

# **Malvern Wells CE Primary School**

## English Progression

## Malvern Wells Writing Progression – Reception

YR	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
	<p><b><u>30-50 months:</u></b></p> <p><b><u>40-60 months:</u></b></p> <ul style="list-style-type: none"> <li>▪ Continue a rhyming string</li> <li>▪ Hear and say the initial sound in words</li> <li>▪ Segment the sounds in simple words and blend them together.</li> <li>▪ Link sounds to letters, naming and sounding the letters of the alphabet.</li> </ul> <p><b><u>ELG:</u></b></p> <ul style="list-style-type: none"> <li>▪ Use their phonic knowledge to write words in ways which match their spoken sounds</li> </ul>	<p><b><u>30-50 months:</u></b></p> <ul style="list-style-type: none"> <li>▪ Sometimes give meaning to marks as they draw and paint.</li> <li>▪ Draw lines and circles using gross motor movements.</li> <li>▪ Hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>▪ Hold a pencil near point between first two fingers and thumb, and uses it with good control.</li> <li>▪ Copy some letters, e.g. letters from their name.</li> </ul> <p><b><u>40-60 months:</u></b></p> <ul style="list-style-type: none"> <li>▪ Give meaning to marks they make as they draw, write and paint.</li> <li>▪ Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>▪ Show a preference for a dominant hand</li> <li>▪ Begin to use anticlockwise movement and retrace vertical lines.</li> <li>▪ Begin to form recognisable letters.</li> <li>▪ Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</li> </ul> <p><b><u>ELG:</u></b></p> <ul style="list-style-type: none"> <li>▪ Show good control and co-ordination in large and small movements.</li> <li>▪ Move confidently in a range of ways, safely negotiating space.</li> <li>▪ Handle equipment and tools effectively, including pencils for writing.</li> <li>▪ Write simple sentences that can be read by themselves and others.</li> </ul>	<p><b><u>30-50 months:</u></b></p> <ul style="list-style-type: none"> <li>▪ Speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>▪ Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>▪ Use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</li> <li>▪ Engage in imaginative role play based on own first-hand experiences</li> <li>▪ Build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>▪ Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul> <p><b><u>40-60 months:</u></b></p> <ul style="list-style-type: none"> <li>▪ Link statements and sticks to a main theme or intention.</li> <li>▪ Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>▪ Introduce a storyline or narrative into their play.</li> <li>▪ Write own name and other things such as labels, captions.</li> <li>▪ Attempt to write short sentences in meaningful contexts.</li> <li>▪ Play cooperatively as part of a group to develop and act out a narrative.</li> </ul> <p><b><u>ELG:</u></b></p> <ul style="list-style-type: none"> <li>▪ Develop their own narratives and explanations by connecting ideas or events.</li> <li>▪ Write simple sentences, which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</li> </ul>	<p><b><u>30-50 months:</u></b></p> <ul style="list-style-type: none"> <li>▪ Use vocabulary focused on objects and people that are of particular importance to them.</li> <li>▪ Build up vocabulary that reflects the breadth of their experiences.</li> <li>▪ Begin to understand 'why' and 'how' questions</li> <li>▪ Question why things happen and give explanations and ask questions e.g. <i>who, what, when, how</i></li> <li>▪ Use a range of tenses in speech e.g. <i>play, playing, will play, played</i></li> <li>▪ Begin to use more complex sentences to link thoughts when speaking e.g. <i>using 'and' and 'because'</i></li> <li>▪ Show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture</li> </ul> <p><b><u>40-60 months:</u></b></p> <ul style="list-style-type: none"> <li>▪ Extend vocabulary especially by grouping and naming, exploring the meanings and sounds of new words.</li> <li>▪ Use language to imagine and recreate roles and experiences in play situations</li> </ul> <p><b><u>ELG:</u></b></p> <ul style="list-style-type: none"> <li>▪ Express themselves effectively, showing awareness of listeners' needs</li> <li>▪ Answer 'how' and 'why' questions about their experiences and in response to stories or events</li> <li>▪ Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> </ul>

## Malvern Wells Reading Progression - Reception

### WORD READING:

YR	Phonics & Decoding	Common Exception Words	Fluency
	<p><b>30-50 Months:</b></p> <ul style="list-style-type: none"> <li>▪ Enjoy rhyming and rhythmic activities</li> <li>▪ Show an awareness of rhyme and alliteration</li> <li>▪ Recognise rhythm in spoken words</li> </ul> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>▪ Continue a rhyming string</li> <li>▪ Hear and say the initial sound in words</li> <li>▪ Segment the sounds in simple words and blend them together and know which letter represents some of them</li> </ul> <p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>▪ Link sounds to letters, naming and sounding the letters of the alphabet</li> <li>▪ Use phonic knowledge to decode regular words and read them aloud accurately</li> </ul>	<p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>▪ Read some common irregular words</li> </ul>	<p><b>30-50 Months:</b></p> <ul style="list-style-type: none"> <li>▪ Show interest in illustrations and print in books and print in the environment</li> <li>▪ Recognise familiar words and signs such as own name and advertising logos</li> <li>▪ Look and handle books independently (holds books the correct way up and turns pages)</li> </ul> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>▪ Ascribe meaning to marks that they see in different places</li> <li>▪ Begin to break the flow of speech into words</li> <li>▪ Begin to read words and simple sentences</li> </ul> <p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>▪ Read and understand simple sentences</li> </ul> <p>▪ Reading Level(s): RWI – Ditties Book Bands – Lilac, Pink, Red</p>

### COMPREHENSION:

YR	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
	<p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>▪ Listen to and join in with stories and poems, one-to-one and also in small groups</li> <li>▪ Listen to stories with increasing attention and recall</li> <li>▪ Join in with repeated refrains in rhymes and stories</li> <li>▪ Use intonation, rhythm and phrasing to make the meaning clear to others</li> <li>▪ Develop preference for forms of expression</li> </ul> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>▪ Enjoy an increasing range of books</li> <li>▪ Play cooperatively as part of a group to develop and act out a narrative</li> </ul> <p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>▪ Express themselves effectively, showing awareness of listeners' needs</li> </ul>	<p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>▪ Know that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>▪ Know that information can be relayed in the form of print.</li> <li>▪ Describe main story settings, events and principal characters</li> </ul> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>▪ Understand humour <i>e.g. nonsense rhymes, jokes</i></li> <li>▪ Know that information can be retrieved from books and computers</li> <li>▪ Follow a story without pictures or prompts</li> </ul> <p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>▪ Listen to stories accurately, anticipating key events and respond to what they hear with relevant comments, questions or actions</li> </ul>	<p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>▪ Build up vocabulary that reflects the breadth of their experiences</li> </ul> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>▪ Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>▪ Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> </ul> <p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>▪ Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary</li> </ul>	<p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>▪ Begin to understand 'how' and 'why' questions</li> <li>▪ Anticipate key events and phrases in rhymes and stories</li> <li>▪ Suggest how a story might end</li> </ul> <p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>▪ Answer 'how' and 'why' questions about their experience and in response to stories to events</li> </ul>	<p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>▪ Begin to be aware of the way stories are structured</li> </ul> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>▪ Able to follow a story without pictures or props</li> </ul> <p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate understanding when talking with others about what they have read.</li> </ul>	

## Malvern Wells Writing Progression – YEAR 1

### NC 2014 PROGRESSION

Y1	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
	<ul style="list-style-type: none"> <li>▪ Spell words containing each of the 40+ graphemes already taught.</li> <li>▪ Spell common exception words</li> <li>▪ Spell days of the week</li> <li>▪ Name the letters of the alphabet in order</li> <li>▪ Use letter names to distinguish between alternative spellings of the same sound</li> <li>▪ Use regular plural suffixes: -s, -es</li> <li>▪ Use suffixes –ing, -ed, -er, -est (with no change to root word)</li> <li>▪ Use prefix un-</li> <li>▪ Apply rules from Spelling Progression - Y1</li> <li>▪ Write from memory simple dictated sentences including GPCs and common exception words</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>▪ Begin to form lower case letters in the correct directions, starting and finishing in the right place</li> <li>▪ Form capital letters</li> <li>▪ Form digits 0-9</li> <li>▪ Understand which letters belong to which handwriting 'families'</li> </ul>	<ul style="list-style-type: none"> <li>▪ Say out loud what they are going to write about</li> <li>▪ Compose a sentence orally before writing it</li> <li>▪ Sequence sentences to form short narratives</li> <li>▪ Re-read what they have written to check that it makes sense</li> <li>▪ Discuss what they have written with the teachers or other pupils</li> <li>▪ Read their writing aloud clearly enough to be heard by their peers and the teacher</li> </ul> <p style="color: blue;">▪ Begin to develop an awareness of 'The Reader' by making relevant choices about subject matter and choosing appropriate vocabulary</p>	<ul style="list-style-type: none"> <li>• Leave spaces between words</li> <li>• Join words and sentences using 'and'</li> <li>• Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Use a capital letter for names of people, places, days of the week and the personal pronoun 'I'</li> </ul>

### SPS PROGRESSION

Y1	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
	<p><b>Simple:</b></p> <ul style="list-style-type: none"> <li>• Use statements in first, second and third person starting with noun/proper noun</li> <li>• Use statements in first, second and third person starting with personal pronoun</li> <li>• Use question with a question mark using 'Who', 'What', 'When', 'Where', 'Why'</li> <li>• Introduce exclamation marks orally/through drama:               <ul style="list-style-type: none"> <li>- For interjections Stop!. Help me!</li> <li>- For sentences starting with 'How' or 'What' E.g. <i>What a bad dog!</i></li> </ul> </li> </ul> <p><b>Compound:</b></p> <ul style="list-style-type: none"> <li>• Join sentences using: and, but</li> </ul> <p><b>Adding detail:</b></p> <ul style="list-style-type: none"> <li>• Use noun phrases: adjective + noun or adjective + adjective + noun e.g. <i>curly beard or gold, shiny coin</i></li> <li>• Use adverbs of manner ending in -ly: e.g. <i>I ran quickly</i></li> <li>• Use prepositions: above, down, in, inside, into, onto, out, outside, to, under, up</li> <li>• Use 'as .. as' to create similes e.g. as quick as a flash</li> <li>• Use determiners: the, a, an, my, your, his, her</li> <li>• Put words that are spoken into speech bubbles</li> </ul>	<ul style="list-style-type: none"> <li>• Use specific nouns rather than general nouns e.g. <i>'Ferrari' instead of 'car'</i></li> <li>• Create compound words e.g. <i>football, playground, farmyard, bedroom</i></li> <li>• Use adjective + noun to create alliteration e.g. <i>A cool cat, A sneaky snake</i></li> <li>• Tier 2 Vocabulary – Y1</li> </ul>	<ul style="list-style-type: none"> <li>• Use pronouns: The, My, I</li> <li>• Use adverbs ending in -ly e.g. Slowly, Quickly, Suddenly</li> </ul>	<p><b>Coordinating:</b></p> <ul style="list-style-type: none"> <li>• and, but</li> </ul> <p><b>Subordinating:</b></p> <ul style="list-style-type: none"> <li>• because</li> </ul> <p><b>Adverbials of time:</b></p> <ul style="list-style-type: none"> <li>• First</li> <li>• Firstly</li> <li>• Last</li> <li>• Next</li> <li>• Second</li> <li>• Then</li> <li>• At first</li> </ul>	<p><b>Simple past</b></p> <ul style="list-style-type: none"> <li>• To show something happened once e.g. He walked to school.</li> </ul> <p><b>Present progressive</b></p> <ul style="list-style-type: none"> <li>• To show something his happening continually e.g. He is walking to school.</li> </ul> <p><b>Subject-verb agreement:</b></p> <ul style="list-style-type: none"> <li>• 'to do'</li> <li>• 'to be'</li> <li>• 'to have'</li> </ul>

**WORD READING:**

Y1	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> <li>▪ Apply phonic knowledge and skills to decode words</li> <li>▪ Speedily read all 40+ letters/groups for 40+ phonemes</li> <li>▪ Read accurately by blending taught GPCs</li> <li>▪ Read common suffixes –s, -es, -ing, -ed, -er and –est endings</li> <li>▪ Read multisyllabic words containing taught GPCs</li> <li>▪ Read words with contractions and understand that the apostrophe represents the omitted letter(s)</li> <li>▪ Read aloud phonically decodable text</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</li> </ul>	<ul style="list-style-type: none"> <li>○ Read age-appropriate texts at 90+ words per minute</li> <li>○ Read aloud accurately books that are consistent with Y1 developing phonic knowledge and that do not require other strategies to work out words</li> <li>○ Re-read books to build up fluency and confidence in word reading</li> </ul> <ul style="list-style-type: none"> <li>▪ Reading Level(s): RWI – Green, Purple, Pink, Orange Book Bands – Yellow, Blue, Green, Orange</li> </ul>

**COMPREHENSION:**

Y1	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> <li>▪ Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>▪ Be encouraged to link what they read or hear read to their own experiences</li> <li>▪ Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>▪ Recognise and join in with predictable phrases</li> <li>▪ Appreciate rhymes and poems and recite some simple poems by heart</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>▪ Check the text makes sense as they read and self-correct.</li> <li>▪ Develop their knowledge of retrieval through images.</li> <li>▪ Participate in discussions about what is read to them, taking turns and listening to what others say</li> <li>▪ Clearly explain their understanding of what is read to them</li> <li>▪ Discuss features and layout of non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss the significance of the title and events</li> <li>▪ Make inferences on the basis of what is being said and done.</li> <li>▪ Develop inference through use of pictures.</li> <li>▪ Predict what might happen on the basis of what has been read so far.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Retell familiar stories orally.</li> <li>▪ Sequence the events of a story they are familiar with.</li> </ul>	

## Y1 RESPONSES TO READING

Y1	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
<b>QUESTION STEMS</b>	<ul style="list-style-type: none"> <li>▪ Which ... was your favourite?</li> <li>▪ Have you heard a story like this before?</li> <li>▪ Is the ... like your ...?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Who ...?</li> <li>▪ What did ...?</li> <li>▪ What do / does ... do?</li> <li>▪ When ...</li> <li>▪ Where ...?</li> <li>▪ Where did .../</li> <li>▪ Why was ...?</li> </ul>	<ul style="list-style-type: none"> <li>▪ What does the word ... mean in this sentence?</li> <li>▪ Find and copy a word which means ...</li> <li>▪ Which of the words best describes the character?</li> <li>▪ Which words has the author used to make you feel happy / angry / worried / frightened / nervous?</li> <li>▪ How does the word / phrase ... make you feel? Can you give me another sentence with the word ... in it?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Why was ... feeling ...?</li> <li>▪ How do you know that ... was ...?</li> <li>▪ Why did ... happen?</li> <li>▪ Why did ... say ...?</li> <li>▪ Where do you think ...?</li> <li>▪ Why do you think ...?</li> <li>▪ Which part made you feel ...? Why?</li> <li>▪ Look at the book cover / blurb – what do you think this book will be about?</li> <li>▪ What is happening? What do you think happened before? What do you think will happen after?</li> <li>▪ What do you think will happen next? Why?</li> <li>▪ Draw what you think will happen next.</li> </ul>	<ul style="list-style-type: none"> <li>▪ How does the story start?</li> <li>▪ Who do you meet first?</li> <li>▪ What did you find out first?</li> <li>▪ Where does the story start?</li> <li>▪ What happened in the middle?</li> <li>▪ What happened at the end?</li> <li>▪ Put these pictures in order of when they happened.</li> <li>▪ Put these sentences in the order they happened ...</li> </ul>	<p><b>CHALLENGE:</b></p> <ul style="list-style-type: none"> <li>▪ Who is your favourite character? Why?</li> <li>▪ Why do you think all the main characters are girls in this book?</li> <li>▪ Would you like to live in this setting? Why? Why not?</li> <li>▪ Is there anything you would change about this story?</li> </ul>
<b>ANSWER STEMS</b>	<ul style="list-style-type: none"> <li>▪ I like ... because ...</li> <li>▪ My favourite ... is ... because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ It is ...</li> <li>▪ The ... is ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ The word means ...</li> <li>▪ It is a good word to use because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ I think that ...</li> <li>▪ I think that ... because ...</li> <li>▪ I think the character will ... because ...</li> <li>▪ I think the character will not do ... because ...</li> <li>▪ This sentence tells you that ...</li> <li>▪ The character felt ... because ...</li> <li>▪ I know this because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ In this story ...</li> <li>▪ This story is about ...</li> <li>▪ The main event is ...</li> <li>▪ The key events are ...</li> </ul>	
<b>POSSIBLE TASKS</b>	<ul style="list-style-type: none"> <li>▪ Join in with the chorus</li> <li>▪ Join in with the whole text</li> </ul>	<ul style="list-style-type: none"> <li>▪ Put ticks in to show which statements are true or false</li> <li>▪ Draw lines to match ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ Find 5 interesting words in the book. Find out what each one means. Now think of a sentence that uses each word.</li> <li>▪ Order these words from the book based on how happy they make you feel.</li> <li>▪ Circle the word that means that same as ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write the character's thoughts in a thought bubble.</li> <li>▪ Write a diary entry about an event from the book from a character's point of view.</li> <li>▪ Write down three questions for a character and then write their answers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw a picture to show what happened in the beginning / middle / end.</li> <li>▪ Make a map / poster to show the order things happened in.</li> <li>▪ Draw a cartoon strip of the main events in the story.</li> </ul>	

## Malvern Wells Writing Progression – YEAR 2

### NC 2014 PROGRESSION

Y2	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
	<ul style="list-style-type: none"> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>Learn new ways for spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>Learn to spell common exception words (Spelling Progression)</li> <li>Learn to spell more words with contracted forms e.g. <i>didn't, couldn't</i>.</li> <li>Learn the possessive apostrophe (singular) e.g. <i>the girl's book</i></li> <li>Spell words correctly by saying them out loud.</li> <li>Distinguish between homophones and near-homophones</li> <li>Add suffixes –ful and –less to form adjectives e.g. <i>help – helpless</i></li> <li>Add suffixes –er, –ness and –ment to form a noun e.g. <i>teach ~ teacher, sad ~ sadness, enjoy ~ enjoyment</i></li> <li>Add suffixes –er and –est to form comparative and superlative adjectives e.g. <i>happy ~ happier ~ happiest</i></li> <li>Add suffix –ly to an adjective to make an adverb e.g. <i>quick ~ quickly</i></li> <li>Apply rules from Spelling Progression – Y2</li> <li>Write from memory simple dictated sentences including GPCs and common exception words</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>Use spacing between words that reflects the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>Write narratives about personal and others' experiences (real or fictional)</li> <li>Write about real events</li> <li>Write simple poetry</li> <li>Write for different purposes.</li> <li>Plan or say out loud what they are going to write about, including writing down ideas and/or key words and new vocabulary.</li> <li>Writes down ideas and key words before writing</li> <li>Encapsulate what they want to say, sentence by sentence</li> <li>Evaluate their writing with the teacher and other pupils</li> <li>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>Proofread to check for errors in spelling, grammar and punctuation</li> <li>Read writing aloud with appropriate intonation to make the meaning clear</li> <li>Begin to develop an awareness of who they are writing for</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation: <ul style="list-style-type: none"> <li>full stops</li> <li>capital letters</li> <li>exclamation marks</li> <li>question marks</li> <li>commas to separate items in a list</li> <li>apostrophes for contracted forms and singular possession.</li> </ul> </li> <li>Use sentences with different forms: statement, question, exclamation, command</li> <li>Use expanded noun phrases to describe and specify</li> <li>Use the present and past tense correctly and consistently including the progressive form e.g. <i>she is drumming, he was shouting</i></li> <li>Use coordination with: 'and', 'but', 'or'</li> <li>Use subordination with: 'when', 'if', 'that', 'because'</li> <li>Use some features of written Standard English</li> </ul>

### SPS PROGRESSION

Y2	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
	<p><b>Simple:</b></p> <ul style="list-style-type: none"> <li>Create questions using 'How' or 'Do'.</li> <li>Create exclamations using interjections and 'How' or 'What' e.g. <i>What big eyes you have, Grandma!</i></li> <li>Create commands using imperative verbs e.g. <i>Give .... Take....</i></li> </ul> <p><b>Compound:</b></p> <ul style="list-style-type: none"> <li>Join sentences using: and, but, or, so,</li> </ul> <p><b>Complex:</b></p> <ul style="list-style-type: none"> <li>Join sentences using: because, if, after, that, before, when</li> </ul> <p><b>Adding detail:</b></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases: <ul style="list-style-type: none"> <li>- determiner + adjective + noun e.g. <i>the black cat</i></li> <li>- determiner + noun + prepositional phrase e.g. <i>the cat in the basket</i></li> </ul> </li> <li>Use adjectives: e.g. <i>The giant had a curly beard.</i></li> <li>Use adverbs of manner ending in –ly: e.g. <i>He bravely caught the cat.</i></li> <li>Use prepositions: e.g. <i>after, before, behind, below</i></li> <li>Use prepositional phrases: e.g. <i>under the carpet, above the whiteboard</i></li> <li>Use 'like' to create similes: e.g. <i>hot like chillies, cold like a glacier</i></li> <li>Use determiners: most, some, all, many, much, more</li> <li>Put words spoken words (from speech bubbles) into inverted commas.</li> </ul> <p><b>Exciting Sentences:</b></p> <ul style="list-style-type: none"> <li>2Ad ~ List ~ Simile ~ Short</li> </ul>	<ul style="list-style-type: none"> <li>Use specific nouns rather than general nouns e.g. <i>'Buttercup' instead of 'flower'</i></li> <li>Create compound nouns using: <ul style="list-style-type: none"> <li>- noun + noun e.g. <i>cupboard, handbag</i></li> <li>- adjective + noun e.g. <i>whiteboard, superman</i></li> </ul> </li> <li>Use verb + noun to create alliteration: e.g. <i>Dancing dandelions, Hiding hyenas</i></li> <li>Use onomatopoeia with an exclamation mark e.g. <i>Ouch! Crash!</i></li> <li>Tier 2 Vocabulary – Y2</li> </ul>	<ul style="list-style-type: none"> <li>Use pronouns: He, She, We, They, It, You</li> <li>Use adverbs ending in –ly e.g. <i>Bravely, Silently, Cheerfully</i></li> <li>Use similes e.g. <i>- As silently as a snake, he crept into the disused mine.</i></li> </ul> <p style="text-align: center;"><b>SPACE</b></p>	<p><b>Coordinating:</b></p> <ul style="list-style-type: none"> <li>or, so</li> </ul> <p><b>Subordinating:</b></p> <ul style="list-style-type: none"> <li>if, after, that, before, when</li> </ul> <p><b>Correlative:</b></p> <ul style="list-style-type: none"> <li>either ... or</li> </ul> <p><b>Adverbials of time:</b></p> <ul style="list-style-type: none"> <li>e.g. after, before, finally</li> </ul>	<p><b>Simple past</b></p> <ul style="list-style-type: none"> <li>To show something happened once e.g. He walked to school</li> </ul> <p><b>Past progressive</b></p> <ul style="list-style-type: none"> <li>To show something was happening continually e.g. He was walking to school</li> </ul> <p><b>Simple present</b></p> <ul style="list-style-type: none"> <li>To show something that happens now e.g. He walks to school</li> </ul> <p><b>Present progressive</b></p> <ul style="list-style-type: none"> <li>Use of 'to be' + '-ing'</li> <li>To show something is happening continually e.g. I am walking to school</li> </ul> <p><b>Subject-verb agreement:</b></p> <ul style="list-style-type: none"> <li>I like</li> <li>He/she likes</li> <li>We like</li> <li>They like</li> <li>You like</li> </ul>

**WORD READING:**

Y2	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> <li>▪ Secure phonic decoding until reading is fluent.</li> <li>▪ Read accurately by blending, including alternative sounds for graphemes.</li> <li>▪ Read multisyllable words containing these graphemes.</li> <li>▪ Read words containing common suffixes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read Y2 common exception words, noting unusual correspondence between spelling and sound and where these occur in the word: <i>door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Read age-appropriate texts at 90+ words per minute</li> <li>▪ Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>▪ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>▪ Re-read books to build up their fluency and confidence in word reading</li> <li>▪ Reading Level(s): RWI – Orange, Yellow, Blue, Grey Book Bands – Orange, Turquoise, Purple, Gold, White</li> </ul>

**COMPREHENSION:**

Y2	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> <li>▪ Listen to, discuss and express views about a wide range of classic and contemporary poetry, stories and non-fiction at a level beyond that at which they can independently read</li> <li>▪ Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</li> <li>▪ Experience non-fiction books that are structured in different ways</li> <li>▪ Learn further poems by heart, reciting with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>▪ Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>▪ Check that the text makes sense to them as they read and self-correct</li> <li>▪ Ask and answer questions about a text</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognise simple recurring literary language in stories and poetry</li> <li>▪ Discuss and clarify the meaning of words, linking new meanings to know vocabulary</li> <li>▪ Discuss favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make inferences on the basis of what is being said and done</li> <li>▪ Predict what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss the sequence of events in books and how items of information are related</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>

## Y2 RESPONSES TO READING

Y2	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
<b>QUESTION STEMS</b>	<ul style="list-style-type: none"> <li>▪ Do you like this story / poem / book? Why? Why not?</li> <li>▪ Which is your favourite part of this story? Why?</li> <li>▪ Can you re-tell ... part of the story?</li> <li>▪ Which ... do you prefer? Why?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Who ...?</li> <li>▪ What ...?</li> <li>▪ What happened when ...?</li> <li>▪ What do / does ... do?</li> <li>▪ When ...?</li> <li>▪ Where ...?</li> <li>▪ How?</li> <li>▪ How did ...?</li> <li>▪ Where/when is the story set?</li> <li>▪ Who is the main character in the story?</li> <li>▪ Where in the story would you find ...?</li> <li>▪ Is there a good/bad character? How can you tell?</li> <li>▪ Who is telling the story?</li> <li>▪ Is there a problem in this story? What is it?</li> <li>▪ How is the problem resolved?</li> <li>▪ Which is your favourite / worst / funniest / scariest part of the story?</li> <li>▪ Which part of the text should I use to find ...?</li> <li>▪ Why is .... a good name for ...?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Why did the author use the word ... to describe ...?</li> <li>▪ Which word in the text describes ...?</li> <li>▪ What does this word tell you about the character / setting / mood?</li> <li>▪ Can you think of another way of saying ...?</li> <li>▪ What other words could the author could have used to describe ...?</li> <li>▪ What effect has the author created by repeating the word / phrase ...?</li> <li>▪ Highlight a key phrase or line. By using this word, what effect had the author created?</li> <li>▪ Can you find a noun phrase used to describe ...?</li> <li>▪ Can you find an adjective used to describe ...?</li> <li>▪ Can you find an adverb to describe how ... was done?</li> <li>▪ In the story ... is mentioned a lot. Why?</li> <li>▪ "Quote" ... this means ...?</li> </ul>	<ul style="list-style-type: none"> <li>▪ How do you know that ... is ...?</li> <li>▪ What do you think the author meant when they said ...?</li> <li>▪ What do you think ... is saying / thinking / feeling at this point?</li> <li>▪ What would ... say if ...?</li> <li>▪ What happened to make ... feel ...?</li> <li>▪ Can you explain why ...?</li> <li>▪ How does ... make you feel?</li> <li>▪ What do you think this book will be about?</li> <li>▪ Where do you think ... will go next?</li> <li>▪ What do you think ... will say / do next?</li> <li>▪ What might ... do if ...?</li> <li>▪ What will happen to ... next?</li> <li>▪ How do you think the character will react?</li> <li>▪ What sentence or phrase do you think will come next?</li> <li>▪ How does the choice of character or setting affect what will happen next?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write a sentence to show what happened at the beginning / middle / end</li> <li>▪ Can you number the sentences 1-5 to show the order they happen in the story?</li> <li>▪ What happened after ...?</li> <li>▪ Can you summarise in a sentence the opening / middle / end of the story?</li> <li>▪ In what order do these chapter headings come in the story?</li> <li>▪ Can you sequence the key events in the story?</li> <li>▪ Can you use ... words to sum up this story or non-fiction text.</li> <li>▪ Draw three lines to show where ...</li> </ul>	<p><b>CHALLENGE:</b></p> <ul style="list-style-type: none"> <li>▪ Why do you think the main characters are all animals in this book?</li> <li>▪ What one thing would you change about this story? Why?</li> <li>▪ Do you like this text? What do you like the most about it?</li> <li>▪ Can you think of any other stories that start like this?</li> <li>▪ What features might you expect to see in this sort of text?</li> </ul>
<b>ANSWER STEMS</b>	<ul style="list-style-type: none"> <li>▪ I like ... because ...</li> <li>▪ My favourite ... is ... because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ It is ...</li> <li>▪ The ... is ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ The word means ...</li> <li>▪ It is a good word to use because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ I think that ...</li> <li>▪ I think that ... because</li> <li>▪ I think the character will ... because ...</li> <li>▪ I think the character will not do ... because ...</li> <li>▪ This sentence tells you that ...</li> <li>▪ The character felt ... because ...</li> <li>▪ I know this because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ In this story ...</li> <li>▪ This story is about ...</li> <li>▪ The main event is ...</li> <li>▪ The key events are ...</li> </ul>	
<b>POSSIBLE TASKS</b>	<ul style="list-style-type: none"> <li>▪ Book Review</li> <li>▪ Writing answers in thought bubbles</li> <li>▪ Amazon book reviews</li> <li>▪ Write a letter to the author</li> </ul>	<ul style="list-style-type: none"> <li>▪ Find and copy two things that ...</li> <li>▪ Tick the statement which is true</li> <li>▪ Put ticks in the table to show which sentences are true and which as false ...</li> <li>▪ Draw four lines to match these ... to ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ Find and copy one word that makes the ....</li> <li>▪ Find 5 adjectives in your book. Now try to use them in your own sentences.</li> <li>▪ Make a list of words from your book that you find hard to spell. Highlight the tricky part in each word.</li> <li>▪ Circle two words that show ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write a diary entry from the point of view of a character who isn't the main character.</li> <li>▪ Create a 'Gingerbread' for a character.</li> <li>▪ Pick one character from the story and write a list of things they would like / dislike.</li> <li>▪ Write three alternative titles for the book.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make a timeline of events from the story.</li> <li>▪ Make a table / flow chart / to show the order things happened in.</li> <li>▪ Re-write the story in your own words.</li> <li>▪ Put the pictures from the story in order.</li> <li>▪ You've got ... words. Sum up this story.</li> </ul>	

## Malvern Wells Writing Progression – YEAR 3

### NC 2014 PROGRESSION

Y3	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them: - prefixes: <i>super-, auto-</i> to form nouns - prefixes: <i>un-, dis-, mis-, sub-, tele-</i> - suffixes: <i>-ness, -ful, -less, -ly</i></li> <li>Spell further homophones</li> <li>Spell words that are often misspelt: e.g. 'ay', 'y' <i>sounding 'i'</i>, <i>-gue, -que, 'sh', 'ch', 'ou'</i></li> <li>Place possessive apostrophe accurately in words with regular plurals e.g. <i>girls' boys'</i> and in words with irregular plurals e.g. <i>children's</i></li> <li>Use apostrophe correctly for further contracted forms</li> <li>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>Create word families based on common words: e.g. - <i>fear, feared, fearful, fears, fearfully</i> - <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i></li> <li>Apply rules from Spelling Progression – Y3</li> <li>Write from memory simple sentences dictated by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Increase the legibility, consistency and quality of their handwriting: <i>Ensure that lines of writing are spaced sufficiently so that ascenders and descenders don't touch</i></li> </ul>	<ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discuss and record ideas</li> <li>Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Organise paragraphs around a theme.</li> <li>Create settings, characters and plot</li> <li>Use simple organisational devices e.g. <i>headings and sub-headings</i></li> <li>Assess the effectiveness of their own and others' writing and suggest improvements</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Proofread for spelling and punctuation errors</li> <li>Read writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>Begin to adjust the writing to suit 'The Reader's' needs</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation: <ul style="list-style-type: none"> <li>full stops</li> <li>capital letters</li> <li>exclamation marks</li> <li>question marks</li> <li>commas to separate items in a list</li> <li>apostrophes for contracted forms and singular possession.</li> <li>inverted commas for direct speech</li> </ul> </li> <li>Correct use of 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an umbrella</i></li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although'</li> <li>Use the present perfect form of verbs in contrast to the past tense e.g. <i>He has gone out to play contrasted with He went out to play</i></li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Express time, place and cause using: <ul style="list-style-type: none"> <li>conjunctions: e.g. <i>while, so, until, although, even if</i></li> <li>adverbs: e.g. <i>soon, yesterday, always, now, inside</i></li> <li>prepositions: e.g. <i>because of, below, through, beside, with</i></li> </ul> </li> <li>Use fronted adverbials + comma</li> </ul>

### SPS PROGRESSION

Y3	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
	<p><b>Simple:</b></p> <ul style="list-style-type: none"> <li>Short sentences used for emphasis and to make key points e.g. <i>Sam was unhappy. Visit the farm now.</i></li> </ul> <p><b>Compound:</b></p> <ul style="list-style-type: none"> <li>Join sentences using: <i>and, but, or, so, for, nor, yet</i></li> </ul> <p><b>Complex:</b></p> <ul style="list-style-type: none"> <li>Join sentences using: <i>because, if, after, that, before, when, although, while, until</i></li> </ul> <p><b>Phrases/Clauses:</b></p> <ul style="list-style-type: none"> <li>Know that a phrase does not have a subject and verb but a clause does.</li> </ul> <p><b>Adding detail:</b></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases: - <i>determiner + adjective + noun + prepositional phrase</i> e.g. <i>the black cat in the basket</i></li> <li>Use prepositions and prepositional phrases: e.g. <i>across, through, by the side of, around the</i></li> <li>Use quantifiers: <i>enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</i></li> <li>Use possessive adjectives: <i>my, your, his, hers, its, ours, theirs</i></li> <li>Know that pronouns, nouns and proper nouns can all be the subject of a sentence.</li> </ul> <p><b>Exciting sentences:</b></p> <ul style="list-style-type: none"> <li><i>B.O.Y.S ~ PC ~ Double -ly ~ If ... if ... if ... then</i></li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate adjectives to give effect, avoiding making the sentence sound laboured.</li> <li>Use sophisticated language e.g. <i>unbelievable, glorious</i></li> <li>Use specific/technical vocabulary to add detail e.g. <i>variety, species, feline</i></li> <li>Use synonyms of verbs e.g. <i>said ~ yelled and walk ~ paced</i></li> <li>Tier 2 Vocabulary – Y3</li> </ul>	<ul style="list-style-type: none"> <li>Use '-ly' fronted adverbials followed by a comma: - e.g. <i>Gleefully, ...</i></li> </ul> <p style="text-align: center;">I S P A C E</p>	<p><b>Coordinating:</b></p> <ul style="list-style-type: none"> <li><i>for, nor, yet (FANBOYS)</i></li> </ul> <p><b>Subordinating:</b></p> <ul style="list-style-type: none"> <li><i>although, while, until</i></li> </ul> <p><b>Correlative:</b></p> <ul style="list-style-type: none"> <li><i>neither ... nor</i></li> </ul> <p><b>Adverbials of time:</b></p> <ul style="list-style-type: none"> <li>e.g. <i>afterwards, soon, in the morning</i></li> </ul>	<p><b>Irregular simple past</b></p> <ul style="list-style-type: none"> <li>E.g. <i>awake – awoke, blow - blew</i></li> </ul> <p><b>Past perfect</b></p> <ul style="list-style-type: none"> <li>'had' + past participle</li> <li>To show something happened at an unspecified time e.g. <i>He had walked to school</i></li> </ul> <p><b>Present perfect</b></p> <ul style="list-style-type: none"> <li>'has/have' + past participle</li> <li>To show something happens at an unspecified time e.g. <i>He has walked to school (every day this week)</i></li> </ul>

**WORD READING:**

Y3	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> <li>Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)</li> <li>Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: <i>un-, dis-, mis-, sub-, tele-, super-, auto-</i></li> <li>Apply growing knowledge of root words and suffixes both to read aloud and understand the meaning of new words they meet: <i>-ness, -ful, -less, -ly, -ing, -er, -ed</i></li> </ul>	<ul style="list-style-type: none"> <li>Accurately read the words on the NC Y3/4 word list: <i>appear, arrive, breath(e), busy, business, century, certain, circle, complete, decide, describe, different, difficult, disappear, early, earth, extreme, famous, February, forward(s), fruit, grammar, group, heard, heart, history, important, interest, learn, length, minute, natural, notice, often, opposite, perhaps, popular, possible, potatoes, pressure, promise, purpose, question, sentence, special, straight, strange, therefore, woman, women</i></li> </ul>	<ul style="list-style-type: none"> <li>Read age-appropriate (Gold Level) texts at 90+ words per minute</li> <li>Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)</li> <li>Begin to use appropriate intonation and volume when reading aloud</li> <li>Reading Level(s): RWI - Grey Book Bands - Gold, White</li> </ul> <p><i>Fluency is developed by choral reading and echo reading</i></p>

**COMPREHENSION:**

Y3	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>Increase familiarity with a wide range of books and retell some of these orally</li> <li>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>Recognise different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>Check that the text makes sense to them, discussing their understanding</li> <li>Ask questions to improve their understanding of a text</li> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say</li> <li>Use appropriate terminology when discussing texts e.g. <i>plot, character, setting</i></li> <li>Learn the skill of 'skim and scan' to retrieve details</li> <li>Generate a variety of literal and inferential questions to help them understand the text further</li> </ul>	<ul style="list-style-type: none"> <li>Use dictionaries to check the meaning of word they have not read</li> <li>Discuss words and phrases that capture the reader's interest and imagination</li> <li>Explain the meaning of words in context</li> <li>Begin to find the meaning of new words using substitution within a sentence</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predict what might happen from details stated and implied in the text</li> <li>Use relevant prior knowledge to make predictions</li> <li>Use details from the text to form further predictions</li> <li>Begin to use quotations from the text to support opinions and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas drawn from more than one paragraph and summarise these</li> <li>Begin to distinguish between the important and less important information in a text</li> <li>Give a brief verbal summary of what they have read</li> <li>Teachers begin to model how to record summary writing</li> </ul>	<ul style="list-style-type: none"> <li>Identify themes and conventions in a wide range of books</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Introduce the idea of story 'themes' e.g. <i>Learning a lesson, friendship, trust</i></li> </ul>

### Y3 RESPONSES TO READING

Y3	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
<b>QUESTION STEMS</b>	<ul style="list-style-type: none"> <li>▪ What is your favourite book?</li> <li>▪ Who is your favourite author?</li> <li>▪ Which character would you most like to meet? Why?</li> <li>▪ What would you say to ... if you met them?</li> <li>▪ How does the structure of this book differ to the other books you've read?</li> <li>▪ Why has the author chosen these chapter headings?</li> <li>▪ Which words do you like best in this book? Why?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Who is ...?</li> <li>▪ What did ...?</li> <li>▪ When did ...?</li> <li>▪ Where does ...?</li> <li>▪ How did ...?</li>   <li>▪ How would you describe this story / text?</li> <li>▪ What genre is this text? How do you know?</li> <li>▪ Where does the story take place?</li> <li>▪ What does the main character look like?</li> <li>▪ Where does the main character live?</li> <li>▪ How does the main character behave?</li> <li>▪ When is the story set?</li> <li>▪ What can you learn about ... from this section?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can you find one word in the text which means ...?</li> <li>▪ Which word most closely matches the meaning of the word ...</li> <li>▪ Which of these words is a synonym for ...?</li> <li>▪ What does the word ... tell you about ...?</li> <li>▪ Can you find and copy one word meaning ...?</li> <li>▪ Can you find and highlight the word that is closest in meaning to ...?</li> <li>▪ Can you find a word or phrase which shows / suggests that ...?</li> <li>▪ Can you circle the correct option to complete this sentence ...?</li> <li>▪ Which words do you think are the most important? Why?</li> </ul>	<ul style="list-style-type: none"> <li>▪ What makes you think ...? Give evidence.</li> <li>▪ What impression do you get of ...? Why?</li> <li>▪ Why did ... behave like this?</li> <li>▪ How can you tell that ...?</li> <li>▪ What was ... thinking when ...?</li> <li>▪ How was ... different after ...?</li> <li>▪ What do you think the text is going to be about?</li> <li>▪ Do you think ... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> <li>▪ How do you think the story will develop next?</li> <li>▪ Do you think the character will change their behaviour in the future? Why?</li> </ul>	<ul style="list-style-type: none"> <li>▪ What's the main point in this paragraph?</li> <li>▪ Can you summarise in a sentence the opening / middle / end of the story?</li> <li>▪ Can you number these events 1-5 in the order that they happened?</li> <li>▪ What was the first thing that happened in the story?</li> <li>▪ What happened after ...?</li> <li>▪ In what order do these chapter headings occur?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Whose point of view is the story told from?</li> <li>▪ In what way is ... like ...?</li> <li>▪ What are the clues that a character is liked / disliked / feared etc?</li> <li>▪ What is similar / different about the characters ... and ...?</li> <li>▪ How has the character changed during the story?</li> <li>▪ Who has the author written this text for?</li> <li>▪ When might someone choose to read this book?</li> <li>▪ Why has the author used chapter headings?</li> <li>▪ How does the title or chapter heading make you want to read on?</li> <li>▪ Which section was the most interesting / exciting part?</li> </ul>
<b>ANSWER STEMS</b>	<ul style="list-style-type: none"> <li>▪ I would say ...</li> <li>▪ My favourite ... is ... due to the fact that ...</li> <li>▪ In my opinion ...</li> <li>▪ This is my preferred choice as ....</li> <li>▪ I would recommend ... to ... because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ The answer is ...</li> <li>▪ This tells me ...</li> <li>▪ It is important because ...</li> <li>▪ The story is ...</li> <li>▪ He/she is ...</li> <li>▪ It was ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ This word suggests that ..</li> <li>▪ This word tells you that ...</li> <li>▪ This sentence means ...</li> <li>▪ This phrase means ...</li> <li>▪ This description shows me that ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ I think ... because ...</li> <li>▪ This suggests ...</li> <li>▪ I know this because ...</li> <li>▪ I can tell that ... due to ...</li> <li>▪ The impression I get is ... as it says ...</li> <li>▪ In the text it says ... which makes me think ...</li> <li>▪ The evidence suggests that ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ In this text ...</li> <li>▪ This text is about ...</li> <li>▪ The main event is ...</li> <li>▪ This story involves ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ I believe that ...</li> <li>▪ In my opinion ...</li> <li>▪ Using evidence from the text, I would suggest that ...</li> <li>▪ It would appear that ...</li> <li>▪ The impression I get is ... because ....</li> </ul>
<b>POSSIBLE TASKS</b>	<ul style="list-style-type: none"> <li>▪ Book Review</li> <li>▪ Writing answers in thought bubbles</li> <li>▪ Amazon book reviews</li> <li>▪ Write a letter to the author</li> <li>▪ Drawing favourite book cover</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw a picture of a character / setting and label it with words from the text.</li> <li>▪ Show me, tell me</li> <li>▪ Write down three things you are told about the character / setting.</li> <li>▪ Multiple choice questions.</li> <li>▪ Circle the right answer.</li> <li>▪ Tick the box with the correct word / phrase in it.</li> <li>▪ Write down 5 facts you've learnt</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make a list of words and phrases the author uses to describe the setting.</li> <li>▪ Substitute the highlighted words from the text with synonyms.</li> <li>▪ Draw and label a picture of a setting from the story.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write a diary entry about an event from the book as one of the characters.</li> <li>▪ Write a character's thoughts in a thought bubble.</li> <li>▪ Make a list of things the character would like / dislike.</li> <li>▪ Create a 'Gingerbread' for one of the characters.</li> <li>▪ Draw a picture to show the next setting / event of the story</li> <li>▪ Using the clues to infer meaning - chart</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write a blurb for the book.</li> <li>▪ Draw a story mountain or story map to show the events in the story.</li> <li>▪ Draw a cartoon strip of the main events in the story.</li> <li>▪ Summarise the story in 5 bullet points.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw and label a picture of the main character at the start, middle and end of the story.</li> <li>▪ Label the different parts of the text.</li> <li>▪ Write an author 'thought bubble' stating who they wrote for and why.</li> <li>▪ List 5 people who should read this book, with reasons.</li> </ul>

## Malvern Wells Writing Progression– YEAR 4

### NC 2014 PROGRESSION

Y4	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them:               <ul style="list-style-type: none"> <li>- prefixes: <i>anti-, inter-</i> to form nouns</li> <li>- prefixes: <i>in-, im-, ir-, il-</i> to form antonyms</li> <li>- prefixes: <i>un-, dis-, mis-, ex-, non-</i></li> <li>- suffixes: <i>-ing, -er, -en, -ed</i></li> <li>- suffix <i>-ly</i></li> </ul> </li> <li>Spell further homophones</li> <li>Spell words that are often misspelt:               <ul style="list-style-type: none"> <li>- 'gu' words, <i>-sure, -ture, -cian, -sion, -ssion, -tion, 'sc' words, -ous</i></li> <li>- plural nouns ending in 'o'</li> <li>- plural nouns ending in 'y': change 'y' to 'i' and add 'es'</li> <li>- verbs ending in 'y': change 'y' to 'i' and add 'es'</li> </ul> </li> <li>Place possessive apostrophe accurately in words with regular plurals e.g. <i>girls' boys'</i> and in words with irregular plurals e.g. <i>children's</i></li> <li>Use apostrophe correctly for further contracted forms</li> <li>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>Create word families based on common words: e.g. <i>- sign ~ signal ~ unsigned ~ assign ~ resign ~ design</i></li> <li>Apply rules from Spelling Progression – Y4</li> <li>Write from memory simple sentences dictated by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Confidently use diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>Increase the legibility, consistency and quality of their handwriting: <i>Ensure that the downstrokes of letters are parallel and equidistant</i></li> </ul>	<ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discuss and record ideas</li> <li>Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Organise paragraphs around a theme.</li> <li>Create settings, characters and plot</li> <li>Use simple organisational devices e.g. <i>headings and sub-headings</i></li> <li>Assess the effectiveness of their own and others' writing and suggest improvements</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Proofread for spelling and punctuation errors</li> <li>Read writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>Awareness of 'The Reader' and adapt writing accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation:           <ul style="list-style-type: none"> <li>o full stops</li> <li>o capital letters (titles and languages)</li> <li>o exclamation marks</li> <li>o question marks</li> <li>o commas for lists</li> <li>o apostrophes for contracted forms and singular possession.</li> <li>o inverted commas for direct speech</li> </ul> </li> <li>Correct use of 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an umbrella</i></li> <li><b>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although'.</b></li> <li>Use the present perfect form of verbs in contrast to the past tense e.g. <i>He has gone out to play contrasted with He went out to play.</i></li> <li><b>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</b></li> <li>Express time, place and cause using:           <ul style="list-style-type: none"> <li>- conjunctions: as, since, unless, however, even though</li> <li>- adverbs: here, therefore, frequently, everywhere</li> <li>- prepositions: underneath, against, atop, from, towards</li> </ul> </li> <li><b>Use fronted adverbials + comma</b></li> </ul>

### SPS PROGRESSION

Y4	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
	<p><b>Simple &amp; Compound:</b></p> <ul style="list-style-type: none"> <li>Vary long and short sentences for effect.</li> </ul> <p><b>Complex:</b></p> <ul style="list-style-type: none"> <li>Use a range of subordinating conjunctions to join sentences.</li> </ul> <p><b>Phrases/Clauses:</b></p> <ul style="list-style-type: none"> <li>Use adverbial phrases, noun phrases and prepositional phrases</li> <li>Use a drop-in clause with an '-ing' verb e.g. <i>Tom, smiling secretly, hid the magic potion book</i></li> </ul> <p><b>Adding detail:</b></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases:           <ul style="list-style-type: none"> <li>- determiner + adjective + noun + phrase e.g. <i>the strict teacher with the grey beard.</i></li> </ul> </li> <li>Use prepositions and prepositional phrases e.g. <i>underneath, against, atop, from, towards, across</i></li> <li>Use adjectives ending in -ed e.g. <i>frightened, scared etc</i></li> <li>Use a sentence that gives three actions e.g. <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i></li> <li>Use specific determiners: their, whose, this, that, these, those, which</li> <li>Use a mixture of nouns and pronouns to avoid repetition e.g. <i>John, Mr Price, he, his, him ~ The labyrinth, the maze, it, its</i></li> <li>Know that a preposition requires an object and an adverb doesn't.</li> </ul> <p><b>Exciting sentences:</b></p> <ul style="list-style-type: none"> <li>Verb, person ~ The more..., the more... ~ 2 pairs ~ Ad, same Ad</li> </ul>	<ul style="list-style-type: none"> <li>Use sophisticated language e.g. <i>abundant, menacingly</i></li> <li>Use of further specific/technical vocabulary to add detail e.g. <i>variety, species, feline</i></li> <li>Use synonyms and antonyms of verbs e.g. <i>said ~ announced ~ whispered and walk ~ trudged ~ galloped</i></li> <li>Tier 2 Vocabulary – Y4</li> </ul>	<ul style="list-style-type: none"> <li>Use conjunctions e.g. <i>Although it was raining heavily, they still went to play in the park.</i></li> <li>Use fronted adverbials followed by a comma:           <ul style="list-style-type: none"> <li>- Prepositions e.g. <i>Behind the shed, the spider was silently waiting for his prey</i></li> <li>- '-ing' words e.g. <i>Worrying about his mum, Tom slowly walked to school.</i></li> </ul> </li> </ul> <p style="text-align: center;"><b>SPACE</b></p>	<p><b>Coordinating:</b></p> <ul style="list-style-type: none"> <li>and, but, or, so, for, nor, yet (FANBOYS)</li> </ul> <p><b>Subordinating:</b></p> <ul style="list-style-type: none"> <li>after, although, as, while, when, until, because, before, if, since (AAWWUBBIS)</li> </ul> <p><b>Correlative:</b></p> <ul style="list-style-type: none"> <li>both ... and</li> </ul> <p><b>Adverbials of time:</b></p> <ul style="list-style-type: none"> <li>e.g. already, meanwhile, once</li> </ul>	<p><b>Present perfect</b></p> <ul style="list-style-type: none"> <li>'has/have' + past participle</li> <li>To show something happens at an unspecified time e.g. <i>He has walked to school (every day this week)</i></li> </ul> <p><b>Past perfect</b></p> <ul style="list-style-type: none"> <li>'had' + past participle + -ing</li> <li>To show something happened at an unspecified time e.g. <i>He had been walking to school</i></li> </ul> <p><b>Modal verbs</b></p> <ul style="list-style-type: none"> <li>Used for possibility, ability and permission:           <ul style="list-style-type: none"> <li>- can, can't</li> <li>- could, couldn't</li> <li>- may, might, might not</li> </ul> </li> <li>Used for advice:           <ul style="list-style-type: none"> <li>- should, shouldn't</li> </ul> </li> </ul>

**WORD READING:**

Y4	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> <li>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill</li> <li>Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: <i>in-, -im, -ir-, il-, un-, dis-, mis-, ex-, non-, anti-, inter-</i></li> <li>Apply growing knowledge of root words and suffixes/word endings both to read aloud and understand the meaning of new words they meet: <i>-ing, -er, -en, -ed, -ly, -ation, -ous, -sure, -ture, -sion, -ssion, -tion, -cian</i></li> </ul>	<ul style="list-style-type: none"> <li>Accurately read the words on the NC Y3/4 word list: <i>accident(ally), actual(ly), address, answer, believe, bicycle, build, calendar, caught, centre, consider, continue, eight, eighth, enough, exercise, experience, experiment, favourite, guard, guide, height, imagine, increase, island, knowledge, library, material, medicine, mention, naughty, occasion(ally), ordinary, particular, peculiar, position, possess(ion), probably, quarter, regular, reign, remember, separate, strength, suppose, though, although, thought, through, various, weight</i></li> </ul>	<ul style="list-style-type: none"> <li>Read age-appropriate (Lime) texts at 90+ words per minute</li> <li>Begin to use appropriate intonation and volume when reading aloud</li> <li>Reading Level(s): Book Bands – Lime, Brown</li> </ul> <p>Fluency is developed using echo reading, cloze reading, paired reading</p>

**COMPREHENSION:**

Y4	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>Increase familiarity with a wide range of books and retell some of these orally</li> <li>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>Recognise different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>Check that the text makes sense to them, discussing their understanding</li> <li>Ask questions to improve their understanding of a text</li> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say</li> <li>Confidently skim and scan texts to locate key words and phrases.</li> <li>Generate a variety of literal questions.</li> </ul>	<ul style="list-style-type: none"> <li>Use dictionaries to check the meaning of word they have not read</li> <li>Discuss words and phrases that capture the reader's interest and imagination</li> <li>Explain the meaning of words in context</li> <li>Find the meaning of new words using the context of new sentences.</li> <li>Link new words to other words they already know.</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predict what might happen from details stated and implied in the text</li> <li>Use relevant prior knowledge/details from the text to form inferences and predictions and justify them.</li> <li>Consolidate the skill of justifying predictions using a specific reference point in the text.</li> <li>Learn how to monitor predictions and compare them with the text as they read on. Generate a variety of inferential questions about the deeper meaning of a text.</li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas drawn from more than one paragraph and summarise these</li> <li>Write a brief summary of the main points, identifying and using important information.</li> </ul>	<ul style="list-style-type: none"> <li>Identify themes and conventions in a wide range of books</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Refer to authorial style, overall themes and features</li> <li>Further develop the idea of story 'themes' e.g. <i>loneliness, friendship, family, fear,</i></li> </ul>

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<b>QUESTION STEMS</b>	<ul style="list-style-type: none"> <li>▪ What is your favourite book?</li> <li>▪ Who is your favourite author?</li> <li>▪ Which character would you most like to meet? Why?</li> <li>▪ What would you say to ... if you met them?</li> <li>▪ How does the structure of this book differ to the other books you've read?</li> <li>▪ Why has the author chosen these chapter headings?</li> <li>▪ Which words do you like best in this book? Why?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Who had ...?</li> <li>▪ Who did ...?</li> <li>▪ What happened to ...?</li> <li>▪ What does ... do?</li> <li>▪ When was ...?</li> <li>▪ When ... happened, what did ...?</li> <li>▪ Where was ... when ...?</li> <li>▪ How often ...?</li> <li>▪ How ... is ...?</li> <li>▪ Who are the key characters in the story?</li> <li>▪ What is happening at this point in the story?</li> <li>▪ Through whose eyes is the story told?</li> <li>▪ Where in the book would you find ...?</li> <li>▪ Where does the story take place?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can you find and highlight the word that is closest in meaning to ...?</li> <li>▪ What is the meaning of the word ... in this sentence?</li> <li>▪ Can you circle a word that means the same as ...?</li> <li>▪ What other words could the author have used?</li> <li>▪ Which word is a synonym / antonym of ...?</li> <li>▪ What does this phrase ... mean?</li> <li>▪ Which words give us the impression that the main character is ...?</li> <li>▪ Which words give us the impression that the setting is ...?</li> <li>▪ Which words give us the impression that the mood is ...?</li> <li>▪ Why did the author use the word ... to describe ...?</li> <li>▪ How do these words make the reader feel ...?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Which words give you the impression that ...?</li> <li>▪ How does this paragraph suggest ...?</li> <li>▪ How do the descriptions of ... show ...?</li> <li>▪ How can you tell that ...?</li> <li>▪ How do you think ... feels about ...?</li> <li>▪ What can you tell about ... from their appearance?</li> <li>▪ Why do you think the author chose this setting?</li> <li>▪ How does the front cover give us clues about the text?</li> <li>▪ What does this paragraph suggest will happen next? What makes you think this?</li> <li>▪ How do you think ... will react to this situation?</li> <li>▪ What do we need to know in order to ...?</li> <li>▪ What do you think is likely to happen when ...?</li> </ul>	<ul style="list-style-type: none"> <li>▪ What is the main point in this paragraph?</li> <li>▪ Can you describe what has happened in this chapter?</li> <li>▪ Can you describe what happened in three sentences?</li> <li>▪ Is there anything you know now that you didn't know before?</li> <li>▪ What moment do you remember most from ...?</li> <li>▪ Which of the following would be the most suitable summary of the whole text?</li> <li>▪ Based on what you have read, what does the last paragraph suggest might happen next?</li> </ul>	<ul style="list-style-type: none"> <li>▪ The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>▪ What is the theme underneath the story? Does this story have a moral / message?</li> <li>▪ Which is the most important part of the story? Justify your choice.</li> <li>▪ Compare how the characters are reacting to this problem. Who deals best with the situation?</li> <li>▪ What does the author want you to feel after reading this story?</li> <li>▪ What is the author's point of view?</li> <li>▪ How does the author engage the reader?</li> <li>▪ How has the author organised the text? Why?</li> <li>▪ How does the structure of this text help us?</li> <li>▪ In what ways do diagrams, photographs or illustrations help us to enjoy/understand the text</li> </ul>
<b>ANSWER STEMS</b>	<ul style="list-style-type: none"> <li>▪ I would say ...</li> <li>▪ My favourite ... is ... due to the fact that ...</li> <li>▪ In my opinion ...</li> <li>▪ This is my preferred choice as ....</li> <li>▪ I would recommend ... to ... because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ The answer is ...</li> <li>▪ This tells me ...</li> <li>▪ It is important because ...</li> <li>▪ The story is ...</li> <li>▪ He/she is ...</li> <li>▪ It was ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ This word suggests that ..</li> <li>▪ This word tells you that ...</li> <li>▪ This sentence means ...</li> <li>▪ This phrase means ...</li> <li>▪ This description shows me that ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ I think ... because ...</li> <li>▪ This suggests ...</li> <li>▪ I know this because ...</li> <li>▪ I can tell that ... due to ...</li> <li>▪ The impression I get is ... as it says ...</li> <li>▪ In the text it says ... which makes me think ...</li> <li>▪ The evidence suggests that ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ In this text ...</li> <li>▪ This text is about ...</li> <li>▪ The main event is ...</li> <li>▪ This story involves ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ I believe that ...</li> <li>▪ In my opinion ...</li> <li>▪ Using evidence from the text, I would suggest that ...</li> <li>▪ It would appear that ...</li> <li>▪ The impression I get is ... because ....</li> </ul>
<b>POSSIBLE TASKS</b>	<ul style="list-style-type: none"> <li>▪ Book Review</li> <li>▪ Writing answers in thought bubbles</li> <li>▪ Amazon book reviews</li> <li>▪ Write a letter to the author</li> <li>▪ Drawing favourite book cover</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write 3 facts about a character / setting.</li> <li>▪ Complete the table of facts / events</li> <li>▪ Create / answer a 'True of False' grid about the book</li> <li>▪ Write 5 quiz questions to ask someone about the book.</li> <li>▪ Match the picture to the description</li> </ul>	<ul style="list-style-type: none"> <li>▪ Order the synonyms based on the strength of the emotion that the word evokes</li> <li>▪ Substitute the highlighted words from the text with synonyms/antonyms</li> <li>▪ Copy an adverb from the text and list actions that can be done in this way.</li> <li>▪ Annotate a drawing from the story with words and phrases it depicts.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reader thought bubble showing how an event makes the reader feel</li> <li>▪ Tick the choice of words to finish a character's sentence</li> <li>▪ Write three alternative titles for the story - explain why you have chosen them.</li> <li>▪ Complete a 'show not tell' grid for a character.</li> <li>▪ Character feelings wheel.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multiple choice questions to select the main topic / theme / point of a paragraph.</li> <li>▪ Number of boxes to write in to sum up a paragraph or whole story (e.g. 20 boxes = 20 words)</li> <li>▪ Photograph template to record the moment remembered the most with reasons why</li> </ul>	<ul style="list-style-type: none"> <li>▪ List events of the story in pyramid from top to bottom (first choice to last choice)</li> <li>▪ Scroll template to record what the moral or message of the story is</li> <li>▪ Organisational features matching game.</li> <li>▪ Annotate an example of the text type to show the organisational features.</li> </ul>

## Malvern Wells Writing Progression – YEAR 5

### NC 2014 PROGRESSION

Y5	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes:                             <ul style="list-style-type: none"> <li>- words from root words using prefixes and suffixes</li> <li>- suffix: adding to words ending in -fer</li> <li>- prefixes: dis-, de-, mis-, over-, re- to convert nouns to verbs.</li> <li>- suffixes: -ate, -ise, -ify to convert nouns into adjectives.</li> </ul> </li> <li>Spell some words with silent letters</li> <li>Spell words with hyphens.</li> <li>Continue to distinguish between homophones and other words, which are often confused.</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically:                             <ul style="list-style-type: none"> <li>- ough</li> <li>- ible/ibly and able/ably</li> <li>- 'ie', 'ei' and 'cei' words</li> </ul> </li> <li>Use dictionaries to check the spelling and meaning of words</li> <li>Use the first three or four letters of a word to check spellings, meaning or both of these in a dictionary</li> <li>Use a thesaurus</li> <li>Apply rules from Spelling Progression – Y5</li> </ul>	<ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed</li> <li>Choose which shape of a letter to use when given choices and deciding, as part of their personal styles, whether or not to join specific letters</li> <li>Choose the writing implement that is best suited for a task</li> </ul>	<ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Note and develop initial ideas, drawing on reading and research</li> <li>Consider how authors have developed characters and settings</li> <li>Select appropriate grammar and vocabulary to enhance and clarify meaning</li> <li>Describe setting, characterisation and atmosphere</li> <li>Integrate dialogue to convey character and advance the action</li> <li>Use a wide range of devices to build cohesion within/across paragraphs.</li> <li>Use further organisational and presentational devices to structure text and guide the reader</li> <li>Assess the effectiveness of their own and others' writing</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarity meaning</li> <li>Ensure consistent and correct use of tense throughout a piece of writing</li> <li>Ensure correct subject and verb agreement</li> <li>Proofread for spelling and punctuation errors.</li> <li>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation:                             <ul style="list-style-type: none"> <li>○ correct speech punctuation for all speech</li> <li>○ commas to clarify meaning or avoid ambiguity</li> <li>○ hyphens to avoid ambiguity</li> <li>○ brackets, dashes or commas for parenthesis</li> <li>○ colon to introduce a list or speech in playscripts</li> <li>○ semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li>○ bullet points for a list</li> <li>○ ellipsis</li> </ul> </li> <li>Formal and informal vocabulary and structures including passive and subjunctive.</li> <li>Use perfect form of verbs to mark relationships of time and cause.</li> <li>Use expanded noun phrases to convey complicated information concisely.</li> <li>Use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility.</li> <li>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun.</li> <li>Use cohesive devices within a paragraph e.g. then, after that, this, firstly.</li> <li>Use adverbials of time (e.g. later), place (e.g. nearby) and number/sequence (e.g. secondly) or tense choices (e.g. he had seen her before).</li> </ul>

### SPS PROGRESSION

Y5	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
	<p><b>Phrases/Clauses:</b></p> <ul style="list-style-type: none"> <li>Move clauses and phrases around to create different effects.</li> <li>Use subordinating conjunctions to start sentences.</li> <li>Use relative clauses used to add detail with and without relative pronoun, using brackets, dashes and commas.</li> <li>Use drop-in '-ed' clauses e.g. Poor Tom, frightened by the fierce dragon, ran home.</li> <li>Use a range of phrases to open sentences.</li> </ul> <p><b>Adding detail:</b></p> <ul style="list-style-type: none"> <li>Use indefinite pronouns: somebody, something, someone, nobody, nothing, no-one, everything, anything</li> <li>Use rhetorical questions for effect</li> <li>Use of stage directions in speech (speech + verb + action_ e.g. "Stop!" he shouted, picking up the stick and running after the thief.</li> <li>Use colons and semi-colons to punctuate complex lists e.g. They needed lots of items for their trip: a pair of walking boots ; a small camping stove ; several sachets of freeze-dried food ; a mummy-style sleeping bag.</li> </ul> <p><b>Exciting Sentences:</b></p> <ul style="list-style-type: none"> <li>3-ed ~ Emotion , ... ~ Noun, who, which, where ~ -ing , -ed</li> </ul>	<ul style="list-style-type: none"> <li>Use nouns appropriate to the genre e.g. 'British Expeditionary Force' rather than 'Army' (WW2)</li> <li>Use verbs appropriate to the genre e.g. 'marched' rather than 'walked'</li> <li>Use figurative language to make writing more descriptive:                             <ul style="list-style-type: none"> <li>- metaphor</li> <li>- personification</li> <li>- onomatopoeia</li> </ul> </li> <li>Use adjectives ending in -ed e.g. overwhelmed, astounded, perplexed</li> <li>Tier 2 Vocabulary – Y5</li> </ul>	<ul style="list-style-type: none"> <li>Use expanded – ed clause followed by a comma e.g. Frightened of the dark, Tom hid under the bed all night.</li> <li>Develop fronted prepositional phrases e.g. - Somewhere nearby - Within walking distance</li> </ul> <p style="text-align: center;"><b>ISPACE</b></p>	<p><b>Coordinating:</b></p> <ul style="list-style-type: none"> <li>ALL FANBOYS</li> </ul> <p><b>Subordinating:</b></p> <ul style="list-style-type: none"> <li>ALL AAAWWUBBIS</li> </ul> <p><b>Correlative:</b></p> <ul style="list-style-type: none"> <li>not only ... but also</li> <li>so ... as</li> </ul> <p><b>Adverbials of time:</b></p> <ul style="list-style-type: none"> <li>e.g. after a while, never before, sometime later</li> </ul>	<p><b>Simple Future</b></p> <ul style="list-style-type: none"> <li>will + root verb</li> <li>To show something which hasn't yet happened e.g. He will walk to school</li> </ul> <p><b>Modal verbs</b></p> <ul style="list-style-type: none"> <li>Used for obligation and advice: - must, have to</li> <li>Used for predictions and inclinations: - will, won't, would, wouldn't</li> <li>Used for suggestions: - shall, shall not</li> </ul> <p><b>Adverbials for possibility</b></p> <ul style="list-style-type: none"> <li>surely, certainly, perhaps, obviously</li> </ul>

**WORD READING:**

Y5	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> <li>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues</li> <li>Apply growing knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words they meet: <i>-ate, -ise, -ify, -able, -ible, -ably, -ibly</i></li> </ul>	<ul style="list-style-type: none"> <li>Accurately read the words on the NC Y5/6 word list: <i>accompany, according, achieve, aggressive, ancient, appreciate, attached, available, average, bargain, bruise, community, competition, criticise, curiosity, definite, desperate, develop, dictionary, equip(ped), equipment, especially, excellent, explanation, forty, frequently, identity, immediate, immediately, individual, interrupt, lightning, occupy, occur, opportunity, persuade, programme, queue, recognise, recommend, rhyme, rhythm, sacrifice, shoulder, soldier, stomach, suggest, symbol, system, variety, vegetable</i></li> </ul>	<ul style="list-style-type: none"> <li>Read age-appropriate texts at 90+ words per minute</li> <li>Read silently, recognise words automatically and group words quickly to help them gain meaning from what they read</li> <li>Read aloud effortlessly and with expression</li> <li>Reading sounds natural – as if they are speaking</li> <li>Reading Level(s):</li> <li>Book Bands – Brown, Black</li> </ul> <p><i>Fluency is developed using echo reading, cloze reading, paired reading, independent timed reading</i></p>

Y5	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> <li>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, identifying the characteristics of text types</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>Increase familiarity with myths, legends, modern fiction, fiction from literary heritage and books from other cultures</li> <li>Recommend books to peers, giving reasons for their choices</li> <li>Learning a wider range of poetry by heart</li> <li>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>	<ul style="list-style-type: none"> <li>Check that the book makes sense to them, discuss their understanding</li> <li>Ask questions to improve their understanding</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates</li> <li><i>Confidently skim and scan and read before and after to retrieve information</i></li> </ul>	<ul style="list-style-type: none"> <li>Explore the meaning of words in context</li> <li>Discuss vocabulary used by the author to create effect, including figurative language</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li><i>Read 'around the word' and explore its meaning in the broader context of a section or paragraph</i></li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predict what might happen from details stated and implied</li> <li>Provide reasoned justifications for their views</li> <li><i>Predictions supported by relevant evidence from the text</i></li> <li><i>Confirm and modify predictions as they read on</i></li> <li><i>Give one or two pieces of evidence to support the point they are making</i></li> <li><i>Begin to draw evidence from more than one place across a text</i></li> <li><i>Use evidence from across larger sections of text</i></li> <li><i>Actively generate a variety of questions and adjust questions in light of evidence from the text.</i></li> </ul>	<ul style="list-style-type: none"> <li>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li><i>Begin to make connections between information across the text and include this information in their written summaries</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss themes and conventions in and across a wide range of writing</li> <li>Make comparisons within and across books</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li><i>Adults model use of critical thinking skills that take the discussion deeper and beyond the text</i></li> </ul>

## Y5 RESPONSES TO READING

Y5	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
<b>QUESTION STEMS</b>	<ul style="list-style-type: none"> <li>▪ Which book do you prefer out of ...?</li> <li>▪ Put these books in order of preference ...</li> <li>▪ Which book would you recommend to your friend? Why?</li> <li>▪ Which character would you least like to meet? Why?</li> <li>▪ Who is the most interesting character you have ever come across?</li> <li>▪ How has the author set this book out differently to other books you have read?</li> <li>▪ Why do you think the author has chosen this layout?</li> <li>▪ Why is the poem easy / hard to remember?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Who ...?</li> <li>▪ What ...?</li> <li>▪ When ...?</li> <li>▪ Where ...?</li> <li>▪ Why ...?</li> <li>▪ How ...?</li> <li>▪ Write down three things you are told about ...?</li> <li>▪ What was revealed at the beginning / middle / end of the text?</li> <li>▪ Which paragraph tells us about ...?</li> <li>▪ Can you give two different reasons why ...?</li> <li>▪ Which part of the story best describes the setting?</li> <li>▪ Where in your local area is similar to the setting of this story?</li> </ul>	<ul style="list-style-type: none"> <li>▪ What do the words ... and ... imply about the character / setting / mood?</li> <li>▪ Which word tells you ...?</li> <li>▪ Which key word tells you the most about the character / setting / mood?</li> <li>▪ Why did the author use ... instead of ...?</li> <li>▪ The author describes the main character as ... What other word could have been used instead?</li> <li>▪ What words does the author use to make the reader feel ... in this part of the story?</li> <li>▪ What do phrases such as ... tell you about ...?</li> <li>▪ How has the writer made you feel happy / sad / angry / frustrated etc?</li> <li>▪ Which words in this paragraph do you think are the most important? Why?</li> <li>▪ What was the effect of the simile in this section of the story?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Who is telling the story?</li> <li>▪ Explain what ... suggests about ...</li> <li>▪ How can you tell that ...?</li> <li>▪ Why did ... happen?</li> <li>▪ What evidence is there that ...?</li> <li>▪ Find and copy a group of words which show that ...</li> <li>▪ Why do you think that ... felt the way they did?</li> <li>▪ What does the description tell you about the object?</li> <li>▪ Why did ... choose to ...?</li> <li>▪ What conclusions did ... come to?</li> <li>▪ How do these words make the reader feel ...?</li> <li>▪ How does this paragraph suggest ...?</li> <li>▪ How do the descriptions of ... show that they are ...?</li> <li>▪ What voice might these characters use?</li> <li>▪ How is ... like someone you know? Do you think they will react in the same way?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can you number these events 1-6 in the order that they happened?</li> <li>▪ Sort the information in these paragraphs. Do any of them deal with the same information?</li> <li>▪ Which section of the text is written to inform readers that ...</li> <li>▪ Which is the most important part in these paragraphs? How many times is it mentioned?</li> <li>▪ What sticks most in your mind about ...?</li> <li>▪ Can you write a sub-heading for each paragraph?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Find and copy a phrase that implies that the character / setting / atmosphere is ...</li> <li>▪ How can you tell that this character would / wouldn't be a character in the story ...?</li> <li>▪ Find and copy and example of a simile used in the text.</li> <li>▪ How does the simile ... add meaning?</li> <li>▪ Do you think the author chose the best chapter headings? What could they have chosen instead?</li> <li>▪ What alternative sub-headings could you use in this text?</li> <li>▪ Why has the writer organised the text in this way?</li> <li>▪ What is the purpose of this text feature?</li> <li>▪ Is the use of ... effective?</li> <li>▪ What effect does ... have on the audience?</li> <li>▪ How are these sections linked?</li> </ul>
<b>ANSWER STEMS</b>	<ul style="list-style-type: none"> <li>▪ I would say ...</li> <li>▪ My favourite ... is ... due to the fact that ...</li> <li>▪ In my opinion ...</li> <li>▪ This is my preferred choice as ....</li> <li>▪ I would recommend ... to ... because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ The answer is ...</li> <li>▪ This tells me ...</li> <li>▪ It is important because ...</li> <li>▪ The story is ...</li> <li>▪ He/she is ...</li> <li>▪ It was ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ This word suggests that ...</li> <li>▪ This word tells you that ...</li> <li>▪ This sentence means ...</li> <li>▪ This phrase means ...</li> <li>▪ This description shows me that ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ I think ... because ...</li> <li>▪ This suggests ...</li> <li>▪ I know this because ...</li> <li>▪ I can tell that ... due to ...</li> <li>▪ The impression I get is ... as it says ...</li> <li>▪ In the text it says ... which makes me think ...</li> <li>▪ The evidence suggests that ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ In this text ...</li> <li>▪ This text is about ...</li> <li>▪ The main event is ...</li> <li>▪ This story involves ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ I believe that ...</li> <li>▪ In my opinion ...</li> <li>▪ Using evidence from the text, I would suggest that ...</li> <li>▪ It would appear that ...</li> <li>▪ The impression I get is ... because ....</li> </ul>
<b>POSSIBLE TASKS</b>	<ul style="list-style-type: none"> <li>▪ Book Review</li> <li>▪ Writing answers in thought bubbles</li> <li>▪ Amazon book reviews</li> <li>▪ Write a letter to the author</li> <li>▪ Recommendations to a friend</li> <li>▪ Drawing favourite book cover</li> <li>▪ Postcard to a teacher</li> <li>▪ Poster for the Library</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw a timeline of the events in the character's life. Did the events take place in the order in which we're told them?</li> <li>▪ Create a list of key words from the story to make a glossary for the book</li> <li>▪ Write instructions for how to do an activity.</li> <li>▪ Tick each row to say if it is fact or opinion.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create a calligram of the mood of the paragraph using synonyms of the words written</li> <li>▪ Use a thesaurus to find alternative words to the ones used by the author to create atmosphere</li> <li>▪ Explain what the specific choice of adverb tells us about a character</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write a telephone conversation between two characters from the story.</li> <li>▪ Write a letter from one character in the story to another</li> <li>▪ Draw a bar chart to show the character's emotion in each chapter</li> <li>▪ Draw a picture to show the turning point in the main character's life</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make a table / chart to show the information in these paragraphs.</li> <li>▪ Write a fact file containing the main ideas from the book.</li> <li>▪ Re-write the story in your own words.</li> <li>▪ Summarise the whole book in 100 words or less</li> </ul>	<ul style="list-style-type: none"> <li>▪ Label each part of a non-fiction text. What would happen if ... was missing?</li> <li>▪ Draw the photo / diagram to go with a non-fiction text.</li> <li>▪ Rank the text features in order of importance – diamond nine.</li> <li>▪ Create a quiz about the book using different organisational features.</li> </ul>

## Malvern Wells Writing Progression– YEAR 6

### NC 2014 PROGRESSION

Y6	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
	<ul style="list-style-type: none"> <li>• Use further prefixes and suffixes: - <i>words from root words using prefixes and suffixes</i> - <i>suffix: adding to words ending in –fer</i> - <i>prefixes: bi-, aqua-, trans-, circum-, extra-, pro-, semi-, aero-</i> - <i>suffixes: -ate, -ise, -ify to convert nouns into adjectives.</i></li> <li>• Spell some words with silent letters</li> <li>• Spell words with hyphens.</li> <li>• Continue to distinguish between homophones and other words, which are often confused.</li> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically: - <i>ough</i> - <i>ible/ibly and able/ably</i> - <i>'ie', 'ei' and 'cei' words</i></li> <li>• Use dictionaries to check the spelling and meaning of words</li> <li>• Use the first three or four letters of a word to check spellings, meaning or both of these in a dictionary</li> <li>• Use a thesaurus</li> <li>• Apply rules from Spelling Progression – Y6</li> </ul>	<ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed.</li> <li>• Recognise when to use an unjoined style: <i>e.g. for labelling a diagram r data, writing an email address or for algebra</i> <i>e.g capital letters for filling in a form</i></li> <li>• Choose the writing implement that is best suited for a task.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is appropriate to the audience and purpose.</li> <li>• Writing uses the appropriate form.</li> <li>• Develop characterisation, setting and atmosphere.</li> <li>• Dialogue used to develop character and advance action.</li> <li>• Select appropriate grammar and vocabulary to enhance and clarify meaning.</li> <li>• Build cohesion within and across paragraphs.</li> <li>• Organisational and presentational devices used to structure writing and guide the reader.</li> <li>• Assess the effectiveness of their own and others' writing.</li> <li>• Verb tense is consistent and correct throughout.</li> <li>• Subject and verb agreement is accurate.</li> <li>• Proofread for spelling and punctuation errors.</li> <li>• Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation:               <ul style="list-style-type: none"> <li>○ correct speech punctuation for all speech</li> <li>○ commas to clarify meaning or avoid ambiguity</li> <li>○ <b>hyphens to avoid ambiguity</b></li> <li>○ brackets, dashes or commas for parenthesis</li> <li>○ colon to introduce a list or speech in playscripts</li> <li>○ <b>semi-colons, colons or dashes to mark boundaries between independent clauses.</b></li> <li>○ bullet points for a list</li> <li>○ <b>ellipsis</b></li> </ul> </li> <li>• <b>Formal and informal vocabulary and structures including passive and subjunctive.</b></li> <li>• <b>Use perfect form of verbs to mark relationships of time and cause.</b></li> <li>• <b>Use expanded noun phrases to convey complicated information concisely.</b></li> <li>• Use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility.</li> <li>• Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (omitted) relative pronoun.</li> <li>• Use cohesive devices within a paragraph e.g. then, after that, this, firstly.</li> <li>• Use adverbials of time (e.g. later), place (e.g. nearby) and number/sequence (e.g. secondly) or tense choices (e.g. he <i>had</i> seen her before).</li> </ul>

**SCHOOL PROGRESSION**

Y6	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
	<p><b>Phrases/Clauses:</b></p> <ul style="list-style-type: none"> <li>Recognise and use a range of phrases: noun, verb, adjectival, adverbial, prepositional</li> <li>Use two coordination conjunctions with three main clauses</li> <li>Use a coordinating and subordinate conjunction with two main and one subordinate clause</li> <li>Use expanded noun phrases <i>e.g. The wicked witch, who crashed her broom, is over there, feeling dazed.</i></li> <li>Use colons to link related causes (<i>because</i>) <i>e.g. England was a good country to invade : it had plenty of useful land.</i></li> <li>Use semi-colon to mark the boundary between related clauses (<i>but</i>) <i>e.g. Some argue football is the best sport ; others say that it's cricket.</i></li> </ul> <p><b>Adding detail:</b></p> <ul style="list-style-type: none"> <li>Use indefinite pronouns: another, anybody, anyone, everybody, everyone, little, much, other, many, others, all, any, most, none, such</li> <li>Use of question tags for informality <i>e.g. He's in your class, isn't he?</i></li> <li>Use of ellipsis to create suspense and to show missing words in a quote.</li> <li>Use of repetition for effect in persuasion, suspense and emphasis.</li> <li>Mixture of active and passive verbs <i>e.g. The boy kicked the ball / The ball was kicked by the boy.</i></li> <li>Use of the subjunctive in very formal writing <i>e.g. If I were you.</i></li> </ul> <p><b>Exciting Sentences:</b></p> <ul style="list-style-type: none"> <li>De : De ~ Some ; others ~ Imagine 3 examples ~ 3 bad -</li> </ul>	<ul style="list-style-type: none"> <li>Full use of technical and subject specific language</li> <li>Use formal language <i>e.g. discover, request, enter</i></li> <li>Use of collective nouns</li> <li>Use of hyphens for compound words to avoid ambiguity <i>e.g. man-eating-shark</i></li> <li>Tier 2 Vocabulary – Y6</li> </ul>	<ul style="list-style-type: none"> <li>Use a mixture of sentence openers to indicate time, reason, manner and place: <ul style="list-style-type: none"> <li>Words ending -ing</li> <li>Similes using 'as ... as' and 'like'</li> <li>Prepositional phrases</li> <li>Adverbials</li> <li>Conjunctions</li> <li>Words ending -ed</li> </ul> </li> </ul> <p style="text-align: center;"><b><u>ISPACE</u></b></p>	<p><b>Coordinating:</b></p> <ul style="list-style-type: none"> <li>ALL FANBOYS</li> </ul> <p><b>Subordinating:</b></p> <ul style="list-style-type: none"> <li>ALL AAWWUBBIS</li> </ul> <p><b>Correlative:</b></p> <ul style="list-style-type: none"> <li>whether ... or</li> </ul> <p><b>Adverbials of time:</b></p> <ul style="list-style-type: none"> <li><i>e.g. beforehand, nowadays, subsequently</i></li> </ul>	<p><b>Future progressive</b></p> <ul style="list-style-type: none"> <li>will be + 'ing' form of verb</li> <li>To show something will be happening continually <i>e.g. I He will be walking to school</i></li> </ul> <p><b>Future perfect</b></p> <ul style="list-style-type: none"> <li>will have + past participle of verb</li> <li>To show something will be happening at an unspecified time <i>e.g. He will have walked to school</i></li> <li>Use of all 9 verb tenses</li> <li>Use full range of modal verbs</li> <li>Use full range of adverbials for possibility</li> </ul>

**WORD READING:**

Y6	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> <li>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues</li> <li>Apply growing knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words they meet:               <ul style="list-style-type: none"> <li>-cious, -tious, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ible, -ably, -ibly</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Accurately read the words on the NC Y5/6 word list: <i>accommodate, amateur, apparent, awkward, category, cemetery, committee, communicate, conscience, conscious, controversy, convenience, correspond, determined, disastrous, embarrass, environment, exaggerate, existence, familiar, foreign, government, guarantee, harass, hindrance, interfere, language, leisure, marvellous, mischievous, muscle, necessary, neighbour, nuisance, parliament, physical, prejudice, privilege, profession, pronunciation, relevant, restaurant, secretary, signature, sincere(ly), sufficient, temperature, thorough, twelfth, vehicle, yacht</i></li> </ul>	<ul style="list-style-type: none"> <li>Read age-appropriate texts at 90+ words per minute</li> <li>Read silently, recognise words automatically and group words quickly to help them gain meaning from what they read</li> <li>Read aloud effortlessly and with expression</li> <li>Reading sounds natural – as if they are speaking</li> <li>Reading Level(s):</li> <li>Book Bands</li> </ul> <p>Fluency is developed using echo reading, cloze reading, paired reading, independent timed reading</p>

Y6	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> <li>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, identifying characteristics of text types</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>Increase familiarity with myths, legends, modern fiction, fiction from literary heritage and books from other cultures</li> <li>Recommend books to peers, giving reasons for their choices</li> <li>Learning a wider range of poetry by heart</li> <li>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>	<ul style="list-style-type: none"> <li>Check that the book makes sense to them, discuss their understanding</li> <li>Ask questions to improve their understanding</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Explore the meaning of words in context</li> <li>Discuss vocabulary used by the author to create effect, including figurative language</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>Read 'around the word' and independently explore its meaning in the broader context of a section or paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predict what might happen from details stated and implied</li> <li>Provide reasoned justifications for their views</li> <li>Confirm and modify predictions in light of new information</li> <li>Give more than one piece of evidence to support each point they make</li> <li>Draw evidence from different places across the text</li> <li>Draw inferences based on indirect clues</li> </ul>	<ul style="list-style-type: none"> <li>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss themes and conventions in and across a wide range of writing</li> <li>Make comparisons within and across books</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Ask their own critical thinking questions that take the discussion beyond the text</li> </ul>

## Y6 RESPONSES TO READING

Y6	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
<b>QUESTION STEMS</b>	<ul style="list-style-type: none"> <li>Which book do you prefer out of ...?</li> <li>Put these books in order of preference ...</li> <li>Which book would you recommend to your friend? Why?</li> <li>Which character would you least like to meet? Why?</li> <li>Who is the most interesting character you have ever come across?</li> <li>How has the author set this book out differently to other books you have read?</li> <li>Why do you think the author has chosen this layout?</li> <li>Why is the poem easy / hard to remember?</li> </ul>	<ul style="list-style-type: none"> <li>Who ...?</li> <li>What ...?</li> <li>When ...?</li> <li>Where ...?</li> <li>Why ...?</li> <li>How ...?</li> <li>Whose perspective is the story told from?</li> <li>What was revealed at ... in the story?</li> <li>Why did ... feel they had to ...?</li> <li>Which of these drawings best represents the ...?</li> <li>What did ... have to do in order to ...?</li> <li>What helped ... to ...?</li> <li>Look at the paragraph beginning ... What conclusion does ... draw from this?</li> <li>Where in the book would you find?</li> <li>What can you learn about ... from this section?</li> <li>Give one example of ...</li> </ul>	<ul style="list-style-type: none"> <li>Find and copy a word that suggests ...</li> <li>Can you suggest and adverb to show how the main character did ...?</li> <li>How has the author's choice of words created the feeling ...?</li> <li>What do you think the writer is saying when they ...?</li> <li>What does that imply / suggest / indicate about ...?</li> <li>Find two or three ways that the writer tells you the ... is ...</li> <li>By writing a line in this way, what effect has the author created?</li> <li>In the story, why does the author mention ... a lot?</li> <li>What do you think the writer meant by ...?</li> <li>Why do you think the author chose the words ...?</li> <li>"Quote". Give two impressions this gives you of ...</li> <li>Has the writer been successful in their purpose or use of language?</li> </ul>	<ul style="list-style-type: none"> <li>Would the story be different if it was told from ... point of view? How?</li> <li>According to the evidence in text, how did ... happen?</li> <li>What are three ways that ... shows ...?</li> <li>How is ... portrayed ...?</li> <li>What does this paragraph tell you about the character of ...?</li> <li>The character did not seem to be ... How can you tell this from their actions? "Quote" This tells us that at the end / beginning of the story, ... felt that ...</li> <li>Do you think the choice of setting will influence how the plot develops?</li> <li>Can you think of another story that has a similar theme / issue? Do you think this story will go the same way?</li> <li>Which stories have openings like this? Do you think this one will develop in the same way?</li> </ul>	<ul style="list-style-type: none"> <li>Number the paragraph summaries 1-6 to show the order in which they appear in the text.</li> <li>Write a brief summary at the end of each chapter; include the main events and new insights into characters and the plot.</li> <li>Summarise the main things you have learned from this book.</li> <li>Imagine you are a magazine reporter. Summarise what this book is about for your magazine. You could write this as a blog post or article for the school website.</li> <li>Re-write a section of the book as a play script or a text for younger children.</li> </ul>	<ul style="list-style-type: none"> <li>Is the author trying to get you to agree with their point of view? How do you know?</li> <li>Why is ... a crucial character in the story?</li> <li>Compare two settings in the story. Why are they both significant?</li> <li>Find and copy and example of a metaphor / personification used in the text.</li> <li>How does the metaphor ... add meaning to the text?</li> <li>How does the personification ... add meaning?</li> <li>Why did the author choose to use a question / bullet point / sub heading / table etc to present the information?</li> <li>In what ways do the illustrations support the instructions?</li> <li>How could this text be improved?</li> <li>Who do you think this information is for?</li> <li>In which text type would you normally find a ...?</li> </ul>
<b>ANSWER STEMS</b>	<ul style="list-style-type: none"> <li>I would say ...</li> <li>My favourite ... is ... due to the fact that ...</li> <li>In my opinion ...</li> <li>This is my preferred choice as ...</li> <li>I would recommend ... to ... because ...</li> </ul>	<ul style="list-style-type: none"> <li>The answer is ...</li> <li>This tells me ...</li> <li>It is important because ...</li> <li>The story is ...</li> <li>He/she is ...</li> <li>It was ...</li> </ul>	<ul style="list-style-type: none"> <li>This word suggests that ...</li> <li>This word tells you that ...</li> <li>This sentence means ...</li> <li>This phrase means ...</li> <li>This description shows me that ...</li> </ul>	<ul style="list-style-type: none"> <li>I think ... because ...</li> <li>This suggests ...</li> <li>I know this because ...</li> <li>I can tell that ... due to ...</li> <li>The impression I get is ... as it says ...</li> <li>In the text it says ... which makes me think ...</li> <li>The evidence suggests that ...</li> </ul>	<ul style="list-style-type: none"> <li>In this text ...</li> <li>This text is about ...</li> <li>The main event is ...</li> <li>This story involves ...</li> </ul>	<ul style="list-style-type: none"> <li>I believe that ...</li> <li>In my opinion ...</li> <li>Using evidence from the text, I would suggest that ...</li> <li>It would appear that ...</li> <li>The impression I get is ... because ...</li> </ul>
<b>POSSIBLE TASKS</b>	<ul style="list-style-type: none"> <li>Book Review</li> <li>Writing answers in thought bubbles</li> <li>Amazon book reviews</li> <li>Write a letter to the author</li> <li>Recommendations to a friend</li> <li>Drawing favourite book cover</li> <li>Postcard to a teacher</li> <li>Poster for the Library</li> </ul>	<ul style="list-style-type: none"> <li>Speedometer summary.</li> <li>Complete the chart matching the details / events.</li> </ul>	<ul style="list-style-type: none"> <li>Compare two texts and explain which one is best.</li> <li>Continue the description in the style of the author.</li> </ul>	<ul style="list-style-type: none"> <li>Write an internal monologue from the perspective of the main character.</li> <li>Create an emotions mind map for the main character</li> <li>Create some character Top Trump cards</li> </ul>		<ul style="list-style-type: none"> <li>Text analysis and annotation.</li> <li>Tick the box to show what it is being compared to.</li> </ul>

## Malvern Wells Spelling Progression

YEAR 1	YEAR 2	YEAR 3	YEAR 4	Year 5	Year 6
<p><b>NC</b></p> <ul style="list-style-type: none"> <li>▪ sounds ff, ll, ss, zz, ck</li> <li>▪ sound spelt n before k</li> <li>▪ -tch</li> <li>▪ 'v' sound at end of words</li> <li>▪ ai oi</li> <li>▪ ay oy</li> <li>▪ a—e—e—e—i—e—o—e—u—e</li> <li>▪ ar</li> <li>▪ ee</li> <li>▪ ea (sea) ~ ea (head)</li> <li>▪ er (her) ~ er (better)</li> <li>▪ ir</li> <li>▪ ur</li> <li>▪ oo (food) ~ oo (book)</li> <li>▪ oa</li> <li>▪ oe</li> <li>▪ ou</li> <li>▪ ow (now) ~ ow (own)</li> <li>▪ ue (blue)</li> <li>▪ ew (new)</li> <li>▪ ie (lie) ~ ie (chief)</li> <li>▪ igh</li> <li>▪ or</li> <li>▪ ore</li> <li>▪ aw</li> <li>▪ au</li> <li>▪ air</li> <li>▪ ear (dear) ~ aer (bear)</li> <li>▪ are</li> <li>▪ words ending -y</li> <li>▪ ph</li> <li>▪ wh</li> <li>▪ k (kit)</li> </ul>	<p><b>NC (NNS):</b></p> <ul style="list-style-type: none"> <li>- 'ge', 'dge', 'j'</li> <li>- 'c' before 'e', 'i' and 'y'</li> <li>- 'kn' and 'gn' at start of words</li> <li>- 'wr' at start of words</li> <li>- '-le', '-el', '-al', '-il' endings</li> <li>- 'y' at end of words</li> <li>- '-es' to words ending 'y'</li> <li>- 'a' before 'l' and 'll'</li> <li>- '-ey' (key)</li> <li>- 'a' after 'w' and 'qu'</li> <li>- 'or' after 'w' (word)</li> <li>- 'ar' after 'w' (war)</li> <li>- '-tion' (station)</li> <li>- 'o' (other) (not NNS)</li> <li>- 's' (treasure) (not NNS)</li> </ul> <p><b>Homophones:</b></p> <p>be/bee ~ see/sea ~ blue/blew ~ flour/flower ~ bare/bear ~ one/won ~ sun/son ~ saw/sore ~ hole/whole ~ to/too/two</p> <p>night/knight ~ quite/quiet</p> <p><b>Common exception words:</b></p> <p>door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>	<p><b>NC (NNS):</b></p> <ul style="list-style-type: none"> <li>- prefixes: un-, dis-, mis-, sub-, tele-, super-, auto-</li> <li>- suffixes: -ness, -ful, -less, -ly</li> <li>- double last letter before adding -ing, -er, -ed</li> <li>- 'y' sounding 'i'</li> <li>- 'ou' words</li> <li>- suffix '-ly'</li> <li>- 'k' sound spelt 'ch'</li> <li>- 'sh' sound spelt 'ch'</li> <li>- '-gue' and '-que' endings</li> <li>- 'ei', 'eigh', 'ey' sounding 'ay'</li> </ul> <p><b>Homophones:</b></p> <p>by/buy/bye ~ there/their/they're ~ your/you're ~ which/witch ~ brake/break ~ grate/great ~ ate/eight ~ wait/weight ~ hear/hear ~ heard/herd ~ knot/not ~ meat/meet ~ missed/mist ~ right/write ~ lead/led ~ fair/fare ~ mail/male ~ main/mane ~ steal/steel ~ passed/past ~ scene/seen ~ peace/piece ~ heal/heel/he'll ~ aloud/allowed ~ rain/rein/reign</p> <p><b>Y3/4 Word List:</b></p> <p>appear, arrive, breath(e), busy, business, century, certain, circle, complete, decide, describe, different, difficult, disappear, early, Earth, extreme, famous, February, forward(s), fruit, grammar, group, heard, heart, history, important, interest, learn, length, minute, natural, notice, often, opposite, perhaps, popular, possible, potatoes, pressure, promise, purpose, question, sentence, special, straight, strange, therefore, woman, women</p>	<p><b>NC (NNS):</b></p> <ul style="list-style-type: none"> <li>- prefixes: in-, im-, ir-, il-, un-, dis-, mis-, ex-, non-, anti-, inter-</li> <li>- suffixes: -ing, -er, -en, -ed, -ly, -ation, -ous</li> <li>- '-sure' and '-ture' endings</li> <li>- 'shun' sound spelt: '-sion', '-ssion', '-tion', '-cian'</li> <li>- 's' spelt 'sc'</li> <li>- 'gu-' words</li> </ul> <p><b>Homophones:</b></p> <p>guessed/guest ~ ball/bawl ~ weather/whether ~ medal/meddle ~ threw/through ~ who's/whose ~ root/route ~ side/sighed ~ wood/would ~ stake/steak ~ berry/bury ~ board/bored ~ draft/draught ~ fort/fought ~ caught/court</p> <p><b>Y3/4 Word List:</b></p> <p>accident(ally), actual(ly), address, answer, believe, bicycle, build, calendar, caught, centre, consider, continue, eight, eighth, enough, exercise, experience, experiment, favourite, guard, guide, height, imagine, increase, island, knowledge, library, material, medicine, mention, naughty, occasion(ally), ordinary, particular, peculiar, position, possess(ion), probably, quarter, regular, reign, remember, separate, strength, suppose, though, although, thought, through, various, weight</p>	<p><b>NC (NNS):</b></p> <ul style="list-style-type: none"> <li>▪ suffixes: -ate, -ise, -ify</li> <li>▪ words ending: -able, -ible, -ably, -ibly</li> <li>▪ add suffixes beginning with vowel letters to words ending in '-fer'</li> <li>▪ words with the 'ee' sound spelt 'ei' after 'c'</li> <li>▪ words containing 'ough'</li> <li>▪ words with silent letters</li> <li>▪ homophones and other words that are often confused</li> </ul> <p><b>Homophones:</b></p> <p>beach/beece ~ plain/plane ~ coarse/course ~ hoard/horde ~ bridal/bride ~ altar/alter ~ affect/effect ~ aisle/isle ~ cereal/serial ~ throne/thrown ~ farther/father ~ morning/mourning pedal/peddle ~ groan/grown ~ check/cheque ~ bald/bawled ~ foreword/forward ~ bazaar/bizarre ~ rung/wrung ~ billed/build</p> <p><b>Y5/6 Word List:</b></p> <p>accompany, according, achieve, aggressive, ancient, appreciate, attached, available, average, bargain, bruise, community, competition, definite, desperate, develop, dictionary, equip(ped), equipment, especially, excellent, explanation, foreign, forty, frequently, government, identity, immediate, immediately, individual, interrupt, lightning, neighbour, occupy, occur, opportunity, parliament, persuade, programme, queue, recognise, recommend, rhyme, rhythm, secretary, shoulder, suggest, symbol, system, variety, vegetable</p>	<p><b>NC (NNS):</b></p> <ul style="list-style-type: none"> <li>▪ words ending: -cious, -tious</li> <li>▪ words ending: -cial, -tial</li> <li>▪ words ending: -ant, -ance, -ancy, -ent, -ence, -ency</li> <li>▪ words ending: -able, -ible, -ably, -ibly</li> <li>▪ add suffixes beginning with vowel letters to words ending in '-fer'</li> <li>▪ homophones and other words that are often confused</li> </ul> <p><b>Homophones:</b></p> <p>advice/advise ~ device/devise ~ licence/license ~ practice/practise ~ prophecy/prophesy ~ complement/compliment ~ desert/dessert ~ principal/principle ~ stationary/stationery ~ profit/prophet ~ ascent/assent ~ descent/dissent ~ muscle/mussel precede/proceed ~ marshal/martial</p> <p><b>Y5/6 Word List:</b></p> <p>accommodate, amateur, apparent, awkward, category, cemetery, committee, communicate, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, determined, disastrous, embarrass, environment, exaggerate, existence, familiar, guarantee, harass, hindrance, interfere, language, leisure, marvellous, mischievous, muscle, necessary, nuisance, physical, prejudice, privilege, profession, pronunciation, relevant, restaurant, sacrifice, signature, sincere(ly), soldier, stomach, sufficient, temperature, thorough, twelfth, vehicle, yacht</p>
<p><b>Common exception words:</b></p> <p>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p>	<p><b>Contractions:</b></p> <p>can't ~ didn't ~ hasn't ~ couldn't ~ it's ~ I'll ~ I'm ~ they're ~ couldn't ~ wouldn't ~ shouldn't</p>	<p><b>Contractions:</b></p> <p>isn't ~ won't ~ don't ~ doesn't ~ I've ~ you've ~ she's ~ there's ~ we'll ~ we're ~ hadn't ~ they'll ~ she'll ~ aren't ~ they've ~ weren't ~ mustn't ~ haven't ~ where's ~ you'll</p>			

## Malvern Wells Vocabulary Progression

### NC English Key Vocabulary

YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>▪ finger space</li> <li>▪ letter</li> <li>▪ word</li> </ul>	<ul style="list-style-type: none"> <li>▪ letter</li> <li>▪ sound</li> <li>▪ word</li> <li>▪ singular</li> <li>▪ plural</li> <li>▪ punctuation</li> <li>▪ capital letter</li> <li>▪ full stop</li> <li>▪ question mark</li> <li>▪ exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>▪ noun</li> <li>▪ noun phrase</li> <li>▪ statement</li> <li>▪ question</li> <li>▪ exclamation</li> <li>▪ command</li> <li>▪ compound</li> <li>▪ adjective</li> <li>▪ verb</li> <li>▪ suffix</li> <li>▪ adverb</li> <li>▪ tense (past, present)</li> <li>▪ apostrophe</li> <li>▪ comma</li> </ul>	<ul style="list-style-type: none"> <li>- adverb</li> <li>- preposition</li> <li>- conjunction</li> <li>- word family</li> <li>- prefix</li> <li>- clause</li> <li>- subordinate clause</li> <li>- direct speech</li> <li>- consonant</li> <li>- vowel</li> <li>- inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>- determiner</li> <li>- possessive pronoun</li> <li>- adverbial</li> </ul>	<ul style="list-style-type: none"> <li>▪ modal verb</li> <li>▪ relative pronoun</li> <li>▪ relative clause</li> <li>▪ parenthesis</li> <li>▪ bracket</li> <li>▪ dash</li> <li>▪ cohesion</li> <li>▪ ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>▪ subject</li> <li>▪ object</li> <li>▪ active</li> <li>▪ passive</li> <li>▪ synonym</li> <li>▪ antonym</li> <li>▪ ellipsis</li> <li>▪ hyphen</li> <li>▪ colon</li> <li>▪ semi-colon</li> <li>▪ bullet points</li> </ul>

▪ These words have been selected due to the appropriateness for each year group in addition to matching them with the topics and themes studied in each year group.

YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>▪ area (1)</li> <li>▪ assembly (10)</li> <li>▪ available (1)</li> <li>▪ challenge (5)</li> <li>▪ collapse (10)</li> <li>▪ consequences (2)</li> <li>▪ create (1)</li> <li>▪ cycle (4)</li> <li>▪ error (4)</li> <li>▪ focus (2)</li> <li>▪ image (5)</li> <li>▪ individual (1)</li> <li>▪ instructions (6)</li> <li>▪ location (3)</li> <li>▪ manual (9)</li> <li>▪ mature (9)</li> <li>▪ project (4)</li> <li>▪ release (7)</li> <li>▪ rigid (9)</li> <li>▪ route (9)</li> <li>▪ similar (1)</li> <li>▪ styles (10)</li> <li>▪ text (2)</li> <li>▪ traditional (2)</li> <li>▪ visual (8)</li> </ul>	<ul style="list-style-type: none"> <li>▪ accompany (8)</li> <li>▪ accurate (6)</li> <li>▪ appreciation (8)</li> <li>▪ assume (5)</li> <li>▪ attitude (4)</li> <li>▪ aware (5)</li> <li>▪ bulk (9)</li> <li>▪ contact (5)</li> <li>▪ devoted (9)</li> <li>▪ display (6)</li> <li>▪ duration (9)</li> <li>▪ identified (1)</li> <li>▪ initial (3)</li> <li>▪ inspection (8)</li> <li>▪ issues (1)</li> <li>▪ objective (5)</li> <li>▪ participation (2)</li> <li>▪ policy (1)</li> <li>▪ portion (9)</li> <li>▪ previous (2)</li> <li>▪ primary (2)</li> <li>▪ process (1)</li> <li>▪ prohibited (7)</li> <li>▪ purchase (2)</li> <li>▪ random (8)</li> <li>▪ reluctant (10)</li> <li>▪ resident (2)</li> <li>▪ response (1)</li> <li>▪ sequence (3)</li> <li>▪ temporary (8)</li> </ul>	<ul style="list-style-type: none"> <li>- abandon (8)</li> <li>- approach (1)</li> <li>- appropriate (2)</li> <li>- approximate (4)</li> <li>- e (1)</li> <li>- benefit (6)</li> <li>- capable (9)</li> <li>- ceases (9)</li> <li>- commence (4)</li> <li>- d (7)</li> <li>- communica (2)</li> <li>- tion (3)</li> <li>- confirmed (9)</li> <li>- constructio (1)</li> <li>- n (4)</li> <li>- contribution (3)</li> <li>- convinced (5)</li> <li>- definition (4)</li> <li>- emerged (9)</li> <li>- ensure (2)</li> <li>- equivalent (5)</li> <li>- investigatio (10)</li> <li>- n (7)</li> <li>- minimal (3)</li> <li>- obtained (8)</li> <li>- orientation (8)</li> <li>- persistent (6)</li> <li>- quotation (2)</li> <li>- reaction (4)</li> <li>- reinforced (8)</li> <li>- restore</li> <li>- revealed</li> <li>- strategies</li> <li>- summary</li> <li>- tension</li> </ul>	<ul style="list-style-type: none"> <li>- anticipated (9)</li> <li>- analysis (1)</li> <li>- assessmen (1)</li> <li>- t (6)</li> <li>- assigned (7)</li> <li>- comprehen (3)</li> <li>- sive (2)</li> <li>- criteria (3)</li> <li>- cultural (7)</li> <li>- deduction (6)</li> <li>- differentiati (8)</li> <li>- on (7)</li> <li>- discriminati (6)</li> <li>- on (3)</li> <li>- displaceme (10)</li> <li>- nt (8)</li> <li>- disposal (7)</li> <li>- diversity (3)</li> <li>- dominant (4)</li> <li>- encountere (7)</li> <li>- d (9)</li> <li>- implicit (5)</li> <li>- isolated (6)</li> <li>- justification (3)</li> <li>- mechanism (1)</li> <li>- media (3)</li> <li>- mutual (1)</li> <li>- precise (9)</li> <li>- presumptio (1)</li> <li>- n (7)</li> <li>- reliance</li> <li>- required</li> <li>- scheme</li> <li>- specific</li> <li>- suspended</li> <li>- variables</li> <li>- voluntary</li> </ul>	<ul style="list-style-type: none"> <li>- accommodati (9)</li> <li>- on (4)</li> <li>- adequate (9)</li> <li>- anticipated (8)</li> <li>- clarity (9)</li> <li>- coincide (3)</li> <li>- compensatio (10)</li> <li>- n (9)</li> <li>- compiled (1)</li> <li>- confined (5)</li> <li>- consistent (9)</li> <li>- consultation (8)</li> <li>- contradiction (1)</li> <li>- detected (10)</li> <li>- distribution (4)</li> <li>- forthcoming (4)</li> <li>- implementati (10)</li> <li>- on (6)</li> <li>- implications (1)</li> <li>- inclination (2)</li> <li>- incorporated (8)</li> <li>- interpretation (5)</li> <li>- investment (8)</li> <li>- manipulation (5)</li> <li>- perspective (4)</li> <li>- predominantl (4)</li> <li>- y (9)</li> <li>- pursue (3)</li> <li>- regime (7)</li> <li>- retained (4)</li> <li>- scenario</li> <li>- specified</li> <li>- submitted</li> <li>- subsequent</li> </ul>	<ul style="list-style-type: none"> <li>▪ administration (2)</li> <li>▪ acquisition (2)</li> <li>▪ advocate (7)</li> <li>▪ amendment (5)</li> <li>▪ analogy (9)</li> <li>▪ authority (1)</li> <li>▪ coherence (9)</li> <li>▪ constraints (3)</li> <li>▪ diminished (9)</li> <li>▪ discretion (5)</li> <li>▪ distinction (2)</li> <li>▪ distorted (9)</li> <li>▪ enhanced (6)</li> <li>▪ established (1)</li> <li>▪ facilitate (5)</li> <li>▪ hierarchical (7)</li> <li>▪ innovation (7)</li> <li>▪ integrity (10)</li> <li>▪ intrinsic (10)</li> <li>▪ labour (1)</li> <li>▪ parameters (8)</li> <li>▪ practitioners (8)</li> <li>▪ procedure (1)</li> <li>▪ proportion (3)</li> <li>▪ regulations (2)</li> <li>▪ restricted (2)</li> <li>▪ stability (5)</li> <li>▪ sufficient (3)</li> <li>▪ underlying (6)</li> <li>▪ validity (3)</li> </ul>	<ul style="list-style-type: none"> <li>▪ accumulation (8)</li> <li>▪ ambiguous (8)</li> <li>▪ assurance (9)</li> <li>▪ attributed (4)</li> <li>▪ colleagues (10)</li> <li>▪ commodity (8)</li> <li>▪ conformity (8)</li> <li>▪ consent (3)</li> <li>▪ consumer (2)</li> <li>▪ controversy (9)</li> <li>▪ corporate (3)</li> <li>▪ derived (1)</li> <li>▪ enforcement (5)</li> <li>▪ entities (5)</li> <li>▪ ethical (9)</li> <li>▪ finite (7)</li> <li>▪ fluctuations (8)</li> <li>▪ fundamental (5)</li> <li>▪ hypothesis (4)</li> <li>▪ ignorance (6)</li> <li>▪ integral (9)</li> <li>▪ invoked (10)</li> <li>▪ legislation (1)</li> <li>▪ preliminary (9)</li> <li>▪ protocol (9)</li> <li>▪ radical (8)</li> <li>▪ rational (6)</li> <li>▪ supplementary (9)</li> <li>▪ termination (8)</li> <li>▪ violation (9)</li> </ul>

## Malvern Wells CE conjunctions progression

- The conjunctions and adverbials progression document has been created in line with the NC English Programme of Study, the appropriateness of the language choice for each year as well as the topics and themes studied in each year group.
- The vocabulary in each box will be learnt/used in each that group when writing to entertain, writing to inform, writing to persuade and writing to discuss.
- Vocabulary from subsequent year groups, as well as vocabulary not shown on the lists, may be used if deemed appropriate for the task.
- Vocabulary previously learnt will be revisited in subsequent year groups.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	Year 5	Year 6
<b>Conjunctions</b>	<b>Co- ordinating: (FANBOYS)</b> <ul style="list-style-type: none"> <li>▪ and, but</li> </ul> <b>Subordinating: (AAAWWUBBIS)</b> <ul style="list-style-type: none"> <li>▪ because</li> </ul>	<b>Co- ordinating: (FANBOYS)</b> <ul style="list-style-type: none"> <li>▪ so, or</li> </ul> <b>Subordinating: (AAAWWUBBIS)</b> <ul style="list-style-type: none"> <li>▪ if, after, that, before</li> </ul>	<b>Co- ordinating: (FANBOYS)</b> <ul style="list-style-type: none"> <li>▪ for, nor, yet</li> </ul> <b>Subordinating: (AAAWWUBBIS)</b> <ul style="list-style-type: none"> <li>▪ although, while, until</li> </ul> <b>Correlative:</b> <ul style="list-style-type: none"> <li>▪ either ... or</li> <li>▪ neither ... nor</li> </ul>	<b>Co- ordinating: (FANBOYS)</b> ALL <b>Subordinating: (AAAWWUBBIS)</b> <ul style="list-style-type: none"> <li>• as, when, since</li> </ul> <b>Correlative:</b> <ul style="list-style-type: none"> <li>▪ both ...and</li> <li>• so ... as</li> </ul>	<b>Co- ordinating: (FANBOYS)</b> <ul style="list-style-type: none"> <li>▪ ALL</li> </ul> <b>Subordinating: (AAAWWUBBIS)</b> <ul style="list-style-type: none"> <li>▪ ALL</li> </ul> <b>Correlative:</b> <ul style="list-style-type: none"> <li>▪ not only ... but also,</li> </ul>	<b>Co- ordinating: (FANBOYS)</b> <ul style="list-style-type: none"> <li>▪ ALL</li> </ul> <b>Subordinating: (AAAWWUBBIS)</b> <ul style="list-style-type: none"> <li>▪ ALL</li> </ul> <b>Correlative:</b> <ul style="list-style-type: none"> <li>• whether ... or</li> </ul>
<b>Connectives</b>  <b>Conjunctions</b> ~ <b>Adverbs</b> ~ <b>Adverbial Phrases</b> ~ <b>Prepositions</b> ~ <b>Noun phrases</b>			<b>Addition/Reinforcing:</b> <ul style="list-style-type: none"> <li>▪ also</li> <li>▪ as well as</li> </ul> <b>Opposition:</b> <ul style="list-style-type: none"> <li>• as long as</li> <li>• however</li> <li>• instead of</li> <li>• unless</li> <li>• unlike</li> </ul> <b>Cause &amp; Effect:</b> <ul style="list-style-type: none"> <li>• because of this</li> <li>• in order to</li> <li>• so that</li> </ul> <b>Explaining/Listing:</b> <ul style="list-style-type: none"> <li>• for example</li> <li>• in conclusion</li> <li>• such as</li> <li>• certainly</li> <li>• clearly</li> </ul>	<b>Addition/Reinforcing:</b> <ul style="list-style-type: none"> <li>▪ in addition</li> <li>▪ in the same way</li> <li>▪ just as</li> <li>▪ one reason is</li> </ul> <b>Opposition:</b> <ul style="list-style-type: none"> <li>• even though</li> <li>• for instance</li> <li>• in contrast</li> <li>• on the other hand</li> <li>• otherwise</li> </ul> <b>Cause &amp; Effect:</b> <ul style="list-style-type: none"> <li>• as a result of</li> <li>• therefore</li> <li>• this causes</li> <li>• this results in</li> </ul> <b>Explaining/Listing:</b> <ul style="list-style-type: none"> <li>• a few</li> <li>• first of all</li> <li>• for instance</li> <li>• in the end we concluded</li> <li>• most</li> <li>• most importantly</li> <li>• surely</li> <li>• probably</li> </ul>	<b>Addition/Reinforcing:</b> <ul style="list-style-type: none"> <li>• a further point</li> <li>• equally</li> <li>• in the same way</li> <li>• likewise,</li> <li>• many people believe</li> </ul> <b>Opposition:</b> <ul style="list-style-type: none"> <li>• alternatively</li> <li>• despite</li> <li>• rather than</li> <li>• the main reasons against</li> <li>• whereas</li> </ul> <b>Cause &amp; Effect:</b> <ul style="list-style-type: none"> <li>• as a consequence</li> <li>• consequently</li> <li>• hence</li> <li>• due to the fact</li> </ul> <b>Explaining/Listing:</b> <ul style="list-style-type: none"> <li>• after much thought</li> <li>• importantly</li> <li>• in other words</li> <li>• in summary</li> <li>• of course</li> <li>• the main reason for this</li> <li>• the majority</li> <li>• definitely</li> <li>• obviously</li> </ul>	<b>Addition/Reinforcing:</b> <ul style="list-style-type: none"> <li>• additionally</li> <li>• furthermore</li> <li>• moreover</li> <li>• similarly,</li> <li>• this is an important issue because</li> </ul> <b>Opposition:</b> <ul style="list-style-type: none"> <li>• compared with</li> <li>• contrary to</li> <li>• conversely</li> <li>• in spite of this</li> <li>• looking at it another way</li> <li>• nevertheless</li> </ul> <b>Cause &amp; Effect:</b> <ul style="list-style-type: none"> <li>• accordingly</li> <li>• owing to</li> <li>• thus</li> <li>• resulting in</li> </ul> <b>Explaining/Listing:</b> <ul style="list-style-type: none"> <li>• as revealed by</li> <li>• evidently</li> <li>• inevitably</li> <li>• for this purpose</li> <li>• the evidence suggests</li> <li>• that is to say</li> <li>• undoubtedly</li> </ul>

<b>Adverbials of time</b>	<ul style="list-style-type: none"> <li>▪ first</li> <li>▪ firstly</li> <li>▪ last</li> <li>▪ next</li> <li>▪ second</li> <li>▪ then</li> <li>▪ at first</li> </ul>	<ul style="list-style-type: none"> <li>▪ after</li> <li>▪ before</li> <li>▪ during</li> <li>▪ earlier</li> <li>▪ eventually</li> <li>▪ finally</li> <li>▪ later</li> <li>▪ at last</li> <li>▪ in the end</li> <li>▪ the next day</li> <li>▪ on Tuesday</li> </ul>	<ul style="list-style-type: none"> <li>- afterwards</li> <li>- always</li> <li>- early</li> <li>- soon</li> <li>- tomorrow</li> <li>- until</li> <li>- when</li> <li>- while</li> <li>- yesterday</li> <li>▪ in the morning</li> <li>- later that day</li> </ul>	<ul style="list-style-type: none"> <li>• already</li> <li>• immediately</li> <li>• initially</li> <li>• meanwhile</li> <li>• once</li> <li>• sometimes</li> <li>• whenever</li> <li>• a few days ago</li> <li>- before long</li> <li>- in january</li> <li>• in the beginning</li> <li>• next year</li> </ul>	<ul style="list-style-type: none"> <li>• after a while</li> <li>▪ as soon as she could</li> <li>▪ at that point</li> <li>• in the beginning</li> <li>• in the blink of an eye</li> <li>• in the mean time</li> <li>▪ never before</li> <li>• several hours later</li> <li>• sometime later</li> <li>• up to that time</li> <li>▪ within moments</li> </ul>	<ul style="list-style-type: none"> <li>- beforehand</li> <li>- during the night</li> <li>- for the last</li> <li>- in due course</li> <li>- in recent times</li> <li>- nowadays</li> <li>- previously to</li> <li>- rarely before now</li> <li>since she had been</li> <li>- since the start of</li> <li>- subsequently</li> <li>- when the world was</li> </ul>
<b>Adverbials of frequency</b>	<ul style="list-style-type: none"> <li>▪ again</li> <li>▪ every day</li> <li>▪ every week</li> </ul>	<ul style="list-style-type: none"> <li>▪ always</li> <li>▪ at times</li> <li>▪ every now and then</li> <li>- every second</li> <li>▪ often</li> <li>▪ on Mondays</li> <li>▪ usually</li> </ul>	<ul style="list-style-type: none"> <li>▪ from time to time</li> <li>- hourly</li> <li>- monthly</li> <li>- never</li> <li>- rarely</li> <li>- sometimes</li> <li>- weekly</li> </ul>	<ul style="list-style-type: none"> <li>• generally</li> <li>• normally</li> <li>• once a month</li> <li>• once in a while</li> <li>• recently</li> <li>- regularly</li> <li>• twice a year</li> </ul>	<ul style="list-style-type: none"> <li>• constantly</li> <li>• frequently</li> <li>• increasingly</li> <li>- infrequently</li> <li>- nearly always</li> <li>• occasionally</li> <li>• repeatedly</li> </ul>	<ul style="list-style-type: none"> <li>- fortnightly</li> <li>- intermittently</li> <li>- recurrently</li> <li>- routinely</li> <li>- scarcely ever</li> <li>- seldom</li> <li>- several times a second</li> </ul>
<b>Adverbials of manner</b>	<ul style="list-style-type: none"> <li>- gladly</li> <li>- loudly</li> <li>- quickly</li> <li>- sadly</li> <li>- slowly</li> <li>- suddenly</li> <li>- as quick as a flash</li> <li>- as brave as a lion</li> </ul>	<ul style="list-style-type: none"> <li>- bravely</li> <li>- carefully</li> <li>- cheerfully</li> <li>- cruelly</li> <li>- foolishly</li> <li>- nervously</li> <li>- safely</li> <li>- shyly</li> <li>- silently</li> <li>- weakly</li> <li>- as silently as</li> <li>- as bravely as</li> <li>- like a</li> </ul>	<ul style="list-style-type: none"> <li>- angrily</li> <li>- basically</li> <li>- dramatically</li> <li>- fortunately</li> <li>- gently</li> <li>- hungrily</li> <li>- luckily</li> <li>- merrily</li> <li>- mysteriously</li> <li>- rapidly</li> <li>- simply</li> <li>- as soon as</li> <li>- as a result of</li> </ul>	<ul style="list-style-type: none"> <li>▪ accidentally</li> <li>▪ busily</li> <li>▪ courageously</li> <li>▪ curiously</li> <li>▪ frantically</li> <li>▪ humbly</li> <li>▪ nobly</li> <li>▪ noisily</li> <li>▪ obviously</li> <li>▪ possibly</li> <li>▪ unfortunately</li> <li>▪ holding her head</li> <li>▪ laughing uncontrollably</li> <li>▪ without a sound</li> </ul>	<ul style="list-style-type: none"> <li>▪ anxiously</li> <li>▪ awkwardly</li> <li>▪ naturally</li> <li>▪ solemnly</li> <li>▪ ultimately</li> <li>▪ unexpectedly</li> <li>▪ frightened of</li> <li>▪ frustrated by</li> <li>▪ hearing the</li> <li>▪ horrified by</li> <li>▪ knowing that</li> <li>▪ relieved that</li> <li>▪ without a thought</li> <li>▪ worrying about</li> </ul>	<ul style="list-style-type: none"> <li>▪ almost unbelievably</li> <li>▪ barely alive</li> <li>▪ captivated by</li> <li>▪ completely exhausted</li> <li>▪ contrary to her beliefs</li> <li>▪ decidedly unimpressed</li> <li>▪ definitely confused</li> <li>▪ discouraging the need</li> <li>▪ much admired by</li> <li>▪ obviously angry</li> <li>▪ satisfying her curiosity</li> <li>▪ somewhat flustered</li> <li>▪ soothed by</li> <li>▪ totally overwhelmed</li> </ul>
<b>Adverbials of place</b>	<ul style="list-style-type: none"> <li>▪ above</li> <li>▪ down</li> <li>▪ in</li> <li>▪ inside</li> <li>▪ into</li> <li>▪ onto</li> <li>▪ out</li> <li>▪ outside</li> <li>▪ to</li> <li>▪ under</li> <li>▪ up</li> </ul>	<ul style="list-style-type: none"> <li>▪ across <ul style="list-style-type: none"> <li>○ after</li> <li>○ around</li> <li>○ before</li> <li>○ behind</li> <li>○ below</li> <li>○ here</li> <li>○ next to</li> <li>○ outside</li> <li>○ over</li> </ul> </li> <li>▪ above the ...</li> <li>▪ behind the ...</li> <li>▪ under the ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ alongside</li> <li>▪ beneath</li> <li>▪ between</li> <li>▪ beyond</li> <li>▪ far and wide</li> <li>▪ far away <ul style="list-style-type: none"> <li>○ following</li> <li>○ opposite</li> </ul> </li> <li>▪ through</li> <li>▪ underneath</li> <li>▪ around the ...</li> <li>▪ by the side of ...</li> <li>▪ in front of ...</li> <li>▪ in place of ...</li> <li>▪ over the ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ about</li> <li>▪ beside</li> <li>▪ nearby</li> <li>▪ overhead</li> <li>▪ towards</li> <li>▪ upon</li> <li>▪ upstairs</li> <li>▪ within</li> <li>▪ back at the ...</li> <li>▪ between the ...</li> <li>▪ beyond ...</li> <li>▪ deep below ...</li> <li>▪ down by the ...</li> <li>▪ in the distance ...</li> <li>▪ inside the ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ aboard</li> <li>▪ against</li> <li>▪ amongst</li> <li>▪ past</li> <li>▪ throughout</li> <li>▪ wherever</li> <li>▪ ahead of ...</li> <li>▪ everywhere around ...</li> <li>▪ far beyond ...</li> <li>▪ in a dark and dusty ...</li> <li>▪ North of ...</li> <li>▪ on a ruined ...</li> <li>▪ opposite to the ...</li> <li>▪ somewhere near ...</li> <li>▪ within walking distance ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ amid</li> <li>▪ astride</li> <li>▪ atop</li> <li>▪ excluding</li> <li>▪ aside from ...</li> <li>▪ at the</li> <li>▪ by way of ...</li> <li>▪ between the ...</li> <li>▪ far beneath the ...</li> <li>▪ on a disused ...</li> <li>▪ out of place ...</li> <li>▪ South-West of ...</li> <li>▪ throughout the ...</li> <li>▪ towards the centre of ...</li> <li>▪ within the depths of ...</li> </ul>
			<i>Range of prepositions using:</i> <ul style="list-style-type: none"> <li>▪ at (e.g. at first sight)</li> <li>▪ in (e.g. in a flash)</li> <li>▪ on (e.g. on fire)</li> </ul>	<i>Range of prepositions using:</i> <ul style="list-style-type: none"> <li>▪ at (e.g. at all costs)</li> <li>▪ in (e.g. in a mess)</li> <li>▪ on (e.g. on display)</li> </ul>	<i>Range of prepositions using:</i> <ul style="list-style-type: none"> <li>▪ at (e.g. at a guess)</li> <li>▪ in (e.g. in a temper)</li> <li>▪ on (e.g. on behalf of)</li> <li>▪ by (e.g. by mistake)</li> <li>▪ for (e.g. for good reason)</li> </ul>	<i>Range of prepositions using:</i> <ul style="list-style-type: none"> <li>▪ at (e.g. at a price)</li> <li>▪ in (e.g. in abundance)</li> <li>▪ on (e.g. on approval)</li> <li>▪ by (e.g. by all means)</li> <li>▪ for (e.g. for granted)</li> </ul>

## EXCITING SENTENCES PROGRESSION

Y2	Y3	Y4	Y5	Y6
<p style="text-align: center;"><u>2Ad</u></p> <p>Two <b>adjectives</b> before the first noun and <b>two adjectives</b> before the second noun.</p> <p><i>E.g. It was an <b>old, creepy house</b> with an <b>overgrown, untidy garden.</b></i></p>	<p style="text-align: center;"><u>B.O.Y.S</u></p> <p>A two-part sentence using <b>but, or, yet, so.</b></p> <p><i>E.g. She was happily playing a game <b>but</b> got upset when she lost.</i>  <i>Mr File was hungry <b>so</b> he ate all the chocolate biscuits.</i></p>	<p style="text-align: center;"><u>Verb, person</u></p> <p><b>Verb</b> followed by a <b>comma</b> and then a <b>name</b> or a <b>personal pronoun</b> followed by the rest of the sentence.</p> <p><i>E.g. <b>Running, Sarah</b> almost tripped over her own feet.</i></p>	<p style="text-align: center;"><u>3-Ed</u></p> <p>Start with <b>3 adjectives</b> that end in -ed and describe emotions. The -ed words <b>must</b> be followed by commas.</p> <p><i>E.g. <b>Dazed, confused, worried,</b> he ran as fast as he could.</i></p>	<p style="text-align: center;"><u>De : De</u></p> <p>Two independent clauses separated by a <b>colon</b>. The first clause is descriptive. The second adds further detail</p> <p><i>E.g. I was exhausted : I hadn't slept for more than two days..</i></p>
<p style="text-align: center;"><u>List</u></p> <p>List 3 or 4 <b>adjectives</b> before the noun, separated by commas. Use <b>and</b> to join the last two adjectives.</p> <p><i>E.g. The man wore a <b>long, ripped, oversized and dirty cloak.</b></i></p>	<p style="text-align: center;"><u>P.C</u></p> <p>Paired conjunctions. Sentences where some words need another word in order to make sense.</p> <p><i>E.g. It was <b>both hot and sunny</b> in the desert.</i>  <i><b>Neither</b> friends <b>nor</b> family would ever make her happy</i></p>	<p style="text-align: center;"><u>2 pairs</u></p> <p>Begin with 2 pairs of related adjectives. Each pair is followed by a comma and separated by and.</p> <p><i>E.g. <b>Scared and upset , exhausted and hungry ,</b> they ran as fast as they could through the forest.</i></p>	<p style="text-align: center;"><u>Noun, who . which . where ,</u></p> <p>Use commas to embed a relative clause in a sentence, add information that links and start the clause with <b>who, which or where.</b></p> <p><i>E.g. Tom, <b>who practiced football every day,</b> dreamed of playing for Manchester United.</i></p>	<p style="text-align: center;"><u>Some ; others</u></p> <p>Begin with the word <b>some</b> and use a <b>semi-colon</b> to replace the word <b>but.</b></p> <p><i>E.g. <b>Some</b> children walk to school ; <b>others</b> travel by car. <b>Some</b> children love to wear a school uniform ; <b>others</b> simply detest it.</i></p>
<p style="text-align: center;"><u>Simile</u></p> <p>Must create a picture in the reader's mind using:</p> <ul style="list-style-type: none"> <li>• like . . .</li> <li>• as . . . as</li> </ul> <p><i>E.g. She was <b>as cold as</b> ice. She shivered <b>like a</b> leaf drifting through the woods on a cool autumn evening.</i></p>	<p style="text-align: center;"><u>If, if, if, then</u></p> <p>Used at the beginning or end of a story. Use a <b>comma</b> after each clause.</p> <p><i>E.g. <b>If</b> I had remembered to set the alarm, <b>if</b> the cat hadn't knocked my cereal onto the floor, <b>if</b> the car would have started, <b>then</b> I wouldn't have been late for work.</i></p>	<p style="text-align: center;"><u>Ad, same Ad</u></p> <p>Use the same adjective twice. Write the second adjective immediately after a comma.</p> <p><i>E.g. He was a <b>caring</b> man, <b>caring</b> because he looked after all the stray animals. It was a <b>busy</b> city, <b>busy</b> in a way that made you feel exhausted.</i></p>	<p style="text-align: center;"><u>Emotion word ,</u></p> <p>Emotion followed by a comma and then the actions that are caused by the emotion.</p> <p><i>E.g. <b>Terrified ,</b> he sat rocking with his head in his hands. <b>Exhausted ,</b> he collapsed onto his bed and fell fast asleep.</i></p>	<p style="text-align: center;"><u>Imagine 3 examples</u></p> <p>Begin with '<b>Imagine</b>' then describe 3 parts of something. Separate first 2 parts by commas and end the 3<sup>rd</sup> with a colon.</p> <p><i>E.g. <b>Imagine</b> a place where the sun always shines, where wars never happen, where no one ever dies: in the Andromeda 5 system, there is such a planet.</i></p>
<p style="text-align: center;"><u>Short</u></p> <p>1-3 word sentences possibly followed by an exclamation mark.</p> <p><i>e.g. He was tired. Everything failed! The ship exploded! What a mess!</i></p>	<p style="text-align: center;"><u>Double LY ending</u></p> <p>End in 2 adverbs that add detail to, and describe how the verb was being done</p> <p><i>E.g. The competitive girl ran <b>quickly</b> and <b>determinedly.</b></i>  <i>Extend with an explanation e.g as she knew she had to win the race.</i></p>	<p style="text-align: center;"><u>The more, the more</u></p> <p>The first <b>more</b> should be followed by an emotion word and the second <b>more</b> should be followed by a related action.</p> <p><i>E.g. <b>The more relaxed</b> she was, <b>the more she laughed.</b></i></p>	<p style="text-align: center;"><u>-ing, -ed</u></p> <p>Begin with an <b>-ing verb</b> followed by a preposition and a comma and then an <b>-ed verb</b> and related action.</p> <p><i>E.g. <b>Skipping</b> down the road, he <b>stopped</b> suddenly as a car screeched to a halt beside him</i></p>	<p style="text-align: center;"><u>3 bad – (dash) question</u></p> <p>3 negative adjectives followed by a <b>dash</b> then a <b>question</b> that relates to the 3 adjectives.</p> <p><i>E.g. <b>Fed up, sad, depressed -</b> would he ever feel happy again?  <b>Terrified, anxious, perplexed -</b> how would she ever escape?</i></p>

# **YEAR GROUP WRITING MATS**

# Y1 WRITING FEATURES

## NOUNS

Name of a person, place or 'thing'



<p><b>Common:</b></p> <ul style="list-style-type: none"> <li>house</li> <li>book</li> <li>table</li> <li>car</li> <li>dog</li> </ul> <p><b>Proper:</b></p> <ul style="list-style-type: none"> <li>Tom</li> <li>Sam</li> <li>Somerford</li> <li>London</li> <li>England</li> </ul> <p><b>Compound:</b></p> <ul style="list-style-type: none"> <li>football</li> <li>playground</li> <li>farmyard</li> <li>bedroom</li> </ul>	<p><b>Pronouns</b></p> <ul style="list-style-type: none"> <li>I</li> <li>My</li> </ul>
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**TOP TIPS:**  
**Make your nouns 'specific'**  
 e.g.

- 'Ferrari' instead of 'car'
- 'Pug' instead of 'dog'

## VERBS

Words that show an 'action'



<ul style="list-style-type: none"> <li>to watch</li> <li>to walk</li> <li>to shout</li> <li>to push</li> <li>to play</li> <li>to jump</li> <li>to twist</li> <li>to yawn</li> <li>to scream</li> </ul>	<ul style="list-style-type: none"> <li>I am</li> <li>He is</li> <li>They are</li> <li>I have</li> <li>She has</li> </ul>
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**Verb Tenses:**

- Simple Past**  
*Shows something happened once*  
**I watched a film.**  
**He walked to school.**  
**She pushed the swing.**
- Present Progressive**  
*Shows something is continually happening*  
**I am watching a film.**  
**He is walking to school.**  
**She is pushing the swing.**

## ADJECTIVES

Words that add detail to a noun



<b>Appearance</b>	bright	hairy
	dim	light
	fair	shiny
<b>Personality</b>	brave	kind
	clever	odd
	helpful	sneaky
<b>Condition</b>	bare	hot
	best	neat
	broken	soft
<b>Good Feelings</b>	calm	funny
	dear	happy
	excited	jolly
<b>Bad Feelings</b>	angry	rude
	bossy	scared
	lonely	unhappy
<b>Shape</b>	flat	near
	good	round
	high	thin
<b>Size</b>	big	short
	large	tiny
	long	wide





## ADVERBS

Words that add detail to a verb



<b>How?</b>	gladly
	loudly
	quickly
	sadly
	slowly
	suddenly
<b>When?</b>	first
	firstly
	last
	next
	second
	then
	at first
<b>How Often?</b>	again
	every day
	every week
<b>Where?</b>	above
	down
	inside
	into
	onto
	outside
	under
	up



# Y1 WRITING FEATURES

POWERFUL PUNCTUATION	
	Spaces between words
	Start of a sentence People Places 'I' Days of the week
	End of a sentence
	Stop! Help Me! What a bad dog!
	Who ... ? What ... ? When ... ? Where ... ? Why ... ?



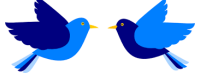
CLEVER CONJUNCTIONS		
and	but	because
<p>fish <u>and</u> chips Tim <u>and</u> Sam I love fish <u>and</u> I love chips.</p> <p>I played Xbox <u>but</u> I didn't win.</p> <p>I eat peas <u>because</u> they are good for me.</p>		

SPELLING SUPERSTAR				
a	are	ask	be	by
come	do	friend	full	go
has	he	here	his	house
I	is	love	me	my
no	of	one	once	our
pull	put	push	said	says
school	she	so	some	the
there	they	to	today	was
we	were	where	you	your

DAYS OF THE WEEK			
Monday	Tuesday	Wednesday	
Thursday	Friday	Saturday	Sunday

NOUN PHRASES	
a curly beard 	some gold, shiny coins 

SUPER SENTENCES	
simple sentence	I shouted at the monster.
with noun phrase	I shouted at the <u>big, hairy</u> monster.
with -ly adverb	I shouted <u>loudly</u> at the big, hairy monster.
with preposition	I shouted loudly at the big, hairy monster <u>above</u> me.
with conjunction	I shouted loudly at the big, hairy monster outside my window <u>because</u> he scared me.

PERFECT PLURALS	
-s	-es
two cups 	a pair of foxes 
my cars 	three watches 
blue birds 	dirty dishes 

SUPER SUFFIXES		
Use -ing, -ed and -er to make new words		
playing	played	player
helping	helped	helper

PRECISE PREPOSITIONS		
above	down	in
inside	into	on
onto	out	outside
to	under	up

TOP TIPS
Say your whole sentence out loud first.
Read it back to check that it makes sense and make changes.

# Y2 WRITING FEATURES

## NOUNS

Name of a person, place or 'thing'



<p><b>Common:</b></p> <ul style="list-style-type: none"> <li>hospital</li> <li>spaceship</li> <li>city</li> <li>transport</li> <li>journey</li> </ul> <p><b>Proper:</b></p> <ul style="list-style-type: none"> <li>Christchurch</li> <li>Earth</li> <li>Vlad</li> <li>Pudding Lane</li> <li>Alice</li> </ul> <p><b>Compound:</b></p> <ul style="list-style-type: none"> <li>cupboard</li> <li>handbag</li> <li>whiteboard</li> <li>superhero</li> </ul>	<p><b>Pronouns:</b></p> <ul style="list-style-type: none"> <li>he</li> <li>she</li> <li>we</li> <li>they</li> <li>it</li> <li>you</li> </ul>
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<p><b>TOP TIPS:</b></p> <p><b>Make your nouns 'specific'</b></p> <ul style="list-style-type: none"> <li>'daisy' instead of 'flower'</li> <li>'Skittles instead of 'sweets'</li> </ul>
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## VERBS

Words that show an 'action'



<ul style="list-style-type: none"> <li>to like</li> <li>to plant</li> <li>to fly</li> <li>to drop</li> <li>to move</li> <li>to tap</li> <li>to climb</li> </ul>	<ul style="list-style-type: none"> <li>I like</li> <li>He likes</li> <li>She likes</li> <li>We like</li> <li>They like</li> <li>You like</li> </ul>
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<p><b>Verb Tenses:</b></p> <ul style="list-style-type: none"> <li><b>Simple Past</b> <i>Shows something happened once</i> <b>They walked to school.</b></li> <li><b>Past Progressive</b> <i>Shows something was continually happening</i> <b>She was walking to school.</b></li> <li><b>Simple Present</b> <i>Shows something happens now</i> <b>He walks to school.</b></li> <li><b>Present progressive</b> <i>Shows something is happening continually</i> <b>I was walking to school.</b></li> </ul>
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## ADJECTIVES

Words that add detail to a noun



<b>Appearance</b>	beautiful colourful sparkling	normal pretty strange
<b>Personality</b>	annoying busy caring	cheerful helpful lively
<b>Condition</b>	aged clear healthy	knobbly knotted wrecked
<b>Good Feelings</b>	bubbly faithful harmless	joyful playful trusty
<b>Bad Feelings</b>	clumsy dizzy grumpy	saddest worried wrong
<b>Shape</b>	closed curly little	wavy whole wrong
<b>Size</b>	enormous great half	massive narrow tall






## ADVERBS

Words that add detail to a verb



<b>How?</b>	bravely cruelly safely shyly silently weakly	carelessly cheerfully foolishly helpfully hopelessly nervously
<b>When?</b>	after before during earlier eventually	finally later at last in the end the next day
<b>How Often?</b>	always often usually	at times every second on Mondays
<b>Where?</b>	around before below over next to	opposite outside above the behind the under the
<b>How Much?</b>	almost endless little lots	much some too very

# Y2 WRITING FEATURES

POWERFUL PUNCTUATION	
	Correct sized spaces between words
	Start of a sentence Proper nouns
	End of a sentence
	How exciting ! What a disaster !
	How ... ? Do ... ?

CLEVER CONJUNCTIONS	
Coordinating	
and	but    or    so
He put on the special suit <b>so</b> he was protected in space.	

Subordinating	
because	if    after
that	before    when
The baker was baking bread <b>before</b> the fire started.	

Correlative	
either ... or	
You can either have tea with the Mad Hatter <b>or</b> play games with the White Rabbit.	

SPLENDID SPELLINGS					
after	again	any,	bath	beautiful	because
behind	both	break	busy	child	children
Christmas	class	climb	clothes	cold	could
door	even	every	everybody	eye	fast
father	find	floor	grass	great	gold
half	hold	hour	improve	kind	last
many	mind	money	most	move	Mr
Mrs	old	only	parents	pass	past
path	people	plant	poor	pretty	prove
should	steak	sugar	sure	told	water
who	whole	wild	would		

AWESOME APOSTROPHES			
For contraction		For singular possession	
didn't (did not)	hasn't (has not)	Megan's	The girl's
it's (it is)	I'll (I will)	The baker's	The animal's

SUPER SENTENCES	
simple sentence	I flew to the planet.
with noun phrase	I flew to the <b>enormous, beautiful</b> planet.
with -ly adverb	<b>Nervously</b> , I flew to the enormous, beautiful planet.
with simile	Nervously, I flew to the enormous, beautiful planet <b>like a famous explorer</b> .
with prepositional phrase	Nervously, I flew to the enormous, beautiful planet <b>below the Moon</b> .
with conjunction	Nervously, I flew to the enormous, beautiful planet below the Moon <b>after</b> I had completed my appropriate space training.

SUPER SUFFIXES	
-ment	enjoyment merriment
-ness	sadness happiness
-ful	careful plentiful
-less	hopeless penniless
-ly	badly angrily

PRECISE PREPOSITIONS		
across	after	around
before	behind	below
here	next to	over
above the	behind the	under the

EXCITING SENTENCES	
2 Ad	It was an old, tatty house in a narrow, cobbled street.
List	The robot had shiny, wide, blue, sparkling, eyes.
Simile	She shivered like a leaf drifting through the woods.
Short	He was tired! The ship exploded!

# Y3 WRITING FEATURES

## NOUNS

Name of a person, place or 'thing'



<p><b>Common:</b></p> <ul style="list-style-type: none"> <li>century</li> <li>woman</li> <li>volcano</li> </ul> <p><b>Proper:</b></p> <ul style="list-style-type: none"> <li>February</li> <li>Earth</li> <li>China</li> </ul> <p><b>Compound:</b></p> <ul style="list-style-type: none"> <li>airport</li> <li>chopstick</li> <li>fireworks</li> </ul> <p><b>Abstract:</b></p> <ul style="list-style-type: none"> <li>love</li> <li>joy</li> <li>anger</li> </ul>	<p><b>Pronouns:</b></p> <ul style="list-style-type: none"> <li>me</li> <li>him</li> <li>her</li> <li>its</li> <li>our</li> <li>your</li> <li>them</li> </ul>
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**TOP TIPS:**  
**Use quantifiers:**

- enough ~ less ~ fewer ~ lots of ~ none of ~ both ~ each ~ every ~ a few ~ neither ~ either ~ several

## VERBS

Words that show an 'action'



<ul style="list-style-type: none"> <li>to appear</li> <li>to arrive</li> <li>to breathe</li> <li>to notice</li> <li>to disappear</li> <li>to throw</li> </ul>	<p><b>Irregular</b></p> <ul style="list-style-type: none"> <li>I awoke</li> <li>He heard</li> <li>It blew</li> <li>You ate</li> <li>They led</li> </ul>
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**Verb Tenses:**

- Irregular Simple Past**  
*Shows something happened once*  
**He smelt the lava in the air.**  
**Stig broke the sticks in half.**
- Past Perfect**  
*Shows something happened at an unspecified time*  
**He had walked to school.**  
**The smugglers had hidden their wine and brandy.**
- Present Perfect**  
*Shows something happens at an unspecified time*  
**He has walked to school every day this week.**  
**Jules Verne has flown his hot air balloon.**

## ADJECTIVES

Words that add detail to a noun



<b>Appearance</b>	burly glossy unsightly
<b>Personality</b>	aggressive corrupt kind-hearted
<b>Condition</b>	disgusting gleaming unfinished
<b>Good Feelings</b>	blissful elated peaceful
<b>Bad Feelings</b>	annoyed confused woeful
<b>Shape</b>	basic hidden oblong
<b>Size</b>	average gigantic menacing
<b>Sound</b>	astonishing deafening unknown

## ADVERBS

Words that add detail to a verb



<b>How?</b>	angrily cleverly gently hungrily luckily rapidly	basically dramatically fortunately merrily mysteriously simply
<b>When?</b>	always early soon until when while	afterwards tomorrow yesterday as soon as in the morning later that day
<b>How Often?</b>	hourly monthly weekly	never rarely sometimes
<b>Where?</b>	alongside beneath between beyond following through	underneath around the in front of in place of over the
<b>How Much?</b>	many fairly quite	extremely a lot a few

# Y3 WRITING FEATURES

POWERFUL PUNCTUATION	
A	Start of sentences Proper nouns
.	End of sentence
!	Hold on ! What a catastrophe !
?	Who? What? When? Where? Why? How? Do?
,	Separate items in a list Tom, Joe, Sam and Pat.
’	won’t      don’t      I’ve Bob’s      girls’      men’s
'''	“ What is your name ? ” asked Barney.

SPLENDID SPELLINGS					
appear	arrive	breath	breathe	busy	business
century	certain	circle	complete	decide	describe
different	difficult	disappear	early	earth	extreme
famous	February	forward	fruit	grammar	group
heard	heart	history	important	interest	learn
length	minute	natural	notice	often	opposite
perhaps	popular	possible	potatoes	pressure	promise
purpose	question	sentence	special	straight	strange
therefore	woman	women			

SUPER SUFFIXES	
<b>-ness</b> fitness loneliness sickness	<b>-ful</b> hopeful forgetful pitiful
<b>-less</b> harmless thankless useless	<b>-ly</b> dramatically endlessly painlessly

AWESOME ARTICLES	
<b>a</b>	<b>an</b>
If it starts with a consonant	If it starts with a vowel
<b>a</b> mountain	<b>an</b> elephant
<b>a</b> smuggler	<b>an</b> umbrella

HANDY HOMOPHONES
there ~ their ~ they're
your ~ you're
which ~ witch
ate ~ eight
hear ~ here

PERFECT PREFIXES			
<b>un-</b> unable unwell	<b>dis-</b> dislike disobey	<b>mis-</b> misfit misuse	<b>sub-</b> subway subtitle
<b>tele-</b> telegram telephone	<b>super-</b> superstar superhero	<b>auto-</b> automatic autograph	

EXCITING SENTENCES	
B.O.Y.S.	Lila was upset so she went away.
PC	Neither friends nor family could help her.
Double -ly	Barney approached Stig slowly and gently.
If .. if.. if.. then	If I had set the alarm, if I hadn't spilt my tea, if the car had started, then I wouldn't have been late for work.

SUPER SENTENCES	
simple sentence	The mountain had appeared.
With expanded noun phrase	The <u>menacing, hidden</u> mountain <u>by the side of the lake</u> had appeared.
with -ly adverb	<u>Finally</u> , the menacing, hidden mountain by the side of the lake had appeared.
with simile	Finally, the menacing, hidden mountain by the side of the lake had appeared <u>like a phoenix rising from the flames</u> .
with conjunction	Finally, the menacing, hidden mountain by the side of the lake had appeared like a phoenix rising from the flames <u>although she still faced the challenge to climb to the top</u> .

CLEVER CONJUNCTIONS			
Coordinating			
for	and	nor	
but	or	yet	so

Subordinating		
after	although	while
when	until	because
before		if

Correlative	
either ... or	neither ... nor

# Y4 WRITING FEATURES

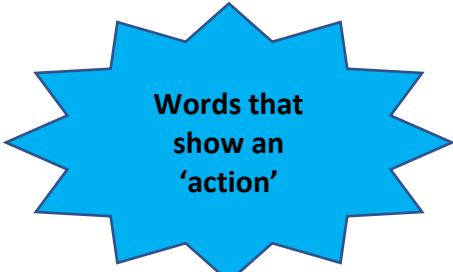
## NOUNS



<p><b>Common:</b></p> <ul style="list-style-type: none"> <li>bicycle</li> <li>library</li> <li>volcanoes</li> </ul> <p><b>Proper:</b></p> <ul style="list-style-type: none"> <li>Egypt</li> <li>Pompeii</li> <li>Tudors</li> </ul> <p><b>Compound:</b></p> <ul style="list-style-type: none"> <li>bookcase</li> <li>daydream</li> <li>tombstone</li> </ul> <p><b>Abstract:</b></p> <ul style="list-style-type: none"> <li>comfort</li> <li>knowledge</li> <li>strength</li> </ul>	<p><b>Pronouns:</b> To avoid repetition</p> <ul style="list-style-type: none"> <li><b>John</b> Mr Price ~ he ~ his ~ him</li> <li><b>Labyrinth</b> the maze ~ it ~ its</li> </ul>
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<p><b>TOP TIPS:</b></p> <p>Use specific determiners:</p> <ul style="list-style-type: none"> <li>my ~ our ~ your ~ his ~ her ~ its ~ their ~ whose ~ this ~ that ~ these ~ those</li> </ul>
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## VERBS



<ul style="list-style-type: none"> <li>to believe</li> <li>to build</li> <li>to consider</li> <li>to disclose</li> <li>to exercise</li> <li>to increase</li> <li>to possess</li> <li>to prefer</li> <li>to reign</li> <li>to separate</li> </ul>	<p><b>Modal:</b></p> <ul style="list-style-type: none"> <li>can ~ can't</li> <li>could ~ couldn't</li> <li>may ~ might ~ might not</li> <li>should ~ shouldn't</li> </ul>
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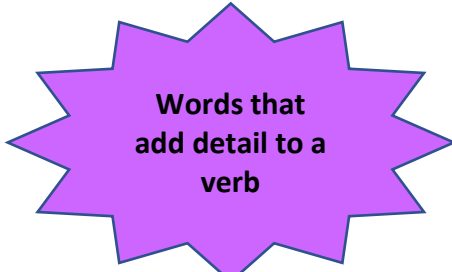
<p><b>Past Perfect</b> <i>Shows something happened at an unspecified time</i></p> <p><b>He had walked to school.</b></p> <p><b>The Seawigs had sailed across the ocean.</b></p>
<p><b>Present Perfect</b> <i>Shows something happens at an unspecified time</i></p> <p><b>He has walked to school every day this week.</b></p> <p><b>Sir Walter Raleigh has stolen the crown jewels.</b></p>

## ADJECTIVES



<b>Appearance</b>	colourless elegant polished
<b>Personality</b>	angelic envious supportive
<b>Condition</b>	imperfect repulsive spectacular
<b>Good Feelings</b>	delirious harmonious pleasant
<b>Bad feelings</b>	bewildered defeated neglected
<b>Shape</b>	cavernous extra-large monstrous
<b>Size</b>	colossal majestic whopping
<b>Sound</b>	faint melodic piercing

## ADVERBS



<b>How?</b>	busily curiously humbly nobly noisily	accidentally courageously frantically obviously unfortunately
	without a sound laughing uncontrollably	
<b>When?</b>	already initially once next year in March	immediately meanwhile sometimes whenever before long
<b>How Often?</b>	generally normally recently	regularly once a month twice a year once in a while
<b>Where?</b>	about beside nearby upon overhead towards	upstairs within back at the deep below in the distance
<b>How Much?</b>	barely entirely just rather	absolutely completely fully quite

# Y4 WRITING FEATURES

POWERFUL PUNCTUATION	
A	Start of sentences Proper nouns
.	End of sentence
!	Watch out ! How hideous !
?	Who? What? When? Where? Why? How? Do?
,	Separate items in a list Dogs, cats, pigs and cows
,	they've    weren't    isn't cliffs'    sheep's    boys'
""	" I'm going to Egypt , " declared Lil.

SPLENDID SPELLINGS					
accident	actual	address	answer	believe	bicycle
build	calendar	caught	centre	consider	continue
eight	eight	enough	exercise	experience	experiment
favourite	guard	guide	height	imagine	increase
island	knowledge	library	material	medicine	mention
naughty	occasion	ordinary	particular	peculiar	position
possession	probably	quarter	regular	reign	remember
separate	strength	suppose	though	although	thought
through	various	weight			

SUPER SUFFIXES	
<b>-ly</b> awkwardly curiously deliberately	<b>-ation</b> adoration information preparation
<b>-ous</b> dangerous mountainous various	<b>-ion</b> confusion discussion invasion

AWESOME ARTICLES	
a	an
word starting with consonant	word starting with vowel
a pyramid	an enemy
a volcano	an ocean

HANDY HOMOPHONES
weather ~ whether threw ~ through who's ~ whose side ~ sighed board ~ bored

PERFECT PREFIXES			
in- incorrect	im- impolite	ir- irregular	il- illegal
anti- antivirus	inter- intersect	un- unable	ex- expel
dis- discover	mis- mistake	non- non-stop	

EXCITING SENTENCES	
Verb, person	Waiting patiently, Oliver thought they would never arrive.
2 pairs	Scared and upset, tired and hungry, they hid themselves from the thieves
Ad, same Ad	It was a busy city, busy with traffic all day long.
The more, the more	The more relaxed she was, the more she laughed.

SUPER SENTENCES	
simple sentence	Lil had found the tomb.
With expanded noun phrase	Lil had found the <b>colossal, neglected tomb within the valley.</b>
with a fronted adverbial	<b>All of a sudden,</b> Lil had found the colossal, neglected tomb within the valley.
With drop-in -ing clause	All of a sudden, Lil <b>, following her instincts,</b> had found the colossal, neglected tomb within the valley.
with conjunction	<b>Either,</b> all of a sudden, Lil , following her instincts , had actually found the colossal, neglected tomb within the valley <b>or</b> this was going to be an incredibly strange dream.

CLEVER CONJUNCTIONS			
Coordinating			
for	and	nor	
but	or	yet	so
Subordinating			
after	although	as	
while	when	until	
because		before	
if		since	
Correlative			
either ... or		neither ... nor	
both ... and			

# Y5 WRITING FEATURES

## NOUNS

Name of a person, place or 'thing'



<p><b>Common:</b></p> <ul style="list-style-type: none"> <li>community</li> <li>soldier</li> <li>equipment</li> </ul> <p><b>Proper:</b></p> <ul style="list-style-type: none"> <li>Zeus</li> <li>Dr. Barnardo</li> <li>Downing Street</li> </ul> <p><b>Compound:</b></p> <ul style="list-style-type: none"> <li>leadership</li> <li>spaceship</li> <li>understand</li> </ul> <p><b>Abstract:</b></p> <ul style="list-style-type: none"> <li>beliefs</li> <li>chaos</li> <li>deceit</li> </ul> <p><b>Collective:</b></p> <ul style="list-style-type: none"> <li>board of directors</li> <li>range of mountains</li> </ul>	<p><b>Pronouns</b></p> <p><b>Relative:</b></p> <ul style="list-style-type: none"> <li>who</li> <li>which</li> <li>where</li> <li>when</li> <li>whose</li> <li>that</li> </ul> <p><b>Reflexive:</b></p> <ul style="list-style-type: none"> <li>myself</li> <li>yourself</li> <li>himself</li> <li>herself</li> <li>itself</li> <li>ourselves</li> <li>yourselves</li> <li>themselves</li> </ul> <p><b>Indefinite:</b></p> <ul style="list-style-type: none"> <li>anything</li> <li>everything</li> <li>nobody</li> <li>nothing</li> <li>somebody</li> <li>something</li> <li>someone</li> </ul>
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## VERBS

Words that show an 'action'



<ul style="list-style-type: none"> <li>to achieve</li> <li>to appreciate</li> <li>to bargain</li> <li>to bruise</li> <li>to develop</li> <li>to equip</li> <li>to interrupt</li> <li>to occupy</li> <li>to occur</li> <li>to persuade</li> <li>to recognise</li> </ul>	<p><b>Modal:</b></p> <ul style="list-style-type: none"> <li>must ~</li> <li>mustn't</li> <li>have to ~</li> <li>has to</li> <li>will ~</li> <li>won't</li> <li>would ~</li> <li>wouldn't</li> <li>shall ~</li> <li>shall not</li> </ul>
<ul style="list-style-type: none"> <li><b>Simple Future</b> <i>Shows something which hasn't happened yet</i> <b>The spaceship will re-enter the Earth's atmosphere.</b></li> <li><b>Past Perfect</b> <i>Shows something happened at an unspecified time</i> <b>He had lived on the streets.</b></li> <li><b>Present Perfect</b> <i>Shows something happens at an unspecified time</i> <b>He has fought the monster this morning.</b></li> </ul>	

## ADJECTIVES

Words that add detail to a noun



<b>Appearance</b>	embellished jaunty neglected
<b>Personality</b>	adolescent loathsome trustworthy
<b>Condition</b>	gruesome luxurious pristine
<b>Good Feelings</b>	courteous frivolous honourable
<b>Bad Feelings</b>	defensive irritating noxious
<b>Shape</b>	cumbersome flimsy lumbering
<b>Size</b>	absolute definite meagre
<b>Sound</b>	alarming cacophony raucous
<b>Time</b>	ancient considerable

## ADVERBS

Words that add detail to a verb



<b>How?</b>	anxiously naturally frustrated by hearing the sound of knowing that relieved that	solemnly ultimately
<b>When?</b>	at that point in the blink of an eye in the meantime never before several hours later up to that time within moments	
<b>How Often?</b>	constantly frequently increasingly infrequently nearly always occasionally repeatedly	
<b>Where?</b>	against amongst in a dark and dusty somewhere near	past North of
<b>How Much?</b>	enough intensely purely	enormously positively totally

# Y5 WRITING FEATURES

POWERFUL PUNCTUATION	
?	Rhetorical Questions How would you feel ?
“”	Tom screamed , “ I’ve had enough of this . ”
,	For fronted adverbials Several hours later ,
-	To avoid ambiguity Man-eating shark
( )	For parenthesis Ben Nevis (1,345m)
:	To introduce a list They needed a few items :
;	To list phrases or clauses a pair of walking boots ; a small camping stove ; some freeze-dried food.

EXCITING SENTENCES	
3-Ed	Dazed, confused, worried he ran as fast as he could.
Noun, who which where	Jay , who practised his spellings every day , always got top marks in the Spelling Test.
Emotion word ,	Terrified, he sat rocking back and forth.
-ing -ed	Skipping down the road, he stopped suddenly as a car screeched to a halt beside him.

SPLENDID SPELLINGS				
accompany	according	achieve	aggressive	ancient
appreciate	attached	available	average	bargain
bruise	community	competition	definite	desperate
develop	dictionary	equip	equipped	equipment
especially	excellent	explanation	foreign	forty
frequently	government	identity	immediate	immediately
individual	interrupt	lightning	neighbour	occupy
occur	opportunity	parliament	persuade	programme
queue	recognise	recommend	rhyme	rhythm
secretary	shoulder	suggest	symbol	system
variety	vegetable			

SUPER SENTENCES	
simple sentence	Elliot recognised the figure.
with expanded noun phrase	Elliot recognised the <u>noxious, loathsome figure inside the dark, gloomy cave.</u>
with adverbial phrase	<u>In the blink of an eye ,</u> Elliot recognised the noxious, loathsome figure inside the dark, gloomy cave.
with relative clause	In the blink of an eye , Elliot <u>, who was trembling with fear ,</u> recognised the noxious, loathsome figure inside the dark, gloomy cave.
with drop-in -ed clause	In the blink of an eye , Elliot <u>, paralysed with fear ,</u> recognised the noxious, loathsome figure inside the dark, gloomy cave.
with conjunction	Elliot <u>, paralysed with fear ,</u> recognised the noxious, loathsome figure inside the dark, gloomy cave as he lurched forwards.

SUPER SUFFIXES	
-fer words	-ate
deferring	activate
inference	hyphenate
preferred	validate
-ise	-ify
advertise	glorify
finalise	intensify
vandalise	testify

PERFECT PREFIXES		
dis-	de-	mis-
disqualify	decompose	misleading
over-	re-	
overhauled	re-emerging	

CLEVER CONJUNCTIONS			
Coordinating			
for	and	nor	
but	or	yet	so

Subordinating		
after	although	as
while	when	until
because	before	if
since		

Correlative	
either ... or	neither ... nor
both ... and	so ... as
not only ... but also	

# Y6 WRITING FEATURES

## NOUNS


Name of a person, place or 'thing'



<p><b>Common:</b></p> <ul style="list-style-type: none"> <li>amateur</li> <li>committee</li> <li>yacht</li> </ul> <p><b>Proper:</b></p> <ul style="list-style-type: none"> <li>South America</li> <li>Chihuahuan Desert</li> <li>Battle of the Somme</li> </ul> <p><b>Compound:</b></p> <ul style="list-style-type: none"> <li>heartbroken</li> <li>rattlesnake</li> <li>overboard</li> </ul> <p><b>Abstract:</b></p> <ul style="list-style-type: none"> <li>freedom</li> <li>justice</li> <li>sympathy</li> </ul> <p><b>Collective:</b></p> <ul style="list-style-type: none"> <li>battery of guns</li> <li>regiment of soldiers</li> </ul>	<p><b>Indefinite pronouns:</b></p> <ul style="list-style-type: none"> <li>another</li> <li>anybody</li> <li>anyone</li> <li>everybody</li> <li>everyone</li> <li>little</li> <li>much</li> <li>other</li> <li>many</li> <li>others</li> <li>all</li> <li>any</li> <li>most</li> <li>none</li> <li>such</li> </ul>
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## VERBS


Words that show an 'action'



<ul style="list-style-type: none"> <li>to acquaint</li> <li>to advise</li> <li>to attempt</li> <li>to embarrass</li> <li>to harass</li> <li>to interfere</li> <li>to practise</li> <li>to proceed</li> <li>to profit</li> <li>to refer</li> <li>to uncoil</li> </ul>	<p><b>Modal:</b></p> <ul style="list-style-type: none"> <li>may have</li> <li>might have</li> <li>could have</li> <li>ought to</li> <li>ought to have</li> </ul>
<ul style="list-style-type: none"> <li><b>Future Progressive</b> <i>Shows something will be happening continually</i> <b>He will be digging holes.</b></li> <li><b>Future Perfect</b> <i>Shows something will be happening at an unspecified time</i> <b>They will have completed the operation.</b></li> <li><b>Subjunctive</b> <i>Used to talk about things that could or should happen.</i> <b>I would abandon the ship now if I were you.</b></li> </ul>	

## ADJECTIVES


Words that add detail to a noun



<b>Appearance</b>	flamboyant grandiose sparse
<b>Personality</b>	avaricious courageous dependable
<b>Condition</b>	authentic parched unkempt
<b>Good Feelings</b>	compassionate euphoric victorious
<b>Bad Feelings</b>	apprehensive ignorant outrageous
<b>Shape</b>	cylindrical serpentine vague
<b>Size</b>	emaciated immeasurable microscopic
<b>Sound</b>	boisterous discordant penetrating
<b>Time</b>	elapsed sufficient

## ADVERBS

Words that add detail to a verb



<b>How?</b>	almost unbelievably barely alive definitely confused obviously angry somewhat flustered soothed by
<b>When?</b>	beforehand during the night in due course rarely before now since the start of subsequently
<b>How Often?</b>	fortnightly intermittently recurrently routinely scarcely ever
<b>Where?</b>	amid                      astride atop                      excluding far beneath the on a disused South-West of within the depths of
<b>How Much?</b>	decidedly                      thoroughly marginally                      virtually just practically                      slightly

# Y6 WRITING FEATURES

POWERFUL PUNCTUATION	
?	Question Tags It's despicable, isn't it ?
“”	“ I think , “ announced Stanley , “I'm done . “
,	Somewhat flustered , Sue, exhausted, sat down
-	To avoid ambiguity fly-by-night character
( )	For parenthesis my phone (Samsung S9)
:	It was a good country to invade : it had gold.
;	Some say Liverpool are the best team ; others say it's Manchester United.

EXCITING SENTENCES	
De : De	I was exhausted : I hadn't slept for days.
Some ; others	Some children walk to school ; others are driven to school by car.
Imagine three examples :	Imagine a place where the sun always shines , where wars never happen , where no-one ever dies : in the Andromeda 5 system, there is such a planet.
3 bad -	Terrified, anxious, perplexed – how would she ever escape?

SPLENDID SPELLINGS				
accommodate	amateur	apparent	awkward	category
cemetery	committee	communicate	conscience	conscious
controversy	convenience	correspond	criticise	curiosity
determined	disastrous	embarrass	environment	exaggerate
existence	familiar	guarantee	harass	hindrance
interfere	language	leisure	marvellous	mischievous
muscle	necessary	nuisance	physical	prejudice
privilege	profession	pronunciation	relevant	restaurant
sacrifice	signature	sincere	sincerely	soldier
stomach	sufficient	temperature	thorough	twelfth
vehicle	yacht			

SUPER SENTENCES	
with expanded noun phrase	The <b>nosy, interfering neighbour, who fell off the fence, is over there, feeling dazed.</b>
with 3 main clauses	I think I'd enjoy the party <b>but</b> I'm happy to stay here now <b>so</b> I can do my homework.
with 2 main and 1 subordinate clause	Bravely, the soldiers fought the enemy <b>for</b> their lives depended on winning <b>since</b> the whole country needed the war to end.
with drop-in -ing clause	The Titanic, <b>sinking slowly,</b> had put up a courageous fight before finally admitting defeat and sinking to the depths of the Atlantic Ocean.
with drop-in -ed clause	Amid the Chihuahuan Desert, <b>scorched by the blistering rays of sun,</b> hardly anything survives.

Active Voice	Passive Voice
The skilful surgeon performed the operation on the boy.	The boy was operated on by the skilful surgeon

SUPER SUFFIXES	
-fer words	-ate
deferring	activate
inference	hyphenate
preferred	validate
-ise	-ify
advertise	glorify
finalise	intensify
vandalise	testify

PERFECT PREFIXES		
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over-	re-	
overhauled	re-emerging	

CLEVER CONJUNCTIONS			
Coordinating			
for	and	nor	
but	or	yet	so

Subordinating		
after	although	as
while	when	until
because	before	if
since		

Correlative	
either ... or	neither ... nor
both ... and	so ... as
not only ... but also	

