenses <b>Past</b> <b>Present</b>	The dog <b>went</b> into the garden and chased the cat out of his area. I like to play with my dog, he <b>is</b> fun.
Use <b>adjectival phrases</b> to describe nouns.	Kate's new kitten was <b>lovely and gentle</b> .
Use apostrophes for <b>missing letters-contractions</b> .	I don't want to go to bed!

Year 3	
Clause Subject + Verb = Complete Thought.	My dog eats pizza.
Subordinate clause is an incomplete Thought. It doesn't make sense on its own.	If I let him.  (My dog eats pizza, if I let him.)
Main clause + subordinate clause	My dog eats pizza, if I let him.
Conjunction- joining words.	Bob was on time, but James was late.
Join clauses to make a compound sentence.	The train arrived late and the man rushed onto the platform at the station. .
Add a subordinate clause - extra information, now it's a complex sentence.	As there had been a tree on the tracks, the train arrived late and the man rushed onto the platform at the station.
Noun-naming word, person, place or thing.	Claire, Jane and Tom who were in my new class, looked after me very well.
Adjective-describing word for a noun or pronoun.	Claire, Jane and Tom who were in my new class, looked after me well.
Adjectival phrase -a group of words which describe a noun or pronoun	Claire, Jane and Tom who were in my new class, looked after me very well.
Verb - a doing word.	I ran off the starting line I walked upstairs to bed
Powerful verbs- a more interesting verb	I sprinted off the starting line I plodded upstairs to bed
Verbs: Past tense Present tense	She ran along the path and tripped down a hole.  Jane is brushing her red hair.

Use <b>dialogue</b> -speech.	"I'm tired!" moaned the boy. "Can I go to bed now!"
Write longer sentences Using a <b>subordinate clause</b>	My cat loves to climb trees, <b>although she gets stuck at the top.</b>
<b>Year 4</b>	
Use <b>adverbs</b> to modify verbs  How something is done.	She ran <b>enthusiastically</b> to win the race.
Use <b>conjunctions</b> to express time or cause  Why? And When?	Jim slipped over <b>because</b> the skateboard was left on the path. <b>After</b> the concert we all had hot chocolate.
Prepositions - placement On, in under....	The kitten was <b>in</b> the bag.
Phrase Group of words which do not have a subject + verb.	Tiny dog, Walking quickly,
Use prepositions to express <b>time</b> and <b>place</b> .	<b>After the match</b> the referee put the ball back in the shed. He kicked the ball right <b>over the wall.</b>
Write in the <b>1st</b> or the <b>3rd</b> person.	<b>I</b> wandered down the street looking for my dog. <b>The dog</b> wandered down the street looking for cats.
<b>Adverbials</b> give extra information that the simple adverb.	<b>After we had eaten</b> , we played in the garden.
Use <b>adverbs</b> and <b>adverbials</b> HOW something is done or HOW it happened.	He spoke <b>crossly</b> and <b>in a loud voice</b> to all the children. The dog ran <b>with the lead in its mouth</b> , <b>down the street.</b>

Use <b>commas</b> after or before phrases and clauses as a brief pause, to splice the sentence.	After the door slammed, the class sat in total silence. As light as a feather, the glider disappeared into the clouds.
<b>Pronouns</b> - replace nouns-e.g. I, me, she, we, they, who, that, yours, his, her.	1. Avoid repetition: While Sam watched the TV programme, he finished making his Lego spaceship. When she went to bed, Mog was feeling rather full of milk and cat food.
Use dialogue-speech. Use <b>inverted commas</b> .  Ensure that what is in the speech marks is what is SAID,	"Pass me a cake, please." called Tom. "You can't expect me to believe that!" shouted Claire.
Use the <b>possessive apostrophe</b>	Use for singular and plural nouns. Joanna's temper was rising fast.  All the dogs' dinners had been stolen.
Use <b>fronted adverbials</b> -start a sentence with an adverb. (Note the comma).	<b>In total silence</b> , the children tiptoed along the corridor. <b>Nervously</b> , Max stared into all their yellow eyes.
<b>Year 5</b>	
<b>Conjunctions</b> connect thoughts, ideas, actions, nouns, clauses.	Jack wanted the dog and the cat. Kate was late, although, she left early.
<b>Relative clause</b> Begin a subordinate clause (cannot stand alone) with 'who', 'where', 'why; or 'whose'.	In the garden, where the path turns, the dog had buried the bone. Jim, who loves to eat pizza, grabbed the first slice.
Use <b>commas</b> , to punctuate short pauses.	Sara carried the football to the park, everyone cheered when they saw her holding the ball.
Use <b>fronted adverbials</b> of time, place and number to lead into paragraphs.	After lunch, Jane.... Further away, past the.... Finally, the dog...
<b>Parenthesis</b> - extra information.	The Blues won the match, ( 6-0) much to the disappointment....

Show parenthesis, with brackets, commas or dashes.	After the rain (which was not forecast) .... James, who is my brother, always.... Skipper-the only puppy left- scampered...
Confidently use inverted commas- speech marks.	"So, the water is warm," shouted Finn, "Then I'm coming in! Look out!" he shouted, as he bombed into the pool.
Direct speech is exactly what is said.	"Get out!" shouted the man, to the children.
Indirect speech reporting what was said.	The man shouted for the children to get out.
Formal language is precise.	My father purchased a new mobile phone for me.
Informal language is casual and sometimes uses slang.	Dad got me a new phone.
To use apostrophes for possession (belonging) and omission (missing letters).	The dog's paw. It's my dog.
Use modal verbs confidently. Special additions which show it is possible, or necessary. e.g. can/should/might /ought.	You might get a book. You can get a book. You ought to get a book. You will get a book.
<b>Year 6</b>	
Extend use of conjunctions in compound and complex sentences.	Hungrily, the puppy gobbled all his food, then, ate the cat's dinner. The teacher shouted at the class, accordingly, the children were shocked into silence.
Confidently use a range of basic punctuation: Full stops, commas, exclamation marks, inverted commas and question marks.	Yawning, the man rose to his feet, peering out of the windows of the train. "Where are we?" he anxiously asked his fellow passengers. "London Bridge." responded the old lady. "Oh no!" shouted the man, suddenly realising that he had fallen asleep and had missed his stop!
Confidently use techniques learnt to make writing more interesting.	The dog went out. After the storm, the reluctant dog ventured out into the muddy garden, hoping to play with Jim.
Use expanded noun phrases add information to a noun.	Jimbo, our now, muddy, smelly dog, rushed past me, with a grand leap straight onto the newly made bed!

Use <b>semi-colons</b> which are used for a break which is longer than a comma pause.	Dad decided it wasn't a good idea to have the barbecue after all; the increasingly darkening sky made the chance of rain inevitable.
To recognise the difference between <b>informal (chatty)</b> and <b>formal (possible inclusion of subjunctive)</b> language in writing.	Mum's not going to let us go, <b>is she?</b> That was a great pizza, <b>wasn't it?</b>  <b>If I were you</b> , I would rush to get cover from the rain. <b>In her usual manner</b> , the teacher sternly called the register, from behind her desk.
Use <b>colons</b> -before a list of words, phrases or clauses.	To make a jam sandwich you will need: bread, butter and jam. Jan asked why I didn't pass her the ball: I said I hadn't seen her.
Use bullet points Star introduction of list with a colon, you do not need a capital letter (unless a proper noun).	Class rules: <ul style="list-style-type: none"> <li>• <b>do not interrupt</b></li> <li>• <b>listen to others</b></li> </ul>
Use <b>hyphens</b> to make meaning clear.	Football-crazy girl on the pitch. Football crazy girl on the pitch Man-eating shark. Man eating shark.
The <b>subject</b> is who or what does the action.	<b>James</b> pushed past the table, without looking and knocked the vase over.
The <b>object</b> is what has action done to it.	James pushed past the <b>table</b> ...
The <b>determiner</b> is a word before a noun or noun phrase.	<b>The</b> book.. <b>A</b> bird.. <b>Some</b> green books...
Use the <b>passive voice</b> -when something happens to the subject.	<b>The vase was knocked over</b> by the man. When he pushed past the table.