

Writing Progression from Year 1 – 6

Please look at the objectives prior to your year group to ensure these are revisited.

How do we teach cohesion across the school to ensure progression?

Cohesion is concerned with how a piece of writing 'hangs together'. When a person's writing has cohesion, an attempt has been made to link clauses, sentences and paragraphs. The writer has in mind their audience and the purpose for the text.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>a series of linked sentences using basic time words (first, next, then)</p> <p>join two simple sentences with conjunction 'and' (extend to 'but' and 'because')</p> <p>use familiar phrases from reading 'Once upon a time', 'happily ever after'</p>	<p>use a variety of simple pronouns</p> <p>use a range of coordinating conjunctions (and, but, or, so, yet)</p> <p>use a range of subordinating conjunctions (if, when, that, because)</p> <p>vary sentence openers by using -ly words</p> <p>use a wider range of adverbs to organise (first of all, firstly, next, then, before the, after the)</p>	<p>group ideas that are related into paragraphs</p> <p>Use conjunctions, prepositions and adverbs of: time: later, next, soon, after, before place: under, above, along, between, across cause: as, because, so, which</p> <p>vary references to noun/proper noun within and across sentences (Jane, she, the girl, the young girl,...The Iron Man, he, the metal monster, the scary creature...</p> <p>use a full range of coordinating conjunctions to join two simple sentences (FANBOYS – for, and, nor, but, or, yet, so) – <i>He was scared yet he carried on.</i></p>	<p>group ideas that are related into paragraphs</p> <p>use a range of possessive pronouns: theirs, mine, hers</p> <p>fronted adverbials (followed by a comma) of time: Later than morning, As the sun set, Before he..., While the...,</p> <p>manner: ly adverbs Slowly, Patiently, With fear in his eyes, Feeling triumphant,</p> <p>place: Deep in the forest, Under a rock, Across a room, In the distance,</p> <p>write a range of subordinate clauses using a variety of subordinate conjunctions</p>	<p>develop a range of complex sentences using subordinating conjunctions at the beginning and end of the sentence. Use of commas is mostly accurate</p> <p>embedded clauses: Tom knew, as he stared into the darkness, that his fate was sealed.</p> <p>a range of narrative devices within paragraphs</p> <ul style="list-style-type: none"> - repetition for effect - tense - pronoun chains - connectives <p>Between paragraphs</p> <ul style="list-style-type: none"> -fronted adverbials -repetition for effect -person -tense <p>use of expanded fronted adverbials for place (not just using prepositions) i.e. <i>Stranded in the abyss,</i></p>	<p>use a range of devices to build cohesion within and between paragraphs (repetition, adverbials, ellipsis, referencing, noun/pronoun chains, synonyms, conjunctions)</p> <p>passive voice for empathy and suspense</p> <p>maintain viewpoint</p>

		<p>use a wider range of subordinating conjunctions (as with year 2 & as, while, although – <i>He looked behind him as he ran through the forest.</i>)</p> <p>consistent use of 1st and 3rd person throughout a story</p>	<p>(I SAW A WABUB – If, Since, As, When, Although, While, After, Before, Until, Because)</p> <p>write complex sentences varying where the subordinate clause goes (start and end of sentence: <i>Although he was terrified, he took one step closer! He took one step closer although he was terrified</i>)</p> <p>use of comma after subordinate clause may not always be accurate.</p>	<p><i>Far in the distance, Disappearing into the mist</i></p> <p>write with the appropriate level of formality for example through dialogue</p> <p>develop characterisation (through dialogue to show how a person moves, speaks, how others see them, stream of consciousness) throughout the narrative.</p>	
--	--	--	--	---	--

How do we teach verb tenses across the school to ensure progression?

generally use present and past tense accurately in writing	<p>use past and present simple correctly and consistently</p> <p>Progressive past tense (be + -ing) i.e. <i>The ships were swaying in the wind. The family were freezing.</i></p> <p>Progressive present (be + -ing). <i>The winter is lasting.. The family is freezing.</i></p> <p>Progressive present (be + -ing). <i>The winter is lasting.. The family is freezing.</i></p> <p>May not always be accurate.</p>	<p>Progressive past tense (be + -ing) i.e. <i>The ships were swaying in the wind. The family were freezing.</i></p> <p>Progressive present (be + -ing). <i>The winter is lasting.. The family is freezing.</i></p> <p>Mostly accurately</p> <p>Use the present perfect tense in simple and progressive forms (<i>They have tried; Mum has been shopping</i>) and the past perfect simple and progressive (<i>They had</i></p>	<p>Consolidate past and present progressive from Year 2 and past and present perfect simple and progressive from Year 3.</p> <p>mostly correct use of the present and past perfect, past and present progressive and simple verb forms</p> <p>simple, perfect, progressive in past and present tense e.g. They were starting (past progressive) to worry (infinitive) but the boys</p>	<p>indicate degrees of possibility using modal verbs (<i>could, would, should, may, might, will</i>) or adverbs (<i>perhaps, surely</i>)</p> <p>use the full range of verb forms (simple, progressive, perfect, modal) accurately</p>	<p>consistent and correct application of all verb tenses</p> <p>subject / verb agreement must be accurate in all forms (The boy has been; The children were; The viewer has destroyed)</p> <p>use a range of verb forms for effect</p> <p>control changes in tenses when appropriate (i.e. in a diary the tense might change 2 or 3 times)</p>
--	--	--	---	---	--

		<i>tried; Mum had been making</i> sometimes correctly	had come (past perfect) too far to turn back now. Failure was (simple past) not an option.		application of passive voice and passive V active tenses.
How do we teach language across the school to ensure progression? Language details anything not already mentioned in the above sections (where language level skills also come in)					
<p>Introduce:</p> <p>Prepositions: <i>inside outside towards across, under</i></p> <p>Determiners: (verbally - may not teach explicitly) <i>the a my your an this that his her their some all lots of many more those these</i></p> <p>Adjectives to describe (verbally -may not teach explicitly) <i>e.g. The old house... The huge elephant...</i></p> <p>Similes using as....as... <i>as tall as a house as red as a radish</i></p>	<p>Alliteration <i>wicked witch slimy slugs</i></p>	<p>More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i> <i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. <i>a rock, an open box</i></p>	<p>Comparative and superlative adjectives e.g. <i>small...smaller...smallest good...better...best</i></p> <p>The grammatical difference between plural and possessive –s</p>	<p>Metaphor Personification Onomatopoeia Empty words e.g. <i>someone, somewhere was out to get him</i></p>	<p>Build in literary feature to create deliberate effects to enhance the purpose of writing e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>Formal and informal vocabulary for speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i>)</p>

How do we teach sentence structure across the school to ensure progression?

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Statements Questions Exclamations (eg What a lovely day!)</p> <p>Simple sentences (I went to the park.)</p> <p>Simple sentences with embellishment (I went to the park to play.)</p> <p>Simple sentences with adjectives for detail (I went to the busy park to play.)</p> <p>Simple conjunctions (see cohesion) to form compound sentences.</p> <p>-ly openers (Fortunately, Sadly,)</p>	<p>Begin to understand that a simple sentence is made up of a subject and verb.</p> <p>Sentences with different forms: statement, question, exclamation, command</p> <p>Use similes using <i>like</i> and <i>as...as</i> within sentences and as openers (...like sizzling sausages,... as hot as a fire)</p> <p>Use prepositions within sentences and as openers (Behind the door, next to, under)</p> <p>Embellished simple sentences using: adjectives e.g. The boys peeped inside the dark cave. adverbs for description: e.g. Tom ran quickly down the hill. The snow fell gently and it covered the cottage.</p>	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions. Compound sentences with coordination conjunctions (see cohesion) and complex sentences with subordinating conjunctions (see cohesion) <p>Vary long and short sentences: Long sentences to add description/information. Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i></p> <p>Prepositional phrases to place the action within and at the beginning of sentences: <i>on the mat; behind the tree, in the air; in front of the door, next to the ..</i></p>	<p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet</i></p> <p>Write complex sentences with the subordinate clause at the start and at the end of the sentence (see cohesion above)</p> <p>Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. <i>It was midnight. It's great fun.</i></p> <p>Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i></p>	<p>Begin to use both reported and direct speech within a sentence e.g. <i>The doctor seemed satisfied with the operation, he said, "She'll be fine," and that he was confident that a full recovery would be made.</i></p> <p>Introduce: Relative clauses with <i>who, which, that, where, when, whose</i> (<i>The man, who was thinking about his career, applied for the job.</i>) Or an omitted relative pronoun (<i>The man, thinking about his career, applied for the job.</i>)</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudly ...through the lonely streets ...at midnight</i></p> <p>Confident use of complex sentences with subordinate clause at the</p>	<p>Active and passive verbs to create effect and to affect presentation of information e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: <i>The class heated the water.</i> Passive: <i>The water was heated.</i></p> <p><i>Controlled use of multi-clause sentences (with multiple clauses)</i></p> <p>First word last word <i>Brilliant, the whole day was just brilliant!</i></p> <p>Ad, same ad <i>He was a fast runner, fast because he needed to be.</i></p> <p>Description: details <i>Snails are slow: they take hours to cross the shortest of distances.</i></p> <p>Tell: show 3; examples</p>

	<p>adverbs for information: e.g. The river quickly flooded the town.</p> <p>Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p>Expanded noun phrases e.g. <i>lots of people, plenty of food</i></p> <p>Expanded noun phrases for description (<i>the blue butterfly</i>) and specification (<i>plain flour</i>)</p> <p>List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat.</i></p> <p>Use long and short sentences to add description or information or emphasis.</p>	<p>Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i></p> <p><i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i> (nb: this is not a list of 3 single adjectives – it is 3 phrases)</p> <p>Sentence openers:</p> <p>-‘ing’ words as starters e.g. <i>Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</i></p> <p>Adverb starters to add detail (Fronted adverbials no requirement to use the comma after adverbial) <i>Could be time, place or manner e.g.</i> <i>Carefully, she crawled along the floor of the cave....</i> <i>A few days ago, we discovered a hidden box.</i></p>	<p><i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p>Use of expanded noun phrases modified by a prepositional phrase e.g. <i>The great iron giant in the corner of the field. The pretty cottage tucked away in the middle of the forest. (this is a non-negotiable for Year 4)</i></p> <p>Sentence openers:</p> <p><i>Introduce the acronym and use of ISPACE to vary sentence openers:</i></p> <p>-‘ing’ clauses as starters</p> <p>e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i></p> <p><i>Walking in the bush, she stopped at the sight of a crocodile facing her.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p>Start with a simile</p>	<p>start and end of sentences and begin to use subordinate clauses embedded into simple sentences (e.g. <i>The children, although it was raining, went outside.</i>)</p> <p>Use short sentences for impact and to create tension.</p> <p>Sentence openers:</p> <p>Continue to develop sophistication in using ISPACE sentence openers: e.g. Expanded –ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i></p> <p>Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</i></p>	<p><i>He was feeling relaxed: shoes off; shirt undone; lying on the sofa.</i></p> <p>When_; when_; when_; then_. <i>When tumultuous thunder shakes the ground; when blinding lightning tears the sky; when storm clouds block every ray of hopeful light; then you know the kraken is approaching.</i></p>
--	--	---	---	--	---

		<p><i>At the back of the eye, is the retina.</i> <i>In a strange way, he looked at me.</i></p>	<p><i>e.g. As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p>Fronted adverbial e.g. <i>Silently, the bow swam across the river. (see cohesion above)</i></p> <p>-‘ed’ word and clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Desperate, she screamed for help.</i> <i>Exhausted after the battle, the Roman soldier collapsed at his post.</i></p>	<p>Drop in –‘ed’ clause e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p>	
--	--	--	---	---	--

How do we teach punctuation across the school to ensure progression?

Year 1	Year 2 Bold = in Teacher Framework for ARE	Year 3	Year 4	Year 5	Year 6 Bold = in Teacher Framework for ARE
<p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Separate words with spaces</p> <p>use a capital letter for proper nouns (names of</p>	<p>demarcate most sentences with capital letters and full stops</p> <p>use question marks correctly when required</p> <p>exclamation marks</p>	<p>use commas in lists accurately in fiction and non-fiction</p> <p>use apostrophes for contractions consistently</p> <p>use apostrophes for singular possession consistently</p>	<p>use commas after fronted adverbials</p> <p>use apostrophes for plural possession</p> <p>use inverted commas and other punctuation accurately to mark speech</p>	<p>secure use of commas to separate main and subordinate clauses</p> <p>use brackets and dashes to mark parenthesis</p> <p>use dashes for after thoughts</p>	<p>use all the punctuation from KS2 mostly correctly (inverted commas and other speech punctuation, commas, dashes and brackets to mark parenthesis, commas for lists, capital letters, full stops question marks and exclamation</p>

<p>people, places, the days of the week) and personal pronoun (I)</p>	<p>apostrophes for contracted forms and the possessive (singular) – mostly correctly</p> <ul style="list-style-type: none"> • commas for lists <p><u>Speech punctuation:</u></p> <p>Understand the difference between dialogue and narrative through the use of speech bubbles to show when someone is speaking (in preparation for introducing inverted commas in Y3)</p>	<p><u>Speech punctuation:</u></p> <p>Use inverted commas (speech marks) to show when somebody is speaking (this is the non-negotiable)</p> <p>Use powerful speech verbs instead of <i>said</i> (e.g. <i>giggled, stammered, etc.</i>)</p> <p>In preparation for Yr 4, begin to introduce:</p> <p>use a reported clause after speech to show who is speaking (<i>John cried; shouted Brian</i>) using end punctuation to end the sentence (“Go away!” shouted Brian.)</p> <p>use a reported clause before speech (Jim whispered, “Thank you for helping me.”) ensuring there is end punctuation before the last inverted comma</p> <p>begin to use ‘New speaker, new line’</p>	<p>introduce commas to mark clauses (e.g. a comma after the clause when a sentence starts with a subordinate clause – <i>When the weather changes, the trees lose their leaves.</i>)</p> <p><u>Speech punctuation:</u></p> <p>See year 3 for how speech has been introduced then:</p> <p>When sentence begins with reported clause, use a comma before inverted commas and a capital letter to begin the speech (John stuttered, “W-w-who is there?” End the speech with a full stop, question mark or exclamation mark.</p> <p>When the reported clause comes after speech, the speech sentence cannot be ended with a full stop but needs need a comma, exclamation or question mark. The reported clause must start with a lower case (unless it is a proper noun) e.g. “Come over here,” indicated Pete.</p>	<p>use commas to mark non-defining relative clauses</p> <p>Use commas to clarify meaning or avoid ambiguity (<i>The pretty old lady.... verses The pretty, old lady...</i>)</p> <p>Rhetorical questions</p> <p><u>Speech punctuation:</u></p> <p>As with Year 3 & 4 then:</p> <p>Stage directions in speech</p> <p>(speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i></p> <p>Use of interrupted speech</p> <p>“Holidays are great,” stated Jim, “although we don’t get enough of them.” (<i>one sentence broken up with reported clause</i>)</p> <p>“How are you?” asked the teacher. “I haven’t seen you for a while.” (<i>two sentences broken up with reported clause</i>)</p>	<p>marks to demarcate sentences, apostrophes for contraction)</p> <p>Semi colons <i>may</i> mark clauses; colons may introduce a list and semi-colons may separate phrases within a list.</p> <p>For GD, children will need to show accurate use of semi colons and colons to mark independent clauses</p> <p>use question tags</p> <p>use hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p> <p>use of ellipsis to show a state of mind or omission.</p> <p><u>Speech punctuation:</u></p> <p>Controlled use of inverted commas for direct speech, reported speech and quotations.</p>
---	--	--	--	---	--

			<ul style="list-style-type: none"> • Accurate use of new line, new speaker • Dialogue - verb + adverb - "Hello," she whispered shyly. 		
How do we teach non-fiction to ensure progression across the school?					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Reports: Group information about one thing/theme with a heading and an opening and a concluding sentence</p>	<p>Reports: Heading, 2/3 sections of a report each with a subheading Information grouped with a concluding sentences for each Did you know? Fact/sentence Bullet points for facts</p>	<p>Reports: As with year 2 and pictures accompanied by captions, which are relevant and add extra information to the text. Opening and concluding statements. Topic sentence to introduce non-fiction paragraph (<i>Dragons are found across the world.</i>)</p>	<p>Reports: As with Year 3 and use fronted adverbials for organisation across paragraphs</p>	<p>Reports: As with year 4 and opening statement Rhetorical questions Link ideas within and across paragraphs</p>	<p>Report: Maintain level of formality – passive voice for formal</p>
<p>Recount (school trip): Simple events in the order that the child has experienced them Use adverbs of time – first, next, then, finally</p>	<p>Recount (postcard): Informal tone, viewpoint maintained, greeting and sign-off Consistent use of past tense Pick out interesting or amusing points</p>	<p>Recount (Letter for different audiences): Greeting and sign-off in letters Correct tone maintained throughout (formal or informal) Different audiences for letters (a friend or an unknown reader)</p>	<p>Recount (diary): Set the scene Add descriptive detail Reorientation with a viewpoint (When I got home, I couldn't stop thinking about; I researched further...) Comment on events Add interesting and amusing anecdotes</p>	<p>Recount (newspapers): Sophisticated cohesion Orientation and reorientation Consistent use of 3rd person and past tense Use of reported and direct speech</p>	<p>Recount (auto/biography): Maintain formality (formal or informal) Consistent use of 1st or 3rd person Distinguish between fact and opinion Incorporate another genre (for example, instructions)</p>

<p>Persuasion (party invitation) Draw attention to highlights of party</p>	<p>Persuasion (information poster for an event) Opening statement</p> <p>Highlights with exaggerated language (the best in the world, amazing, draw dropping)</p>	<p>Persuasion (advert) Hyperbole with expanded detail (why it's the best, what does it do e.g This is the best TV in the world because it can follow your vocal commands.)</p>	<p>Persuasion (letter) Reason you are writing (I am writing to)</p> <p>Opening statement</p> <p>Paragraphed points that elaborate (This TV can... this is vital because)</p> <p>Reiteration in a summary that restates the opening position. Hyperbole/emotive language</p> <p>Connectives (this shows, I strongly believe, this means that...) Generalisers (many people think that...most people would agree that..)</p>	<p>Persuade (leaflet): Strategically organise information and elaborate on desired viewpoint</p> <p>Link closing statement back to the opening</p> <p>Cohesion of viewpoint</p> <p>A movement usually from the generic to the specific (Our TV have long been the top choice of British consumers... This is because...)</p>	<p>Persuade (Speech / persuasive argument): A balance between facts, persuasive comments/opinion</p> <p>Points strategically ordered for impact on reader</p> <p>Counterarguments could be used to strengthen own argument</p> <p>Short sentences for emphasis</p> <p>Make your reader think that everyone else shares the same point of view (We all know that...Everyone agrees that...)</p> <p>Be informative, persuasive and sound friendly.</p> <p>Inclusion of mixed-text type</p>
---	--	---	--	---	---

<p>Instructions: One sentence hook to introduce</p> <p>Use bullet points and a heading</p> <p>Precise clear language to give information (e.g. <i>First cut the pear.</i>)</p>	<p>Instructions: Statement or rhetorical question hook to introduce</p> <p>Heading; use bullet or numbered points</p> <p>Adverbs to organise instructions (first, next, then, finally)</p>	<p>Instructions: Hook and opening should be more detailed – could include viewpoint and a clear tone.</p> <p>Introduce language to match the audience – might be humorous/informal or formal and concise</p>	<p>Instructions: As with year 3 & more detailed instructions</p>	<p>Instructions: As with year 4 & e.g. use of parenthesis and humour</p>	<p>Instructions: Accurately punctuated</p> <p>Consistency and control or formality, tone and style</p> <p>Concluding statement</p> <p>Might want to include diagrams or brief explanations</p>
			<p>Discussion: Explain a simple process in a diagram (i.e. water cycle) Use sentence stems/ oral rehearsal Use simple connectives: however, because Time connectives: First, Next, Several months later... Use technical vocabulary (a glossary may be needed)</p>	<p>Discussion: For – all the points grouped in a series of paragraphs Against – all the points grouped in a series of paragraphs General viewpoint in the conclusion</p>	<p>Discussion: For and against points are intermingled with a <i>for</i> argument countered by an <i>against</i>.</p>

			<p>Explanation: Suggested sentence stems – This happens because; as a consequence; this causes</p> <p>Developed use of technical language for non-fiction</p>	<p>Explanation: use diagrams use simple present tense use the first paragraph to introduce your subject to the reader A general statement followed by logical steps to explain how or why begin to move to more formal written explanation using sentence stems/oral rehearsal. Use more complex sentence structures/ cohesive devices... this happens because...; as a consequence...; this causes...</p>	<p>Explanation: Explain how something works/ a more complex cycle decide whether diagrams, charts, illustrations or a flow chart would help to explain</p>
--	--	--	--	---	---

How do we teach narrative across the school to ensure progression?

use simple organisational features in fiction (beginning, middle, end)	clear beginning, middle and end beginning will introduce the character and/or setting	beginning, build-up, middle and end – follows a chronological structure genre is maintained throughout	beginning, build up, middle, resolution, end make clear links between paragraphs to show passing of time (after many years... Centuries later, Later that day) maintain the genre throughout	beginning, build up, middle, resolution, end as with year 4 and foreshadowing – hinting that something is going to happen (i.e. Sarah leaves for an evening out. Her mother makes her promise to be back before midnight. Sarah kisses her mother and tells her that she worries too much. She'll be fine, she says.)	beginning, build up, middle, resolution, end story may not be written chronologically – experiment with order of plot points (flashbacks, start in the middle of the story) foreshadowing maintain genre
--	--	---	--	--	---

			apply characterisation over more than one paragraph (i.e. if the protagonist starts out as evil, reference should be made to this in subsequent paragraphs)	maintain the genre throughout	character may change within a story but the reasons for this need to be clear
--	--	--	---	-------------------------------	---

Language

details anything not already mentioned in the above sections (where language level skills also come in)

<p>Introduce:</p> <p>Prepositions: <i>inside outside towards across, under</i></p> <p>Determiners: (verbally - may not teach explicitly)</p> <p><i>the a my your an this that his her their some all lots of many more those these</i></p> <p>Adjectives to describe (verbally -may not teach explicitly) e.g. <i>The old house... The huge elephant...</i></p> <p>Similes using as....as... <i>as tall as a house as red as a radish</i></p>	<p>Alliteration <i>wicked witch slimy slugs</i></p>	<p>More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately. Drops of rain pounded on the corrugated, tin roof.</i></p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. <i>a rock, an open box</i></p>	<p>Comparative and superlative adjectives e.g. <i>small...smaller...smallest good...better...best</i></p> <p>The grammatical difference between plural and possessive –s</p>	<p>Metaphor Personification Onomatopoeia Empty words e.g. <i>someone, somewhere was out to get him</i></p>	<p>Build in literary feature to create deliberate effects to enhance the purpose of writing e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>Formal and informal vocabulary for speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i>)</p>
--	--	---	--	---	--