

		Year 1	Year 2	Year 3/4	Year 5/6
Reading	Word Reading	Pupils should be taught to: • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions, e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and	Pupils should be taught to: • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately without overt sounding and blending when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words	Pupils should be taught to: • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Pupils should be taught to: • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

		that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading	accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading		
		Year 1	Year 2	Year 3/4	Year 5/6
Reading	Comprehension	Pupils should be taught to : - Develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - being encouraged to link what they read or hear read to their own experiences - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - recognising and joining in with predictable phrases - learning to appreciate rhymes and poems, and to recite some by heart - discussing word meanings, linking new meanings to those already known - Understand both the books they can already read accurately and fluently and those they listen to by: - drawing on what they already know or on background	Pupils should be taught to : - Develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - discussing the sequence of events in books and how items of information are related - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - being introduced to non-fiction books that are structured in different ways - recognising simple recurring literary language in stories and poetry - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - discussing their favourite words and phrases	Pupils should be taught to : - Develop positive attitudes to reading and understanding of what they read by: - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Pupils should be taught to : - maintain positive attitudes to reading and understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - learning a wider range of poetry by heart - preparing poems and plays to read aloud and to perform,

		information and vocabulary provided by the teacher ➤ checking that the text makes sense to them as they read and correcting inaccurate reading ➤ discussing the significance of the title and events ➤ making inferences on the basis of what is being said and done ➤ predicting what might happen on the basis of what has been read so far ➤ participate in discussion about what is read to them, taking turns and listening to what others say ➤ explain clearly their understanding of what is read to them	➤ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • Understand both the books that they can already read accurately and fluently and those that they listen to by: ➤ drawing on what they already know or on background information and vocabulary provided by the teacher ➤ checking that the text makes sense to them as they read and correcting inaccurate reading ➤ making inferences on the basis of what is being said and done ➤ answering and asking questions ➤ predicting what might happen on the basis of what has been read so far • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	➤ discussing words and phrases that capture the reader's interest and imagination ➤ recognising some different forms of poetry (e.g. free verse, narrative poetry) • Understand what they read, in books they can read independently, by: ➤ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ➤ asking questions to improve their understanding of a text ➤ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ➤ predicting what might happen from details stated and implied ➤ identifying main ideas drawn from more than one paragraph and summarising these ➤ identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	showing understanding through intonation, tone and volume so that the meaning is clear to an audience • Understand what they read by: ➤ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ➤ asking questions to improve their understanding ➤ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ➤ predicting what might happen from details stated and implied ➤ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ➤ identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'
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					ideas and challenging views courteously - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - Provide reasoned justifications for their views
		Year 1	Year 2	Year 3/4	Year 5/6
		<i>Spelling (see TJ Spelling Progression)</i> Pupils should be taught to: - Spell: - words containing each of the 40+ phonemes already taught - common exception words - the days of the week - Name the letters of the alphabet: - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound - Add prefixes and suffixes: - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - using the prefix un– - using –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper)	<i>Spelling (see TJ Spelling Progression)</i> Pupils should be taught to: - Spell by: - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - learning to spell common exception words - learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl's book] - distinguishing between homophones and near-homophones - Add suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly	<i>Spelling (see TJ Spelling Progression)</i> Pupils should be taught to: - Use further prefixes and suffixes and understand how to add them - Spell further homophones - Spell words that are often misspelt - Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - Use the first two or three letters of a word to check its spelling in a dictionary - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	<i>Spelling (see TJ Spelling Progression)</i> Pupils should be taught to: - use further prefixes and suffixes and understand the guidance for adding them - Spell some words with 'silent' letters, e.g. knight, psalm, solemn - Continue to distinguish between homophones and other words which are often confused - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically - Use dictionaries to check the spelling and meaning of words - Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - Use a thesaurus
Writing	Transcription				

		- Apply simple spelling rules and guidelines - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	- Apply spelling rules and guidelines - Write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far		
Writing	Handwriting	Year 1	Year 2	Year 3/4	Year 5/6
		- Sit correctly at a table, holding a pencil comfortably and correctly - Begin to form lower-case letters in the correct direction, starting and finishing in the right place - Form capital letters - Form digits 0-9 - Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these	- Form lower-case letters of the - Correct size relative to one another - Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - Use spacing between words that reflects the size of the letters	- Use the diagonal and horizontal - Strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	- Write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters - choosing the writing implement that is best suited for a task
Writing	Composition	Year 1	Year 2	Year 3/4	Year 5/6
		Pupils should be taught to: - Write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense	Pupils should be taught to: - Develop positive attitudes towards and stamina for writing by: - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes - Consider what they are going to write before beginning by:	Pupils should be taught to: - Plan their writing by: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas - Draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building	Pupils should be taught to: - Plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed

		- Discuss what they have written with the teacher or other pupils - Read aloud their writing clearly enough to be heard by their peers and the teacher	➤ planning or saying out loud what they are going to write about ➤ writing down ideas and/or key words, including new vocabulary ➤ encapsulating what they want to say, sentence by sentence • Make simple additions, revisions and corrections to their own writing by: ➤ evaluating their writing with the teacher and other pupils ➤ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ➤ proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) • Read aloud what they have written with appropriate intonation to make the meaning clear	a varied and rich vocabulary and an increasing range of sentence structures ➤ organising paragraphs around a theme ➤ in narratives, creating settings, characters and plot ➤ in non-narrative material, using simple organisational devices (for examples headings and sub-headings) ➤ Evaluate and edit by: ➤ assessing the effectiveness of their own and others' writing and suggesting improvements ➤ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	characters and settings in what they have read, listened to or seen performed • Draft and write by: ➤ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ➤ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précisising longer passages ➤ using a wide range of devices to build cohesion within and across paragraphs ➤ using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) • Evaluate and edit by: ➤ assessing the effectiveness of their own and others' writing ➤ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ➤ ensuring the consistent and correct use of tense throughout a piece of writing ➤ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
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				• Proof-read for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	
Writing	Vocabulary, Grammar and Punctuation	Year 1	Year 2	Year 3	Year 4
		• Joining words and joining sentences using <i>and</i> • How the prefix <i>un-</i> changes the meaning of verbs and adjectives (negation, <i>e.g. unkind</i>, or undoing, <i>e.g. untie the boat</i>) • Regular plural noun suffixes <i>-s</i> or <i>-es</i> (e.g. <i>dog, dogs; wish, wishes</i>) • Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>) • How words can combine to make sentences • Sequencing sentences to form short narratives • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun <i>I</i>	Revision/consolidation of Y1 Objectives And: • Formation of nouns using suffixes such as <i>-ness, -er</i> • Formation of adjectives using suffixes such as <i>-ful, -less</i>⁽¹⁾_{SEP} (A fuller list of suffixes can be found in the Year 2 spelling appendix.) • Use of the suffixes <i>-er</i> and <i>-est</i> to form comparisons of adjectives and adverbs • Subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) • Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>) • Sentences with different forms: statement, question, exclamation, command • Correct choice and consistent use of present tense and past tense throughout writing • Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was</i>	Revision/consolidation of Y1/2 Objectives And: • Formation of nouns using a range of prefixes such as super-, anti-, auto- • Use of the determiners <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel • Expressing time and cause using conjunctions (e.g. <i>when, so, before, after, while, because</i>); adverbs (e.g. <i>before, after, during, because of</i>) or prepositions (e.g. <i>before, after, during, in, because of</i>) • Using paragraphs as a way to group related material • Headings and subheadings to aid presentation • Use of the perfect form of verbs to mark relationships of time and cause • Inverted commas to punctuate direct speech	Revision/consolidation of Y1/2 /3 Objectives And: • The grammatical difference between plural and possessive -s • Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>) • Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition • Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>) • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition • Use of inverted commas to punctuate direct speech • Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) • Use of commas after fronted adverbials

			<i>shouting)</i> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark contracted forms in spelling		
Writing	Vocabulary, Grammar and Punctuation	Year 5	Year 6		
		Revision/consolidation of Y1/2 /3/4 Objectives And: • Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) • Verb prefixes (e.g. dis–, de–, mis–, over– and re–) • Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) • Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) • Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) • Brackets, dashes or commas to indicate parenthesis • Use of commas and hyphens to clarify meaning or avoid ambiguity	Revision/consolidation of all Objectives and application to writing opportunities. Self-evaluation of language features in pieces of writing		

		Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	
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		Year 1	Year 2
Writing	Sentence Construction	Simple sentences: - I climbed the tower. - Rapunzel has long hair. Embellished simple sentences using adjectives: - The princess had golden, flowing hair. - The tower's walls were tall and ancient. Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. - Rapunzel has long hair, and she likes to sing. - The prince can climb up, so he can see Rapunzel. Repetition for rhythm e.g. He walked and he walked and he walked. Repetition for description e.g. an evil witch, a wicked witch. A beautiful princess, a kind princess.	Embellished simple sentences using: <u>Adjectives:</u> - The lighthouse keeper opened his tiny wooden lunchbox. - The seagulls watched from the rocky cliffs. <u>Adverbs:</u> - She stirred the soup carefully so it would not spill. Compound Sentences (using and, or, but) - The lighthouse keeper made tea, and he poured some into a small cup for his cat. - He could eat outside or stay inside to avoid the cold wind. Complex sentences (because, when, if, that) - The cat waited patiently because it wanted a bite of the lunch. - The seagulls might fly away if he waved his hand. Long and Short Sentences for Effect: - Long: Outside, the stormy sea splashed against the rocks, the gulls cried above, and the grey clouds rolled across the sky. - Short: The cat purred. Lists of Three for Description - The table had a teapot, a cup, and a spoon. - The lighthouse keeper wore a warm coat, sturdy boots, and a knitted hat. Alliteration Busy birds battled for the bread. Similes (using 'like') The sandwich was soft like a pillow The tea steamed like a little cloud above the cup. Adverbs for description The seagulls circled noisily above the cliffs Adverbs for information Open the lunchbox slowly to avoid spilling anything.

		Year 3	Year 4
Writing	Sentence Construction	Embellished simple sentences: Adverb starters to add detail e.g. Thomas Jones Primary School – English • Silently, the Stone Age boy crept through the tall grass, hiding from the prowling wolf. • Suddenly, a gust of wind blew through the trees, startling him. Compound sentences (and/ or / but / so) • He wanted to explore the dark cave, but he felt nervous about what might be inside. • He spotted a herd of deer, so he quietly followed them to find food. Complex sentences (because, when, if, that, as, so) • The boy knew that fire could keep wild animals away. • He moved quietly through the forest as the sun began to rise. Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. • The boy slipped on the wet leaves and tumbled down a steep hill into a dark forest, where the trees were taller and the air felt cold and strange. He was lost. Sentence of 3 for description e.g. • The boy carried a sharp spear, wore animal skins and ran quickly through the forest. • His cave was dark, cold and smelled of smoke from the fire. • The woolly mammoth had thick fur, massive tusks and heavy, padded feet. Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy! Dialogue –powerful speech verb e.g. “Hello,” she whispered. The hunter lowered his weapon and murmured, “Friend.”	Adverb Starters (fronted adverbials) e.g. <u>ed clauses as starters e.g.</u> • Tired of his boring underground home, Mole decided to explore the outside world. • Excited by the sight of a fast motorcar, Toad became completely obsessed with driving. <u>Expanded ‘ing’ clauses as starters e.g.</u> • Paddling gently along the river, Rat hummed a peaceful tune. • Racing wildly down the road, Toad ignored all sense of danger. <u>-ly phrases as starters</u> • Unfortunately, Toad crashed yet another stolen car. • Happily, Mole settled into life by the river with Rat. <u>Drop-in -ing clauses</u> • Toad, boasting loudly about his adventures, annoyed his friends. • The boat, drifting slowly along the river, carried Mole and Rat into the sunshine. Compound sentences (and/ or / but / so/ yet) • Mole was timid and shy, yet he found courage when his friends needed him. Complex sentences (because, when, if, that, as, so) • Toad laughed loudly when he showed off his new motorcar to Rat and Mole. • Toad will be in serious trouble if he ignores the warnings about driving recklessly Relative clause within a sentence: who/which e.g. • Mole, who had been cleaning his spring home, decided to go outside. • The Wild Wood, which many animals feared, was dark and mysterious. Long and short sentences: <u>Long sentences</u> to enhance description or information e.g. • The river slipped gently past the reeds, shimmering in the golden sunlight as dragonflies darted above the water and the soft breeze whispered through the trees. <u>Short sentences</u> to move events on quickly e.g. • It was peaceful. Mole smiled.

			Sentence of 3 for action e.g. Toad raced down the road, skidded around the corner, and crashed into a tree. Repetition to persuade e.g. Explore the meadow, explore the river, explore the Wild Wood! Dialogue – verb + adverb e.g. “Hello,” Mole whispered, nervously, “I didn’t mean to disturb you.” Hyperboles to persuade (exaggeration for effect) e.g. One tiny plastic bottle can pollute a thousand oceans! Puns for informality e.g. • Don’t be trashy—recycle your rubbish! Plant a tree today, because the Earth is tree-mendously important!
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		Year 5	Year 6
Writing	Sentence Construction	Adverb Starters (fronted adverbials) e.g. <u>Expanded –ed clauses as starters e.g.</u> • Exhausted by the crash, Fred struggled through the thick Amazon rainforest. • Frightened by the strange noises, Lila crept cautiously between the enormous trees. <u>Adverbial Phrases e.g.</u> • Deep within the dense Amazon rainforest, Fred stumbled through the tangled vegetation. • Beyond the rushing waters of the river, the children discovered the mysterious ruins. <u>Drop-in –ed clauses e.g.</u> • Fred, exhausted by the difficult journey, collapsed beside the river. • The children, frightened by the dangers of the jungle, stayed close together. <u>Combining both for more advance sentences e.g.</u> • Beyond the enormous trees, Fred, amazed by the mysterious ruins, stared in wonder. • In the darkness of the rainforest, the children, terrified by the unfamiliar sounds, huddled together for safety. Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions – <i>see attached list</i> Secure use of compound sentences: FANBOYS: For, And, Nor, But, Or, Yet, So Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect Moving sentence chunks (how, when, where) around for different effects e.g • <u>Where first:</u> Through the dark, tangled jungle, the children walked cautiously. • <u>When first:</u> Throughout the night, the children walked cautiously through the jungle. • <u>How first:</u>	Consolidate Year 5 List Secure use of simple and embellished simple sentences: <u>Simple</u> • Jim ran. • The door opened. <u>Embellished simple</u> • Jim ran through the dark, crowded streets. • In the freezing darkness, Jim waited anxiously. Secure use of compound sentences: <u>FANBOYS: for, and, nor, but, or, yet, so.</u> • Jim was frightened, but he tried to remain brave. • The workhouse was cold, and the children were desperately hungry. • His mother was ill, so Jim became increasingly worried. Secure use of complex sentences — subordination – <i>see attached list.</i> Active and passive verbs to create effect and to affect presentation of information e.g. <u>Active</u> The workhouse master punished Jim. <u>Passive</u> Jim was punished by the workhouse master. Developed use of rhetorical questions for persuasion: • How would you feel if you were suddenly separated from your family? • Could you imagine being hungry, cold and alone with nowhere to go? • Why should children like Jim be forced to work simply because they are poor? Expanded noun phrases to convey complicated information concisely e.g. • The frightened, exhausted young boy struggled through the crowded streets. • Jim, the poor orphan who had been separated from his family, searched desperately for somewhere to sleep.

Cautiously and silently, the children made their way through the jungle. Use of rhetorical questions Stage directions in speech (speech + verb + action) e.g. • “We have to keep moving!” Fred shouted, pushing desperately through the vines. • “I don't think we're alone,” Fred muttered, glancing nervously over his shoulder. Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun. • <u>Who – for people</u> Fred, who was determined to survive, continued through the rainforest. • <u>Which – for things/animals</u> The plane, which had crashed deep in the jungle, was impossible to repair. • <u>That – for people or things</u> Fred followed the path that led towards the river. • <u>Where – for places</u> The children returned to the clearing where they had made their camp. • <u>When – for times</u> Fred remembered the moment when he first realised they were lost. • <u>Whose – shows possession</u> The Explorer, whose knowledge of the rainforest was extraordinary, helped the children survive. Secure use of simple / embellished simple sentences • The jungle was silent. • The river roared. Secure use of compound sentences • Fred ran through the dense, humid rainforest. • The enormous, mysterious jungle surrounded the frightened children	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you</i>. Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors. The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing). E.g. said → stated / explained / reported / claimed • asked → questioned / enquired • got → received / obtained • a lot of → numerous / considerable • things → circumstances / belongings / possessions Linking ideas across paragraphs using cohesive devices: • Semantic cohesion – repetition of words or phrases • Grammatical connections – adverbials • Elision – leaving out information that has been mentioned previously
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YEAR 5	Conjunctions	Example linked to <i>The Explorer</i>
Time	when, while, before, after, until, as, since	When the plane crashed , Fred found himself alone in the rainforest.
Reason	because, since, as	Fred kept moving because he knew he had to find help .
Condition	if, unless, provided that	If the children stayed together , they had a better chance of surviving.
Contrast	although, even though, whereas, while	Although the rainforest was beautiful , it was also extremely dangerous.
Purpose	so that, in order that	Fred searched for food so that the children could survive .
Result	so...that, such...that	The jungle was so dense that the children could barely see ahead.
Place	where, wherever	The children followed the river wherever it led them .

YEAR 6	Conjunctions	Example linked to <i>Street Child</i>
Time	when, while, before, after, until, as, since	When Jim arrived at the workhouse , he realised how frightening his new life would be.
Reason	because, since, as	Jim was exhausted because he had been working all day .
Condition	if, unless	If Jim wanted to survive , he would have to become more resourceful.
Contrast	although, even though, while, whereas	Although Jim was frightened , he refused to give up.
Purpose	so that, in order that	Jim worked hard so that he could earn enough money to survive .
Place	where, wherever	Jim searched for a place where he could sleep safely .
Result	so...that, such...that	Jim was so exhausted that he could barely keep his eyes open.