

CONCEPTS				
YEAR GROUP	SENTENCE STRUCTURE	TEXT STRUCTURE	PUNCTUATION	VOCABULARY
1	<ul style="list-style-type: none"> How words can combine to make sentences Joining words and joining sentences using and 	<ul style="list-style-type: none"> Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> 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 	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
2	<ul style="list-style-type: none"> Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) Sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> 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. she is drumming, he was shouting) 	<ul style="list-style-type: none"> 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 	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
3	<ul style="list-style-type: none"> Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore, or prepositions (e.g. before, after, during, in, because of) 	<ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.) 	<ul style="list-style-type: none"> Introduction to inverted commas to punctuate direct speech 	word family, conjunction, adverb, preposition, direct speech, inverted commas (or "speech marks"), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause
4	<ul style="list-style-type: none"> Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition Fronted adverbials (e.g. Later that day, I heard the bad news.) 	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> Use of inverted commas to punctuate direct speech Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) Use of commas after fronted adverbials 	pronoun, possessive pronoun, adverbial
5	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity 	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity

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6	<ul style="list-style-type: none"> • Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken) • Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day) • 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. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech) 	<ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis • Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text 	<ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.) Use of the colon to introduce a list • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus recover) 	active and passive voice, subject and object, hyphen, colon, semicolon, bullet points, synonym and antonym