

# Hazelwood School



## **Grammar, Punctuation and Sentence Construction Progression**

# Year 1 - Vocabulary, grammar and punctuation

| Year 1: Detail of content to be introduced (statutory requirement) |  |
|--|--|
| <b>Word</b>  | <p>Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p> |
| <b>Sentence</b>  | <p>How <b>words</b> can combine to make <b>sentences</b></p> <p>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></p>   |
| <b>Text</b>  | Sequencing <b>sentences</b> to form short narratives   |
| <b>Punctuation</b>   | <p>Separation of <b>words</b> with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Capital letters for names and for the personal <b>pronoun I</b></p>  |
| <b>Terminology for pupils</b>                                      | <p>letter, capital letter word, singular, plural sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>   |

## Year 2 -Vocabulary, grammar and punctuation

| Revisit from year 1 until automatic |  |
|-------------------------------------|--|
| <b>Words</b>                        | <p><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p><b>Plural noun suffixes</b> –s or –es ed</p> |
| <b>Punctuation</b>                  | <p>Separation of words with spaces</p> <p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p> |

| Year 2: Detail of content to be introduced (statutory requirement) |  |
|--|--|
| <b>Word</b>  | <p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>–ness, –er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>–ful, –less</i><br/>(A fuller list of <b>suffixes</b> can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> <i>–er, –est</i> in <b>adjectives</b> and the use of <i>–ly</i> in Standard English to turn adjectives into <b>adverbs</b></p> |
| <b>Sentence</b>  | <p><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p>   |
| <b>Text</b>  | <p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>   |
| <b>Punctuation</b>   | <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl’s name</i>]</p>   |
| <b>Terminology for pupils</b>                                      | noun, noun phrase, statement, question, exclamation, command, compound, suffix adjective, adverb, verb, tense (past, present), apostrophe, comma   |

## Year 3 -Vocabulary, grammar and punctuation

| Ensure Automatic   |   |
|--|---|
| <b>Words</b>   | Plural noun suffixes –s or –es  |
| <b>Punctuation</b>   | Separation of words with spaces<br>Capital letters, full stops, question marks and exclamation marks to demarcate sentences<br>Capital letters for names and for the personal pronoun I   |
| Revisit from year 2 until automatic                                |   |
| <b>Sentence</b>  | <b>Subordination</b> (using <i>when, if, that, because</i> ) and <b>co-ordination</b> (using <i>or, and, but</i> )  |
| <b>Text</b>  | Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing  |
| <b>Punctuation</b>   | <b>Commas</b> to separate items in a list<br><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]   |
| Year 3: Detail of content to be introduced (statutory requirement) |   |
| <b>Word</b>  | Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-, anti-, auto-</i> ]<br><br>Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock, an open box</i> ]<br><br><b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i> ] |
| <b>Sentence</b>  | Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i> ], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i> ], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i> ]   |
| <b>Text</b>  | Introduction to paragraphs as a way to group related material<br><br>Headings and sub-headings to aid presentation<br><br>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, He has gone out to play contrasted with He went out to play]  |
| <b>Punctuation</b>   | Introduction to inverted commas to <b>punctuate</b> direct speech   |
| <b>Terminology for pupils</b>                                      | preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')  |

## Year 4 -Vocabulary, grammar and punctuation

| Ensure Automatic   |  |
|--|--|
| <b>Sentence</b>  | <b>Subordination</b> (using <i>when, if, that, because</i> ) and <b>co-ordination</b> (using <i>or, and, but</i> )   |
| <b>Text</b>  | Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing   |
| <b>Punctuation</b>   | <b>Commas</b> to separate items in a list<br><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]  |
| Revisit from year 3 until automatic                                |  |
| <b>Word</b>  | Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock, an open box</i> ]  |
| <b>Sentence</b>  | Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i> ], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i> ], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i> ]  |
| Year 4: Detail of content to be introduced (statutory requirement) |  |
| <b>Word</b>  | The grammatical difference between <b>plural</b> and <b>possessive</b> –s<br><br>Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]   |
| <b>Sentence</b>  | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> )<br><br><b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]   |
| <b>Text</b>  | Use of paragraphs to organise ideas around a theme<br><br>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition   |
| <b>Punctuation</b>   | Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ]<br><br><b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i> ]<br><br>Use of commas after <b>fronted adverbials</b> |
| <b>Terminology for pupils</b>                                      | Determiner, pronoun, possessive pronoun, adverbial   |

## Year 5 -Vocabulary, grammar and punctuation

| Ensure Automatic   |  |
|--|--|
| <b>Word</b>  | Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock, an open box</i> ]  |
| <b>Sentence</b>  | Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i> ], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i> ], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i> ]  |
| Revisit from year 4 until automatic                                |  |
| <b>Word</b>  | The grammatical difference between <b>plural</b> and <b>possessive</b> –s<br>Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]   |
| <b>Text</b>  | Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition   |
| <b>Punctuation</b>   | Use of commas after <b>fronted adverbials</b><br>Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ]   |
| Year 5: Detail of content to be introduced (statutory requirement) |  |
| <b>Word</b>  | Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>–ate; –ise; –ify</i> ]<br><br><b>Verb prefixes</b> [for example, <i>dis–, de–, mis–, over– and re–</i> ]   |
| <b>Sentence</b>  | <b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun<br><br>Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i> ] or <b>modal verbs</b> [for example, <i>might, should, will, must</i> ]  |
| <b>Text</b>  | Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i> ]<br><br>Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i> ], place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ] or tense choices [for example, he <i>had</i> seen her before] |
| <b>Punctuation</b>   | Brackets, dashes or commas to indicate parenthesis<br><br>Use of commas to clarify meaning or avoid ambiguity  |
| <b>Terminology for pupils</b>                                      | modal verb, relative pronoun, relative clause parenthesis, bracket, dash, cohesion, ambiguity  |

## Year 6 -Vocabulary, grammar and punctuation

| Ensure Automatic   |   |
|--|---|
| <b>Word</b>  | The grammatical difference between <b>plural</b> and <b>possessive</b> –s<br>Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]  |
| <b>Text</b>  | Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition  |
| <b>Punctuation</b>   | Use of commas after <b>fronted adverbials</b><br>Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ]  |
| Revisit from year 5 until automatic                                |   |
| <b>Punctuation</b>   | Use of commas to clarify meaning or avoid ambiguity<br>Brackets, dashes or commas to indicate parenthesis   |
| <b>Text</b>  | Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i> ]<br>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]  |
| Year 6: Detail of content to be introduced (statutory requirement) |   |
| <b>Word</b>  | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i> ; <i>ask for</i> – <i>request</i> ; <i>go in</i> – <i>enter</i> ]<br><br>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i> ].   |
| <b>Sentence</b>  | Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i> ].<br><br>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech] |
| <b>Text</b>  | Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i> ], and <b>ellipsis</b><br><br>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]  |
| <b>Punctuation</b>   | Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i> ]   |

|                                      |  |
|--------------------------------------|--|
|                                      | <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p> |
| <p><b>Terminology for pupils</b></p> | <p>subject, object active, passive, synonym<br/> antonym, ellipsis, hyphen, colon, semi-colon,<br/> bullet points</p>  |

## Sentence Knowledge Curriculum (adapted from STEP Academy Trust available on [completemaths.com](http://completemaths.com))

| Year 1 |   | Examples  |
|--------|---|---|
| 1.1    | Identify and write a past tense action verb             | <i>The chick <b>hatched</b>.</i>  |
| 1.2    | Identify and write a simple subject                     | A simple subject is the main word (usually a noun or pronoun) that tells who or what the sentence is about. It does not include any of the describing words (adjectives) this would be a complete subject.<br><i>The <b>chick</b> hatched.      The fluffy chick hatched. (Complete subject)</i>                  |
| 1.3    | Identify and write a capital letter to begin a sentence |   |
| 1.4    | Identify and write a full stop to end a sentence        |   |
| 1.5    | Maintain a consistent past tense when writing           |   |
| 1.6    | Identify and write a direct object                      | A direct object is the noun or pronoun that receives the action of the verb in a sentence. It answers the question "what?" or "whom?" after the verb.<br><i>"She kicked the <b>ball</b>." Verb: kicked Direct object: ball</i>  |
| 1.7    | Identify and write nouns                                |   |
| 1.8    | Identify and write a compound subject                   | A compound subject is made up of two or more subjects (nouns or pronouns) that share the same verb and are usually connected by "and" or "or."<br>It tells who or what the sentence is about—more than one person or thing.<br><i><b>Jack and Jill</b> went up the hill. My mum and dad cook dinner together.</i> |
| 1.9    | Identify and write a compound object                    | A compound object is made up of two or more objects (nouns or pronouns) that receive the same action from the same verb.<br>These objects are usually joined by "and" or "or."<br><i>"I see a <b>dog and a cat</b>." Verb: see Compound object: dog and cat</i>   |
| 1.10   | Identify and write personal pronouns as subjects        | <i>I like apples." "<b>He</b> runs fast." "<b>We</b> play outside." "<b>They</b> are happy." "<b>It</b> is soft."</i>   |
| 1.11   | Identify and write personal pronouns as objects         | A personal pronoun as an object tells who receives the action in the sentence. It comes after the verb, not before it like the subject.<br><i>Tom helped <b>me</b>." me is the object (Tom helped who? Me)</i><br><i>"I see <b>her</b>." – her is the object (I see who? Her)</i>                                 |

|             |  |  |
|-------------|--|--|
|             |  | <i>"He gave it to <b>us</b>."– us is the object (He gave it to who? Us)</i>  |
| <b>1.12</b> | Identify and write state of being verbs                                | <p>State of being verbs do not show action — instead, they show a state, condition, or existence. They tell what someone or something is or how they feel. (e.g. am, is, are , were, be, being)</p> <p><i>"I <b>am</b> six." Verb: am ( tells us the age -not an action)</i></p> <p><i>"She <b>is</b> a teacher." Verb: is (shows what she is)</i></p> <p><i>"He <b>was</b> sad." Verb: were (shows how he felt)</i></p> <p><i>"We <b>are</b> friends." Verb: are (tells what we are)</i></p> <p><i>"It <b>is</b> cold." Verb: is tells how the weather is</i></p> |
| <b>1.13</b> | Identify and write an adjective after a state of being verb            | <p><i>"She is happy."- State of being verb: is Adjective: happy</i></p> <p><i>"The dog was loud."- Verb: was Adjective: loud</i></p> <p><i>"I am tired." - Verb: am Adjective: tired</i></p> <p><i>"They are funny." - Verb: are Adjective: funny</i></p>  |
| <b>1.14</b> | Identify and write lists of two adjectives after a state of being verb | <p><i>The cat is soft and fluffy." "The sky is blue and bright."</i></p> <p><i>"They are kind and funny." "I am happy and excited."</i></p>  |
| <b>1.15</b> | Distinguish between statements and questions                           | <p>A statement:</p> <ul style="list-style-type: none"> <li>• Tells us something</li> <li>• Gives information</li> <li>• Ends with a full stop (.)</li> </ul> <p><i>"The sun is shining."</i></p>   |
| <b>1.16</b> | Write the appropriate stop mark for questions and statements           |  |
| <b>1.17</b> | Identify and write questions   | <p>A <b>question</b> is a sentence that <b>asks something</b>.</p> <ul style="list-style-type: none"> <li>• It <b>starts with a question word</b>.</li> <li>• It <b>ends with a question mark → (?)</b></li> </ul> <p><i>What is your name?</i></p>  |

| Year 2 |  | Examples   |
|--------|--|--|
| 2.1    | Distinguish between common and proper nouns  | A <b>common noun</b> is a <b>general name</b> . <i>girl, boy, school, dog, book</i><br>A <b>proper noun</b> is a <b>specific name</b> of a person, place, or thing.<br><i>Emma, Hazelwood Schools, London, The Very Hungry Caterpillar (book title)</i>  |
| 2.2    | Identify and write lists of nouns joined with conjunctions                                 | "We saw <b>ducks, frogs and fish</b> at the pond." "Would you like <b>milk, juice or water</b> ?"  |
| 2.3    | Identify and write conjunctions to list nouns  | "We saw ducks, frogs <b>and</b> fish at the pond." "Would you like milk, juice <b>or</b> water?"   |
| 2.4    | Identify and write commas to list nouns  |  |
| 2.5    | Identify and write a present-tense action verb   | <i>run, play, read</i>   |
| 2.6    | Maintain a consistent present tense when writing   |  |
| 2.7    | Distinguish between statements and commands  | A command: <ul style="list-style-type: none"> <li>• Tells someone what to do</li> <li>• Is also called an instruction</li> <li>• Often starts with a bossy verb (imperative verb)</li> <li>• Usually ends with a full stop (.), or sometimes an exclamation mark (!)</li> </ul> <i>"Please wash your hands!"</i> |
| 2.8    | Identify and write commands  |  |
| 2.9    | Distinguish between singular and plural nouns  | <i>"The dog is barking." "The dogs are barking"</i><br><i>"I saw one fox." "I saw three foxes."</i>  |
| 2.10   | Maintain the correct subject/verb agreement when writing with singular and plural subjects | The verb (doing word) must match the subject (who or what is doing it).<br>We change the verb slightly when the subject is singular or plural.<br><br><i>"The dog barks." "The dogs bark" "The child plays." "The children play"</i>   |
| 2.11   | Identify and write adjectives before nouns acting as the subject                           | When the noun is the subject of the sentence, it comes at the beginning.<br><i>"The <b>small dog</b> barked. " "The <b>green frog</b> jumped."</i>   |

|      |  |   |
|------|--|---|
| 2.12 | Identify and write adjectives before nouns acting as the object                                  | The object comes after the verb, and the adjective describes that object.<br><br><i>"The boy kicked the <b>red ball</b>."</i> <i>"They ate a <b>delicious cake</b>."</i>  |
| 2.13 | Identify and write commas to list adjectives   |   |
| 2.14 | Identify and write apostrophes for contraction   |   |
| 2.15 | Identify and write prepositions of time, place and movement                                      | <i>"We play football <b>after</b> school."</i> (Time)<br><i>"The cat is <b>under</b> the bed."</i> (Place)<br><i>"She ran <b>into</b> the house."</i> (Movement)  |
| 2.16 | Distinguish between a main clause and a phrase   | A main clause: <ul style="list-style-type: none"> <li>• Makes sense on its own</li> <li>• Has a subject (who or what) and a verb (doing word)</li> <li>• Is a complete sentence - "The dog barked."</li> </ul> A phrase: <ul style="list-style-type: none"> <li>• Does not make sense on its own</li> <li>• May have a noun or verb, but not both</li> <li>• Is part of a sentence "Under the table" - It tells where, but doesn't make a full sentence.</li> </ul> |
| 2.17 | Identify and write prepositional phrases of time, place and movement within simple sentences     | A prepositional phrase: <ul style="list-style-type: none"> <li>• Tells us when, where, or how something happens</li> <li>• Includes a preposition + noun or noun phrase</li> </ul><br><i>"We had P.E. <b>after lunch</b>."</i><br><i>"The dog slept <b>under the table</b>."</i><br><i>"She walked <b>into the house</b>."</i>  |
| 2.18 | Identify and write prepositional phrases of time, place and movement that begin simple sentences | A prepositional phrase: <ul style="list-style-type: none"> <li>• Can come at the <b>start</b> of a sentence to give more detail</li> </ul><br><i>"<b>In the morning</b>, we ate breakfast."</i><br><i>"<b>On the hill</b>, we flew our kite."</i><br><i>"<b>Onto the stage</b>, she stepped proudly."</i>   |

|                    |  |  |
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| <p><b>2.19</b></p> | <p>Identify and write adverbs of manner and time within a sentence</p> | <p>An adverb is a word that tells us more about a verb – it explains how, when, or where something happens.</p> <p>“She ran <b>quickly</b>.” “He painted <b>carefully</b>.” “They shouted <b>loudly</b>.”</p> <p>“We will eat <b>soon</b>.” “ I saw her <b>yesterday</b>.” “He is leaving <b>now</b>.”</p>                       |
| <p><b>2.20</b></p> | <p>Identify and write adverbs of manner that begin a sentence</p>      | <p>Tell us how something happened, and they come at the start of the sentence.</p> <p>“<b>Carefully</b>, she carried the glass.” “<b>Quickly</b>, the dog ran to the gate.” “<b>Happily</b>, they played in the park.” “<b>Quietly</b>, the children entered the classroom.” “<b>Bravely</b>, the knight fought the dragon.”</p> |

| Year 3 |  | Examples   |
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| 3.1    | Distinguish between statements and exclamations              | <p>An <b>exclamation</b>:</p> <ul style="list-style-type: none"> <li>Shows a <b>strong feeling</b> (surprise, excitement, anger, etc.)</li> <li>Begins with <b>what</b> or <b>how</b></li> <li>Ends with an <b>exclamation mark (!)</b></li> <li>Must contain a <b>verb</b> and make sense on its own</li> </ul> <p><i>What a big dog it is! How fast she ran! What a mess you made!</i></p> <p>Not an exclamation (missing a verb): <i>What a mess!</i> → This is a sentence fragment, not a full exclamation in grammar terms.</p> |
| 3.2    | Identify and write exclamations                              |  |
| 3.3    | Identify and write comparative adjectives                    | <p>A <b>comparative adjective</b> is a word that <b>compares two things</b>. It often ends in <b>-er</b> or uses the word <b>more</b> before the adjective.</p> <p><i>My dog is <b>smaller</b> than yours. She is <b>taller</b> than her brother. I feel <b>happier</b> today.</i></p> <p><i>He is <b>more careful</b> than before. The rose is <b>more beautiful</b> than the daisy.</i></p>  |
| 3.4    | Identify and write superlative adjectives                    | <p>A <b>superlative adjective</b> is used to <b>compare more than two things</b> and shows which one is the <b>most</b> or the <b>least</b> of something.</p> <p><i>"This is the <b>biggest</b> apple." "She is the most <b>talented</b> dancer."</i></p>  |
| 3.5    | Identify and write adverbs that modify adjectives            | <p>Some <b>adverbs</b> give <b>more information</b> about an <b>adjective</b>.</p> <p>They tell <b>how much</b> or <b>how strong</b> the adjective is. These adverbs <b>come before</b> the adjective.</p> <p><i>"The water is <b>very</b> cold." She is <b>really</b> excited about her birthday."</i></p>  |
| 3.6    | Identify and write adverbs of place within a simple sentence | <p>An <b>adverb of place</b> tells us <b>where</b> something happens. It gives more detail about the <b>verb</b> (the action).</p> <p><i>"The cat slept <b>upstairs</b>." "My shoes are <b>outside</b>." "He looked <b>everywhere</b> for his toy."</i></p>  |

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| 3.7  | Identify and write adverbial phrases of manner, time and place within simple sentences                                      | <p><b>Adverbial Phrases of Manner – How something is done</b><br/> <i>"She painted <b>with great care</b>!" "He ran <b>like a rocket</b>."</i></p> <p><b>Adverbial Phrases of Time – When something happens</b><br/> <i>"We go to the park <b>in the morning</b>." "They read books <b>before bedtime</b>."</i></p> <p><b>Adverbial Phrases of Place – Where something happens</b><br/> <i>"The children are playing <b>in the garden</b>." "She left her bag <b>on the table</b>."</i></p> |
| 3.8  | Identify and write adverbial phrases of time, place and manner that begin simple sentences                                  | <p>When the adverbial phrase comes <b>at the beginning</b> of a sentence, we usually use a <b>comma</b> after it.</p> <p><b>After lunch</b>, we read books. <b>Time</b><br/> <b>On the mat</b>, the dog slept. <b>Place</b><br/> <b>In a whisper</b>, he answered the question. <b>Manner</b></p>   |
| 3.9  | Identify and write compound sentences with the co-ordinating conjunction 'and'  | <p>A <b>compound sentence</b> is made by <b>joining two simple sentences</b> (clauses) together using a <b>coordinating conjunction</b>.</p> <p><i>"The sun is shining <b>and</b> the birds are singing."</i></p>   |
| 3.10 | Identify and write compound sentences with the co-ordinating conjunction 'but'  | <p>The word "<b>but</b>" is used to show something <b>different</b> or <b>opposite</b>.</p> <p><i>"He wanted to play <b>but</b> it was bedtime."</i></p>  |
| 3.11 | Identify and write compound sentences with the co-ordinating conjunction 'yet'  | <p>The word "<b>yet</b>" shows something <b>unexpected</b></p>  |
| 3.12 | Distinguish between simple and compound sentences   | <p><i>"She felt ill <b>yet</b> she came to school." They were cold, <b>yet</b> they didn't put on coats.</i></p>  |
| 3.13 | Identify and write a combination of simple and compound sentences (joined with the conjunctions 'and', 'but' and 'yet')     |   |
| 3.14 | Identify and write personal pronouns to replace nouns repeated as subjects in the second main clause of a compound sentence | <p>When we write <b>compound sentences</b> (two joined ideas), we can use a <b>personal pronoun</b> in the second part <b>instead of repeating the noun</b>.</p> <p><i>"The boy crept to the gate and <b>he</b> carefully opened it"</i></p>  |

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| 3.15 | Identify and write personal pronouns to replace nouns repeated as objects in the second main clause of a compound sentence | A noun is the <b>object</b> of a sentence when <b>something is being done to it</b> . Instead of repeating the object noun, we use a <b>personal pronoun</b> .<br><i>“Jake called Mia and I waved to <b>her</b>.”</i><br><i>“I saw the cat and Sarah stroked <b>it</b>.”</i><br><i>“I packed the toys away and mum moved <b>them</b>”</i>  |
| 3.16 | Identify and write a prepositional phrase within a compound sentence   | <i>The dog slept <b>under the chair</b> and the cat lay <b>on the mat</b>.</i><br><i>We ate lunch <b>after the trip</b> but we were still hungry.</i><br><i>She looked <b>behind the door</b> yet she didn’t see the toy.</i>  |
| 3.17 | Identify and write a prepositional phrase that begins a compound sentence  | <i><b>After lunch</b>, we played football <b>and</b> we drank juice.</i><br><i><b>In the garden</b>, the dog barked <b>but</b> the cat stayed quiet.</i><br><i><b>Before bedtime</b>, I brushed my teeth <b>and</b> I read a book.</i><br><i><b>On the weekend</b>, we went swimming <b>yet</b> the water was cold.</i>  |
| 3.18 | Identify and write compound sentences with the co-ordinating conjunction ‘or’  | The word “ <b>or</b> ” is used when you are <b>offering a choice</b> between two things.<br><i>Shall we go to the park <b>or</b> shall we stay at home?</i>  |
| 3.19 | Identify and write compound sentences with the co-ordinating conjunction ‘so’  | We use “ <b>so</b> ” to show <b>a result or reason</b> — something <b>happens because of</b> something else.<br><i>I love drawing <b>so</b> I made a picture.</i>  |
| 3.20 | Identify and write a combination of simple and compound sentences (joined with the conjunctions ‘or’ and ‘so’)             |  |
| 3.21 | Identify and write adverbs and adverbial phrases of time, place and manner within compound sentences                       | <i><b>He walked quickly and</b> she arrived on time. (manner)</i><br><i><b>After lunch</b>, we played in the park, <b>and</b> we ate ice cream. (time + place)</i><br><i>He waited <b>outside but</b> she stayed <b>inside</b>. (place)</i><br><i>We sang <b>happily and</b> we danced <b>in a circle</b>. (manner + place)</i><br><i>I finished my homework <b>at night, so</b> I could relax. (time)</i>   |
| 3.22 | Identify and write adverbs and adverbial phrases of time, place and manner that begin compound sentences                   | <i><b>After lunch</b>, we cleaned the table <b>and</b> we read a story. (Time)</i><br><i><b>Outside the classroom</b>, the children lined up <b>and</b> they waited quietly. (Place)</i><br><i><b>Gently</b>, she held the kitten <b>but</b> it jumped away. (Manner)</i><br><i><b>Early in the morning</b>, the birds sang <b>and</b> the sun came up. (Time)</i><br><i><b>Quickly</b>, he packed his bag <b>so</b> he wouldn’t be late. (Manner)</i> |

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| 3.23 | Identify and write apostrophes for singular possession   | <p><i>The <b>dog's</b> bone (the bone belongs to one dog)</i></p> <p><i>The <b>girl's</b> book (the book belongs to one girl)</i></p>  |
| 3.24 | Identify and write apostrophes for plural possession   | <p><i>The <b>dogs'</b> bones (the bones belong to more than one dog)</i></p> <p><i>The <b>girls'</b> books (the books belong to more than one girl)</i></p> <p>If the plural noun does <b>not</b> end in "s" (like "children" or "men"), we still add 's:</p> <ul style="list-style-type: none"> <li>• The <b>children's</b> toys</li> </ul> |
| 3.25 | Convert spoken word into direct speech (statement) followed by a reporting clause                | <p>The reporting clause tells us <b>who is speaking</b> and sometimes <b>how</b> they say it.</p> <p>Example:</p> <p><i>"I like apples," <b>said Tom.</b></i></p>  |
| 3.26 | Convert spoken word into direct speech (question and exclamation) followed by a reporting clause | <p><i>"Are we there yet?" <b>asked the boy.</b> That was amazing!" <b>shouted Ben.</b></i></p>   |

| Year 4 |  | Examples   |
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| 4.1    | Identify and write compound sentences with semi-colons                             | <p>We can join two closely related ideas using a <b>semi-colon ( ; )</b> instead of a conjunction. Only use a semi-colon if both parts could be their <b>own sentence</b>.</p> <p><i>The sun was setting; the sky turned orange.</i></p>   |
| 4.2    | Distinguish between a main clause and a subordinate clause                         | <p>A <b>main clause</b>:</p> <ul style="list-style-type: none"> <li>• Makes <b>sense on its own</b></li> <li>• Is a <b>complete sentence</b></li> <li>• Has a <b>subject</b> and a <b>verb</b></li> </ul> <p>A <b>subordinate clause</b>:</p> <ul style="list-style-type: none"> <li>• <b>Does not</b> make sense on its own</li> <li>• <b>Adds more information</b> to the main clause</li> <li>• Often starts with words like:<br/><b>because, when, if, that, although, since, while</b></li> </ul> <p>A <b>complex sentence</b> has a <b>main clause</b> and a <b>subordinate clause</b>.</p> <p>◆ <b>Subordinate clause + Main clause</b></p> <ul style="list-style-type: none"> <li>• <i>Because it was raining, we stayed indoors.</i></li> </ul> <p>◆ <b>Main clause + Subordinate clause</b></p> <ul style="list-style-type: none"> <li>• <i>We stayed indoors because it was raining.</i></li> </ul> |
| 4.3    | Identify and write the subordinating conjunctions 'because', 'when' and 'although' | <p>A <b>subordinating conjunction</b> is a word that joins a <b>main clause</b> and a <b>subordinate clause</b> together.</p> <ul style="list-style-type: none"> <li>• <b>Because</b> - shows reason or why something happens <i>"I stayed inside because it was raining."</i></li> <li>• <b>When</b> - shows time or when something happens <i>"I was sleeping when the phone rang."</i></li> <li>• <b>Although</b> - shows contrast (something surprising) <i>"Although I was tired, I went running."</i></li> </ul>   |
| 4.4    | Identify and write complex sentences that open with a main clause followed by a    | <p>No comma needed when the <b>main clause comes first</b>.</p>  |

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|     | subordinate clause ('because', 'when' and 'although')   | <ul style="list-style-type: none"> <li>• <i>I stayed inside <b>because it was raining.</b></i></li> <li>• <i>We cheered <b>when our team scored a goal.</b></i></li> <li>• <i>She smiled <b>although she felt nervous.</b></i></li> </ul>   |
| 4.5 | Identify and write complex sentences that open with a subordinate clause followed by a main clause ('because', 'when' and 'although') | <p><b>Add a comma after the subordinate clause</b> when it comes first.</p> <ul style="list-style-type: none"> <li>• <i><b>When the dog barked,</b> the baby woke up.</i></li> <li>• <i><b>Although it was late,</b> they kept playing.</i></li> <li>• <i><b>Because I lost my book,</b> I had to borrow one.</i></li> </ul>  |
| 4.6 | Identify and write topic sentences that start new paragraphs in expository writing  | <ul style="list-style-type: none"> <li>• <i><b>Elephants are the largest land animals in the world.</b></i><br/><i>(The paragraph will give facts about elephants.)</i></li> <li>• <i><b>Recycling is important because it helps protect the planet.</b></i><br/><i>(The paragraph will explain reasons for recycling.)</i></li> <li>• <i><b>The rainforest is home to many interesting animals.</b></i><br/><i>(The paragraph will describe animals found in the rainforest.)</i></li> <li>• <i><b>Sharks have many features that make them great hunters.</b></i><br/><i>(The paragraph will describe shark features.)</i></li> </ul>   |
| 4.7 | Identify and write supporting detail that elaborates on topic sentences in expository writing   | <p><b>Supporting details</b> are <b>sentences</b> that:</p> <ul style="list-style-type: none"> <li>• Give <b>more information</b> about the <b>topic sentence</b></li> <li>• Explain, <b>describe</b>, or <b>give examples</b></li> <li>• Help the reader <b>understand</b> the topic better</li> </ul> <p><b>Topic Sentence:</b></p> <p><b>Recycling is important because it helps protect the planet.</b></p> <p><b>Supporting Details (More Complex Examples):</b></p> <p>Recycling reduces the amount of waste that ends up in landfills, which helps prevent pollution of the soil and water.</p> <p>It saves energy because producing new items from recycled materials uses less power than creating them from raw materials.</p> <p>By recycling materials like paper, we can also help protect forests and the animals that live in them.</p> <p>These supporting details:</p> <ul style="list-style-type: none"> <li>• Use <b>cause and effect</b></li> </ul> |

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|      |  | <ul style="list-style-type: none"> <li>• Include <b>specific examples</b></li> <li>• Add <b>scientific or factual reasoning</b></li> </ul>  |
| 4.8  | Identify and write concluding sentences that end paragraphs in expository writing  | <p><b>A concluding sentence:</b></p> <ul style="list-style-type: none"> <li>• <b>Ends</b> a paragraph</li> <li>• <b>Summarises</b> the main idea</li> <li>• <b>Reminds</b> the reader what the paragraph was about</li> <li>• Sometimes offers a <b>final thought</b> or wraps up the information</li> </ul> <p><b>Why Use a Concluding Sentence?</b></p> <ul style="list-style-type: none"> <li>• To bring the paragraph to a clear and logical close</li> <li>• To link back to the <b>topic sentence</b><br/>To help readers <b>remember the key point</b></li> </ul> <p><i>“In conclusion, recycling is a simple way that everyone can help the Earth.”</i></p> |
| 4.9  | Identify and write the subordinating conjunctions ‘since’, ‘after/before’ and ‘even though’  | <p><b>Since – shows time or reason</b><br/><i>Since it was raining, we stayed inside.</i><br/><i>We stayed inside since it was raining.</i></p> <p><b>After / Before – shows time</b><br/><i>We ate lunch after we played outside.</i><br/><i>Before we ate lunch, we washed our hands.</i></p> <p><b>Even though – shows contrast</b><br/><i>Even though it was cold, we went swimming.</i><br/><i>We went swimming even though it was cold.</i></p>   |
| 4.10 | Identify and write complex sentences that open with a main clause followed by a subordinate clause (‘since’, ‘after/before’ and ‘even though’) | <p><i>I wore my boots since it was muddy.</i><br/><i>We played outside after we finished our work.</i><br/><i>She felt nervous before the test began.</i><br/><i>He joined in happily even though he was shy.</i></p>   |
| 4.11 | Identify and write complex sentences that open with a subordinate clause followed by a   | <p>When the sentence <b>starts</b> with the subordinate clause, <b>use a comma</b> before the main clause.<br/><i>Since it was raining, we stayed inside.</i></p>   |

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|      | main clause ('since', 'after/before' and 'even though')  | <p><i>After we ate, we went outside to play.</i></p> <p><i>Before the show started, everyone found their seats.</i></p> <p><i>Even though he was tired, he finished his homework.</i></p>   |
| 4.12 | Convert spoken word into direct speech (question and exclamation) starting with a reporting clause | <p><b>She asked</b>, "Where are my shoes?"</p> <p><b>He wondered</b>, "Did we miss the bus?"</p> <p><b>Note:</b> Use a <b>question mark</b> before the closing speech marks.</p> <p><b>Dad shouted</b>, "Watch out!"</p> <p><b>Mum exclaimed</b>, "That's amazing!"</p> <p><b>Note:</b> Use an <b>exclamation mark</b> before the closing speech marks.</p>   |
| 4.13 | Convert spoken word into direct speech (statement) starting with a reporting clause                | <ul style="list-style-type: none"> <li>• Use a <b>comma</b> after the reporting clause</li> <li>• Start the spoken words with a <b>capital letter</b></li> <li>• End the speech with the correct punctuation <b>inside</b> the speech marks</li> </ul> <p><b>Mum said</b>, "Dinner is ready."</p> <p><b>He explained</b>, "I left my homework at home."</p> <p><b>The teacher said</b>, "Please line up quietly."</p> <p><b>Sophie whispered</b>, "I found a ladybird."</p> |
| 4.14 | Identify and write appropriate verbs in reporting clauses for characterisation                     | <p>Instead of always using <b>said</b>, pupils can choose <b>stronger verbs</b> that show more about the character.</p> <p><b>"I can't wait for the trip," Sam cheered.</b></p> <p><b>"This isn't fair!" she shouted</b> angrily.</p> <p><b>"I think I saw something," he whispered.</b></p> <p><b>"That's my book," Lily explained</b> calmly</p>  |
| 4.15 | Identify and write new paragraphs for new speakers   | <p>When writing dialogue, we start a <b>new paragraph every time a different character speaks</b>. This helps the reader follow who is talking and keeps the writing neat and clear.</p> <p><i>"I found the map," said Jack.</i></p> <p><i>"Where was it?" asked Ella.</i></p> <p><i>"Under the table," Jack replied.</i></p>   |

|                    |   | <i>“Let’s go find the treasure!” Ella shouted.</i>  |             |                     |                     |                    |                            |  |                 |                       |   |
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| <b>4.16</b>        | Identify and write the subordinating conjunctions ‘as’, ‘while’ and ‘if’  | <p><i>“As the sun set, the sky turned orange”. (Time or reason)</i></p> <p><i>“While I did my homework, Dad made dinner.” (At the same time)</i></p> <p><i>“If it rains, we will stay inside.” (Condition)</i></p>  |             |                     |                     |                    |                            |  |                 |                       |   |
| <b>4.17</b>        | Identify and write complex sentences that open with a main clause followed by a subordinate clause (‘as’, ‘while’ and ‘if’) | <p><i>I packed my bag as the sun came up.</i></p> <p><i>The children giggled while they painted.</i></p> <p><i>We’ll go to the park if the weather is nice.</i></p> <p><b>Notice:</b> No comma is needed when the sentence starts with the main clause.</p>   |             |                     |                     |                    |                            |  |                 |                       |   |
| <b>4.18</b>        | Identify and write complex sentences that open with a subordinate clause followed by a main clause (‘as’, ‘while’ and ‘if’) | <p><i>When the <b>subordinate clause comes first</b>, we use a <b>comma</b> before the main clause.</i></p> <ul style="list-style-type: none"> <li>• <i><b>As the clock struck nine</b>, the children sat down.</i></li> <li>• <i><b>While the teacher was talking</b>, everyone listened carefully.</i></li> <li>• <i><b>If you work hard</b>, you will get the best results..</i></li> </ul>  |             |                     |                     |                    |                            |  |                 |                       |   |
| <b>4.19</b>        | Identify and write sentences that open with present or past participles   | <p>A <b>participle</b> is a special form of a verb used to add description or detail. When we begin a sentence with one, it gives us information about the action or the subject that follows.</p> <p>Always use a <b>comma</b> after the participle.</p> <table border="1"> <thead> <tr> <th><u>Type</u></th> <th><u>Example Word</u></th> <th><u>Used To Show</u></th> </tr> </thead> <tbody> <tr> <td>Present participle</td> <td>jumping, laughing, shining</td> <td>an action happening now or alongside another</td> </tr> <tr> <td>Past participle</td> <td>tired, scared, frozen</td> <td>something already finished or experienced</td> </tr> </tbody> </table> <p><b>Present Participles:</b></p> <ol style="list-style-type: none"> <li>1. <b>Running</b>, the boy chased after his dog.</li> <li>2. <b>Smiling</b>, she opened her birthday present.</li> <li>3. <b>Jumping</b>, the frog landed in the pond.</li> </ol> <p><b>Past Participles:</b></p> <ol style="list-style-type: none"> <li>1. <b>Tired</b>, Ben fell asleep on the sofa.</li> <li>2. <b>Excited</b>, the children opened the classroom door.</li> <li>3. <b>Frightened</b>, the rabbit ran into the bush.</li> </ol> | <u>Type</u> | <u>Example Word</u> | <u>Used To Show</u> | Present participle | jumping, laughing, shining | an action happening now or alongside another | Past participle | tired, scared, frozen | something already finished or experienced |
| <u>Type</u>        | <u>Example Word</u>   | <u>Used To Show</u>   |             |                     |                     |                    |                            |  |                 |                       |   |
| Present participle | jumping, laughing, shining  | an action happening now or alongside another  |             |                     |                     |                    |                            |  |                 |                       |   |
| Past participle    | tired, scared, frozen   | something already finished or experienced   |             |                     |                     |                    |                            |  |                 |                       |   |
| <b>4.20</b>        | Identify and write sentences that open with   | A <b>participle phrase</b> is a group of words that starts with a <b>doing word (verb)</b> and adds <b>extra detail</b>   |             |                     |                     |                    |                            |  |                 |                       |   |

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|  | present or past participle phrases | <p>at the beginning of a sentence.<br/>Always use a <b>comma</b> after the participle phrase.</p> <p><b>Present Participles:</b><br/><i>Running through the forest, the boy dodged fallen branches.</i><br/><i>Shivering with cold, she pulled her coat tighter.</i><br/><i>Hiding behind the curtain, the cat waited to pounce.</i></p> <p><b>Past Participles:</b><br/><i>Exhausted after the race, Tom sat down on the bench.</i><br/><i>Shocked by the noise, the dog barked loudly.</i><br/><i>Covered in mud, the players walked off the pitch.</i></p> |
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| Year 5 |   | Examples  |
|--------|---|---|
| 5.1    | Identify and write adverbs followed by present and past participle openers      | <p>A sentence can begin with an <b>adverb</b> (how, when, or where something happens) followed by a <b>participle</b> (a verb ending in <b>-ing</b>, <b>-ed</b>, or irregular).</p> <p>These openers:</p> <ul style="list-style-type: none"> <li>• Add variety to writing</li> <li>• Set the tone or mood</li> <li>• Describe how the action happens</li> </ul> <p><b>[Adverb] + [present or past participle], [main clause]</b></p> <p>◆ <b>Use a comma</b> after the opener.</p> <p><i><b>Calmly floating</b>, the swan glided across the lake.</i></p> <p><i><b>Eagerly waiting</b>, the pupils watched the door.</i></p> <p><i><b>Carefully balancing</b>, Max placed the block on top.</i></p> <p><i><b>Recently injured</b>, the player sat on the bench.</i></p> <p><i><b>Quietly defeated</b>, the knight bowed his head.</i></p> <p><i><b>Badly bruised</b>, the fruit lay at the bottom of the bag.</i></p> |
| 5.2    | To identify and write expanded noun phrases that include a prepositional phrase | <p>An <b>expanded noun phrase</b> gives more information about a <b>person, place, or thing</b> (a noun) by adding:</p> <ul style="list-style-type: none"> <li>• <b>Adjectives</b></li> <li>• <b>Prepositional phrases</b> (which tell us <i>where, when, or how</i>)</li> </ul> <p><b>[Determiner + adjective(s) + noun + prepositional phrase]</b></p> <p>A <b>prepositional phrase</b> begins with a <b>preposition</b> such as:<br/> <i>on, under, with, behind, in, beside, near, through, above, inside, during, after</i></p> <p><i>The tall, ancient tree in the forest</i></p> <p><i>A bright, shiny coin under the table</i></p> <p><i>The large, angry dog behind the fence</i></p> <p><i>An old, wooden boat on the lake</i></p>  |

*The kind, clever teacher in the classroom*  
*A small, fluffy kitten under the blanket*

5.3

Identify and write relative clauses (embedded and at the end of the main clause) as parenthesis

A **relative clause** adds extra information about a noun. It begins with a **relative pronoun**, such as:

- **who, which, that, whose, where, when**

When the clause is used as **parenthesis**, it's separated by:

- **commas**
- **brackets** or
- **dashes**

| Type       | Position               | Example   |
|------------|------------------------|---|
| Embedded   | Inside the main clause | The girl, <b>who loved books</b> , stayed in the library. |
| At the end | After the main clause  | I saw a fox <b>which had a bushy tail</b> .               |

5.4

To substitute commas for brackets and dashes when demarcating relative clauses as parenthesis

**The castle, which stood on a hill, was visible from afar.**

- Brackets:  
The castle (which stood on a hill) was visible from afar.
- Dashes:  
The castle – which stood on a hill – was visible from afar.

5.5

Identify and write appositives (embedded and at the end of the main clause) as parenthesis

An **appositive** is a **noun or noun phrase** that gives **extra information** about another noun. It **renames** or **clarifies** the noun next to it.

When used as **parenthesis**, the appositive is set off with:

- **Commas**
- **Brackets ( )**
- **Dashes – –**

**Embedded Appositive Examples:**

- The insect, **a giant beetle**, crawled across the path.
- Harriet, **our next-door neighbour**, brought cake.

|     |  |   |
|-----|--|---|
|     |  | <ul style="list-style-type: none"> <li>• The film, <b>a historical drama</b>, was very long.</li> </ul> <p><b>End-placed Appositive Examples:</b></p> <ul style="list-style-type: none"> <li>• They found a fossil, <b>an ancient shell from the sea</b>.</li> <li>• We visited Stonehenge, <b>a famous monument in England</b>.</li> <li>• He adopted a puppy, <b>a scruffy little terrier</b>.</li> </ul> <p><b>Rewriting Appositives with Different Parenthesis Marks</b></p> <p>Original with commas:</p> <ul style="list-style-type: none"> <li>• My dad, <b>a keen cyclist</b>, rides to work every day.</li> </ul> <p><b>With brackets:</b></p> <ul style="list-style-type: none"> <li>• My dad (<b>a keen cyclist</b>) rides to work every day.</li> </ul> <p><b>With dashes:</b></p> <ul style="list-style-type: none"> <li>• My dad – <b>a keen cyclist</b> – rides to work every day.</li> </ul>   |
| 5.6 | Write relative clauses and appositives within compound and complex sentences   | <p><b>Compound with Relative Clause:</b></p> <ul style="list-style-type: none"> <li>• I saw a boy <b>who had a broken arm</b>, and he waved at me.</li> <li>• The house, <b>which has a red roof</b>, looks old but beautiful.</li> </ul> <p><b>Complex with Relative Clause:</b></p> <ul style="list-style-type: none"> <li>• When I visited the zoo, I saw a monkey <b>that could do tricks</b>.</li> <li>• She helped the girl <b>who had lost her bag</b> because she was kind.</li> </ul> <p><b>Compound with Appositive:</b></p> <ul style="list-style-type: none"> <li>• My uncle, <b>a retired firefighter</b>, loves cooking and tells great stories.</li> <li>• We visited London, <b>the capital of England</b>, and took lots of photos.</li> </ul> <p><b>Complex with Appositive:</b></p> <ul style="list-style-type: none"> <li>• Although Mia, <b>a talented swimmer</b>, was tired, she still won the race.</li> <li>• James, <b>my best friend</b>, stayed home because he felt unwell.</li> </ul> |
|     | To identify and organise ideas into paragraphs to indicate a change in person, | Paragraphs help organise writing. Each paragraph should focus on <b>one idea</b> , person, place, or time.  |

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| <p>5.7</p> | <p>place or a jump in time</p>   | <p><b>We start a new paragraph when there is a:</b></p> <ol style="list-style-type: none"> <li>1. <b>Change in person</b> – a new character is speaking or acting</li> <li>2. <b>Change in place</b> – the setting or location shifts</li> <li>3. <b>Jump in time</b> – time moves forward or backward (e.g. later that day, the next morning)</li> </ol> <p><b>Change in person:</b><br/> Tom walked into the room and dropped his bag. He was tired after school.<br/> <b>His sister, Emma, looked up from her book.</b> “You’re home late,” she said.<br/> → <b>New paragraph</b> for Emma because there's a <b>change in person</b>.</p> <p><b>Change in place:</b><br/> They packed the tent and left the field.<br/> <b>At the beach</b>, the sun was already shining.<br/> → New paragraph starts when the setting changes from <b>field</b> to <b>beach</b>.</p> <p><b>Jump in time:</b><br/> They finished dinner and went to bed.<br/> <b>The next morning</b>, a loud knock woke them up.<br/> → New paragraph for the <b>next morning</b>.</p> |
| <p>5.8</p> | <p>Convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded</p> | <p><b>Statement:</b><br/> “I love playing football,” <b>said Jack</b>, “because it keeps me active.”<br/> → The reporting clause “<b>said Jack</b>” is <b>embedded</b> between two parts of speech.</p> <p><b>Question:</b><br/> “What time are we leaving,” <b>asked Mia</b>, “for the school trip?”<br/> → Note: <b>The question mark comes at the end</b> of the sentence — not in the middle.</p> <p><b>Exclamation:</b><br/> “This is the best day ever,” <b>shouted Ben</b>, “and it’s only just begun!”</p>   |

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|     |  | <p>→ Use an <b>exclamation mark</b> at the end of the full sentence.</p> <ul style="list-style-type: none"> <li>• <b>Use a comma</b> before and after the reporting clause.</li> <li>• <b>Keep the spoken words inside quotation marks.</b></li> <li>• Match the punctuation to the type of sentence: <ul style="list-style-type: none"> <li>➤ Full stop for a <b>statement</b></li> <li>➤ Question mark for a <b>question</b></li> <li>➤ Exclamation mark for an <b>exclamation</b></li> </ul> </li> </ul>  |
| 5.9 | To open, embed or end a paragraph with direct speech | <p><b>Opening with Direct Speech</b><br/>Start the paragraph with a character speaking.<br/><b>Example:</b><br/><i>“I can’t believe it’s raining again,” groaned Jake. He pulled his coat tighter and stomped through the puddles.</i></p> <ul style="list-style-type: none"> <li>• Use to immediately grab the reader’s attention with character action or emotion.</li> </ul> <p><b>Embedding Direct Speech</b><br/>Place direct speech <b>within the middle</b> of the paragraph.<br/><b>Example:</b><br/><i>The forest was dark and damp. “Watch your step,” whispered Ava, “or we’ll lose the path.” They walked on cautiously, keeping close together.</i></p> <ul style="list-style-type: none"> <li>• Helps mix dialogue with setting, action, or description.</li> </ul> <p><b>Ending with Direct Speech</b><br/>Build up the action or description and then finish with speech.<br/><b>Example:</b><br/><i>The dragon swooped lower, its wings brushing the treetops. Flames lit up the sky. “Run!” shouted Leo.</i></p> <ul style="list-style-type: none"> <li>• Good for creating tension, surprise, or action at the end of a paragraph.</li> </ul> |

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| <p><b>5.10</b></p> | <p>To expand on direct speech with narrative to advance the plot</p>        | <p><b>add description, action or internal thought</b> before, between, or after lines of direct speech so the story moves forward naturally. Direct speech helps us hear the characters.</p> <p><b>Narrative around the speech</b> tells us:</p> <ul style="list-style-type: none"> <li>• What they're doing</li> <li>• What they're thinking or feeling</li> <li>• What happens next</li> </ul> <p>This makes the story more exciting and complete.</p> <p><b>Speech with narrative after</b></p> <p>"We have to hide now," whispered Ella.<br/>She grabbed Sam's hand and pulled him behind the old shed, heart thudding in her chest.</p> <p>◆ <b>The narrative shows action</b> and builds tension.</p> <p><b>Narrative between speech</b></p> <p>"I don't trust him," said Lucas.<br/>He looked towards the door, checking it was shut tight.<br/>"He's hiding something."</p> <p>◆ <b>The narrative adds detail</b> and character suspicion, moving the story forward</p> <p><b>Speech with internal thoughts and action</b></p> <p>"It's my turn," muttered Jaya.<br/>She stepped forward, nerves fluttering in her stomach. What if she got it wrong in front of everyone?</p> <p>◆ <b>Narrative adds thoughts and emotion</b>, building character and tension.</p> |
| <p><b>5.11</b></p> | <p>Identify and write ellipsis as a stop mark and an incomplete thought</p> | <p>An <b>ellipsis</b> is three dots: ...<br/>It's used in writing to <b>show a pause, an unfinished thought, or something left out.</b></p> <p><b>As a Stop Mark (Pause or Trail Off)</b></p> <p>◆ Used when a sentence <b>trails off</b> or shows hesitation.</p> <p><b>Examples:</b></p>  |

|          |   | <ul style="list-style-type: none"> <li>• “I was going to say something, but now I’m not sure...”</li> <li>• “I think we should go, before it’s too late...”</li> </ul> <p>Use it to create mystery, tension or show a character thinking.</p> <p><b>For an Incomplete Thought</b></p> <p>◆ Shows a <b>thought or sentence left unfinished</b> on purpose.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “If only he had turned around...”</li> <li>• “I was almost there when...”</li> </ul> <p>Often used in suspense stories or when a speaker is interrupted or unsure.</p>                       |         |                       |          |                                    |
|----------|---|---|---------|-----------------------|----------|------------------------------------|
| 5.12     | Identify and write ellipsis as a pause                      | <p>When used as a <b>pause</b>, it shows:</p> <ul style="list-style-type: none"> <li>• <b>hesitation</b></li> <li>• <b>uncertainty</b></li> <li>• <b>dramatic effect</b></li> </ul> <p><b>Hesitation in dialogue:</b></p> <p>“I think we should... maybe wait a bit longer,” said Lily.</p> <p><b>Pausing for dramatic effect:</b></p> <p>He opened the box slowly... and gasped.</p>   |         |                       |          |                                    |
| 5.13     | To identify and write conjunctive adverbs to open sentences | <p>A <b>conjunctive adverb</b>:</p> <ul style="list-style-type: none"> <li>• <b>Links two ideas</b></li> <li>• <b>Adds meaning</b> (e.g. time, contrast, cause, result)</li> <li>• Is usually followed by a <b>comma</b> when it opens a sentence</li> </ul> <table border="1" data-bbox="831 1305 1664 1390"> <thead> <tr> <th data-bbox="831 1305 1072 1350">Purpose</th> <th data-bbox="1072 1305 1664 1350">Example Words/Phrases</th> </tr> </thead> <tbody> <tr> <td data-bbox="831 1350 1072 1390">Addition</td> <td data-bbox="1072 1350 1664 1390"><i>Also, furthermore, moreover</i></td> </tr> </tbody> </table> | Purpose | Example Words/Phrases | Addition | <i>Also, furthermore, moreover</i> |
| Purpose  | Example Words/Phrases                                       |   |         |                       |          |                                    |
| Addition | <i>Also, furthermore, moreover</i>                          |   |         |                       |          |                                    |

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|                     |  | <table border="1"> <tr> <td><b>Contrast</b></td> <td><i>However, nevertheless, instead</i></td> </tr> <tr> <td><b>Cause/Effect</b></td> <td><i>Therefore, as a result, consequently</i></td> </tr> <tr> <td><b>Time/Order</b></td> <td><i>Meanwhile, then, next, eventually</i></td> </tr> <tr> <td><b>Example</b></td> <td><i>For example, for instance</i></td> </tr> </table>  | <b>Contrast</b>   | <i>However, nevertheless, instead</i> | <b>Cause/Effect</b> | <i>Therefore, as a result, consequently</i> | <b>Time/Order</b> | <i>Meanwhile, then, next, eventually</i> | <b>Example</b> | <i>For example, for instance</i> |  |  |
| <b>Contrast</b>     | <i>However, nevertheless, instead</i>  |   |   |                                       |                     |   |                   |  |                |                                  |  |  |
| <b>Cause/Effect</b> | <i>Therefore, as a result, consequently</i>  |   |   |                                       |                     |   |                   |  |                |                                  |  |  |
| <b>Time/Order</b>   | <i>Meanwhile, then, next, eventually</i>   |   |   |                                       |                     |   |                   |  |                |                                  |  |  |
| <b>Example</b>      | <i>For example, for instance</i>   |   |   |                                       |                     |   |                   |  |                |                                  |  |  |
| <p><b>5.14</b></p>  | <p>To identify and write conjunctive adverbs after semi-colons to combine and then link two main clauses</p> | <p><b>Structure of the Sentence</b><br/> <b>Main clause; conjunctive adverb , main clause.</b></p> <p><b>Conjunctive adverb - Follows a semi-colon (;) and is followed by a comma (,)</b></p> <ul style="list-style-type: none"> <li>• <i>The sun had already set; nevertheless, the team kept hiking.</i></li> <li>• <i>I had never visited the museum; moreover, I didn't know it was free.</i></li> <li>• <i>She trained hard for the race; therefore, she won with ease.</i></li> <li>• <i>We had planned to go out; however, the storm changed our minds.</i></li> </ul> |   |                                       |                     |   |                   |  |                |                                  |  |  |
| <p><b>5.15</b></p>  | <p>Identify and write an introductory paragraph in expository writing</p>                                    |   | <p>Expository writing is <b>non-fiction writing</b> that explains, informs, or describes something clearly. An <b>introductory paragraph</b> is the <b>first paragraph</b> that:</p> <ul style="list-style-type: none"> <li>• Introduces the <b>topic</b></li> <li>• States the <b>main idea</b></li> <li>• Hooks the reader with an interesting fact or question</li> <li>• Gives a hint of what the rest of the writing will be about</li> </ul> <p><b>structure of an Introductory Paragraph</b></p> <ol style="list-style-type: none"> <li>1. <b>Hook</b> – grabs the reader's attention (fact, question, or bold statement)</li> </ol> |                                       |                     |   |                   |  |                |                                  |  |  |

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|                    |  | <p>2. <b>Topic Statement</b> – clearly states what the text will explain</p> <p>3. <b>Overview</b> – gives a general idea of what’s to come</p> <p>4.</p> <p><b>Example (Topic: Why Bees Are Important)</b></p> <p><i>Did you know that bees help make one in every three bites of food you eat? These tiny insects are more important than most people realise. This explanation will show how bees help plants grow, why they are in danger, and what we can do to protect them.</i></p>   |
| <p><b>5.16</b></p> | <p>Identify and write a concluding paragraph in expository writing</p> | <p>A <b>concluding paragraph</b> is the <b>final paragraph</b> in expository writing. It:</p> <ul style="list-style-type: none"> <li>• <b>Summarises</b> the main points</li> <li>• <b>Restates</b> the topic or main idea in a new way</li> <li>• <b>Ends</b> the text clearly and neatly</li> <li>• Sometimes leaves the reader with a <b>final thought</b> or <b>call to action</b></li> </ul> <p><b>Structure of a Concluding Paragraph</b></p> <ul style="list-style-type: none"> <li>• <b>Restate the topic or main idea</b></li> <li>• <b>Summarise</b> the key points</li> <li>• <b>Give a final thought</b> (e.g. advice, opinion, or encouragement)</li> </ul> <p><b>Example (Topic: Why Bees Are Important)</b></p> <p>In conclusion, bees are essential to the environment and our food supply. They pollinate plants, support ecosystems and help grow the food we eat. We must work together to protect bees before it's too late.</p> |
| <p><b>5.17</b></p> | <p>Identify and write similes</p>                                      | <p>A <b>simile</b> is a type of descriptive language that <b>compares two things</b> using the words "<b>like</b>" or "<b>as</b>". It helps the reader <b>imagine</b> what something is like by comparing it to something familiar.</p> <p><b>As</b> + adjective + <b>as</b> something</p> <p><i>The boy was as brave as a lion.</i></p>   |

|      |                                    |   |
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|      |                                    | <p><b>Like</b> + noun/verb phrase<br/> <i>Her hair flowed like a river.</i></p>   |
| 5.18 | Identify and write metaphor        | <p>A <b>metaphor</b> is a figure of speech that describes something by <b>saying it is something else</b> — even when it isn't literally true.</p> <ul style="list-style-type: none"> <li>◆ Metaphors <b>do not use</b> the words "like" or "as" (that would be a <b>simile</b>).</li> <li>◆ Instead, a metaphor makes the comparison <b>directly</b>, helping the reader picture something in a new or powerful way.</li> </ul> <p><b>Structure of a Metaphor</b></p> <ul style="list-style-type: none"> <li>• <b>Subject + verb (is/was/are) + noun or phrase</b></li> </ul> <p><i>The clouds <b>were ghosts drifting</b> across the sky.</i><br/> <i>Time <b>is a thief</b> that steals our moments.</i></p> |
| 5.19 | Identify and write personification | <p><b>Non-human things</b> that are doing <b>human actions or feelings</b>.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <b>The wind whispered</b> through the trees.<br/> → Wind can't whisper like people do.</li> <li>• <b>The angry storm</b> pounded the roof.<br/> → A storm can't be "angry," but we describe it that way to create an image.</li> </ul>  |

| Year 6 |  | Examples  |
|--------|--|---|
| 6.1    | Identify and write multi-clause compound sentences joined with two different coordinating conjunctions | <p><b>Coordinating Conjunctions (FANBOYS):</b><br/>- for, and, nor, but, or, yet, so</p> <p><b>Examples of Multi-Clause Compound Sentences</b><br/>Each example below has <b>three main clauses</b> joined by <b>two different coordinating conjunctions</b>.</p> <p><b>Example 1:</b><br/><b>I wanted to go swimming but the pool was closed so I went for a run instead.</b></p> <ul style="list-style-type: none"> <li>• Clauses: <ol style="list-style-type: none"> <li>1. I wanted to go swimming</li> <li>2. the pool was closed</li> <li>3. I went for a run instead</li> </ol> </li> <li>• Coordinating conjunctions: <b>but, so</b></li> </ul> <p><b>Example 2:</b><br/><b>She finished her homework and she cleaned her room but she forgot to walk the dog.</b></p> <ul style="list-style-type: none"> <li>• Clauses: <ol style="list-style-type: none"> <li>1. She finished her homework</li> <li>2. she cleaned her room</li> <li>3. she forgot to walk the dog</li> </ol> </li> <li>• Coordinating conjunctions: <b>and, but</b></li> </ul> |
| 6.2    | Identify and write multi-clause complex sentences joined with two different subordinating conjunctions | <p><b>Subordinating Conjunctions (used to add a subordinate clause):</b><br/>- <i>because, although, when, if, since, while, unless, even though, before, after</i></p> <p><b>Examples of Multi-Clause Complex Sentences (with two different subordinating conjunctions):</b></p> <p><b>Example 1:</b></p>  |

|                   |  |   |
|-------------------|--|---|
|                   |  | <p><b>Although it was raining, we went outside because we had football practice.</b></p> <ul style="list-style-type: none"> <li>• Main clause: we went outside</li> <li>• Subordinate clause 1: Although it was raining</li> <li>• Subordinate clause 2: because we had football practice</li> <li>• Subordinating conjunctions: <b>although, because</b></li> </ul> <p><b>Example 2:</b></p> <p><b>If you work hard, you will improve, even though it might take time.</b></p> <ul style="list-style-type: none"> <li>• Main clause: you will improve</li> <li>• Subordinate clause 1: If you work hard</li> <li>• Subordinate clause 2: even though it might take time</li> <li>• Subordinating conjunctions: <b>if, even though</b></li> </ul>   |
| <p><b>6.3</b></p> | <p>Identify and write multi-clause complex sentences joined with one subordinating conjunction and one co-ordinating conjunction</p> | <p><b>Multi-Clause Complex Sentence must contain:</b></p> <ul style="list-style-type: none"> <li>• At least one main clause (makes sense on its own)</li> <li>• At least one subordinate clause (depends on the main clause to make sense)</li> <li>• 1 subordinating conjunction (e.g. because, if, although, when, since, unless, even though)</li> <li>• 1 coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so)</li> </ul> <p><b>Although the road was icy, we drove slowly, and we arrived safely.</b></p> <ul style="list-style-type: none"> <li>• <b>Subordinating conjunction:</b> although</li> <li>• <b>Coordinating conjunction:</b> and</li> <li>• <b>Clauses:</b> <ol style="list-style-type: none"> <li>1. Although the road was icy (<i>subordinate clause</i>)</li> <li>2. we drove slowly (<i>main clause</i>)</li> <li>3. we arrived safely (<i>main clause</i>)</li> </ol> </li> </ul> <p><b>We cancelled the trip because it was snowing, but we still had fun at home.</b></p> <ul style="list-style-type: none"> <li>• <b>Subordinating conjunction:</b> because</li> </ul> |

|            |   |   |
|------------|---|---|
|            |   | <ul style="list-style-type: none"> <li>• <b>Coordinating conjunction:</b> but</li> <li>• <b>Clauses:</b> <ol style="list-style-type: none"> <li>1. We cancelled the trip (<i>main clause</i>)</li> <li>2. because it was snowing (<i>subordinate clause</i>)</li> <li>3. we still had fun at home (<i>main clause</i>)</li> </ol> </li> </ul>   |
| <b>6.4</b> | Identify and write a combination of sentence types to avoid repetition      |   |
| <b>6.5</b> | Identify and write simple sentences to enhance the mood and/or add emphasis | <p>Simple sentences are <b>short and powerful</b>.<br/>They can:</p> <ul style="list-style-type: none"> <li>• Add <b>dramatic effect</b></li> <li>• Create <b>tension or suspense</b></li> <li>• Show <b>strong emotion</b></li> <li>• Emphasise a key moment or idea</li> <li>•</li> </ul> <p><b>Examples That Add Mood or Emphasis</b></p> <ol style="list-style-type: none"> <li>1. <b>He was gone.</b><br/>→ <i>Emphasises shock or loss</i></li> <li>2. <b>It was silent.</b><br/>→ <i>Builds suspense</i></li> <li>3. <b>She smiled.</b><br/>→ <i>Highlights a turning point or feeling</i></li> <li>4. <b>I couldn't move.</b><br/>→ <i>Creates fear or tension</i></li> </ol> |
| <b>6.6</b> | Identify and use colons to introduce lists                                  | <p>A <b>colon ( : )</b> is a punctuation mark used to:</p> <ul style="list-style-type: none"> <li>• Introduce a list</li> <li>• Add emphasis</li> <li>• Explain or expand on a statement</li> </ul>   |

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|     |  | <p><b>Rule: Use a colon to introduce a list after a complete sentence.</b></p> <ul style="list-style-type: none"> <li>• <i>I packed everything I needed for the hike: boots, food, water and a raincoat.</i></li> <li>• <i>She has visited three countries: France, Italy and Spain.</i></li> <li>• <i>He brought all the tools: a hammer, nails and a saw.</i></li> </ul>  |
| 6.7 | Identify and use colons to explain             | <p><b>Examples of Colons Used to Explain:</b></p> <ul style="list-style-type: none"> <li>• <b>I had to leave early: I wasn't feeling well.</b><br/>→ The second part explains <b>why</b> the speaker left.</li> <li>• <b>He was nervous: it was his first time on stage.</b><br/>→ The second part gives more detail about <b>his feelings</b>.</li> <li>• <b>There's only one thing I want: peace and quiet.</b><br/>→ The second part tells us <b>what that one thing is</b>.</li> </ul>  |
| 6.8 | Distinguish between active and passive voice   | <p><b>Active Voice</b><br/>The subject <b>does</b> the action.<br/><b>Structure:</b><br/><b>Subject + verb + object</b><br/><b>Example:</b><br/><b><i>The cat chased the mouse.</i></b><br/>→ <i>The cat</i> (subject) is doing the chasing.</p> <p><b>Passive Voice</b><br/>The subject <b>receives</b> the action.<br/><b>Structure:</b><br/><b>Object + form of "to be" + past participle + (by the subject)</b><br/><b>Example:</b><br/><b><i>The mouse was chased by the cat.</i></b><br/>→ <i>The mouse</i> (subject) is not doing anything—<i>it's being chased</i>.</p> |
| 6.9 | Identify and use dashes and ellipses in direct | When writing <b>direct speech</b> , authors use punctuation like <b>dashes</b> and <b>ellipses</b> to show how a  |

|      |   |   |
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|      | speech for characterization   | <p>character <b>speaks</b> — and this reveals their <b>feelings, attitude, or personality.</b></p> <p><b>Dashes (—)</b><br/> <b>Show:</b></p> <ul style="list-style-type: none"> <li>• Sudden interruptions</li> <li>• Abrupt changes in thought</li> <li>• Strong emotions (anger, panic, urgency)</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “Wait—don’t go!” shouted Max.</li> <li>• “I was just—I mean—I didn’t mean to say that!”</li> </ul> <p><b>Ellipses (...)</b><br/> <b>Show:</b></p> <ul style="list-style-type: none"> <li>• Pauses</li> <li>• Uncertainty or hesitation</li> <li>• A trailing off in speech</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “I think we should... maybe turn back,” whispered Lucy.</li> <li>• “I don’t know... it just feels... wrong.”</li> </ul> <p><b>Direct Speech Examples with Characterization</b></p> <ol style="list-style-type: none"> <li>1. “I told you—stop touching that!” snapped Mum.<br/>→ <i>Mum is angry and abrupt.</i></li> <li>2. “I was going to tell you, but... I got scared,” said Tom.<br/>→ <i>Tom is nervous or guilty.</i></li> </ol> |
| 6.10 | Identify and write non-standard English in direct speech for characterization | <p><b>Non-standard English</b> includes words, grammar, or phrases that are <b>not considered formal or “correct” in standard writing.</b> However, authors often use it <b>in direct speech</b> to:</p> <ul style="list-style-type: none"> <li>• Make characters sound <b>realistic</b></li> <li>• Show <b>where they’re from</b></li> <li>• Reveal their <b>background, age, or attitude</b></li> </ul>   |

**Examples of Non-Standard English in Direct Speech**

|                                |                             |
|--------------------------------|-----------------------------|
| <b>Standard English</b>        | <b>Non-Standard English</b> |
| "I don't know."                | "I dunno."                  |
| "I'm not going."               | "I ain't goin'."            |
| "Do you want to come with me?" | "You wanna come with me?"   |
| "He isn't here, is he?"        | "He ain't here, is he?"     |

**Example in Context**  
*"I ain't done nothin' wrong!" shouted the boy, folding his arms.*  
 → This shows the character might be defensive, working class, or using a casual dialect.

**6.11** Identify and write conjunctive adverbs to link paragraphs

A **conjunctive adverb** is a word or phrase that **connects ideas between sentences or paragraphs** and shows the relationship between them.  
 They help your writing **flow** and show how ideas are **linked** — like cause and effect, contrast, or time.

**Common Conjunctive Adverbs**

| To Show Addition | To Show Contrast  | To Show Cause/Effect | To Show Time/Order |
|------------------|-------------------|----------------------|--------------------|
| furthermore      | however           | therefore            | meanwhile          |
| in addition      | on the other hand | as a result          | afterwards         |
| also             | nevertheless      | thus                 | Eventually         |

**Example of a Paragraph Link**

**Paragraph 1 Ending:**

The weather was getting worse and we were already soaking wet.

**Paragraph 2 Starting with a Conjunctive Adverb:**

**Nevertheless**, we pushed on through the storm, determined to reach the cabin before dark.

**6.12** Identify and write cohesive paragraphs where the topic sentence links to the preceding concluding sentence

A **cohesive paragraph**:

- Has a **clear topic sentence** (introduces the main idea)
- Includes **supporting details or examples**
- Ends with a **concluding sentence** that links back to the topic
- All parts of the paragraph work **together smoothly**

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|      |  | <p><b>Example of a Cohesive Paragraph</b></p> <p><b>Topic sentence:</b><br/> <b>Rainforests are some of the most important ecosystems on Earth.</b><br/> They provide homes for thousands of species, help regulate the planet’s climate, and produce a large amount of the oxygen we breathe. Without rainforests, many living things — including humans — would be affected.</p> <p><b>Concluding sentence:</b><br/> <b>This is why protecting rainforests is vital for the future of our planet.</b><br/> The concluding sentence clearly links back to the idea in the topic sentence.</p>                                      |
| 6.13 | Identify and write single sentence paragraphs to enhance the mood, add emphasis and/or alter the pace of the narrative | <p>A <b>single-sentence paragraph</b> is just what it sounds like — a paragraph made of <b>one powerful sentence</b>.</p> <p>Writers use it to:</p> <ul style="list-style-type: none"> <li>• <b>Emphasise</b> a key moment or idea</li> <li>• <b>Enhance mood</b> (tension, fear, excitement, shock)</li> <li>• <b>Change the pace</b> (speed up or slow down the action)</li> </ul> <p><b>The door creaked open.</b><br/> - Short and tense — builds suspense.</p> <p><b>It was gone.</b><br/> - Shocking. The reader pays attention.</p> <p><b>Everything changed in that moment.</b><br/> - Adds drama and emotional weight.</p> |
| 6.14 | Identify and write anaphora  | <p><b>Anaphora</b> is when the <b>same word or phrase is repeated at the beginning of two or more sentences or clauses</b>.</p> <p>Writers use it to:</p> <ul style="list-style-type: none"> <li>• Add <b>emphasis</b></li> <li>• Create <b>rhythm</b></li> <li>• Make speech or writing more <b>memorable</b></li> <li>• Add <b>emotion</b> or <b>drama</b></li> </ul>   |

|      |                               |   |
|------|-------------------------------|---|
|      |                               | <p><b>Examples of Anaphora</b></p> <ol style="list-style-type: none"> <li>1. <b>I remember</b> the smell of the rain.<br/> <b>I remember</b> the sound of the thunder.<br/> <b>I remember</b> the feeling of fear.</li> </ol> <p>→ “<b>I remember</b>” is repeated to show emotion and focus the reader’s attention.</p> <ol style="list-style-type: none"> <li>2. <b>She didn’t stop running.</b><br/> <b>She didn’t stop crying.</b><br/> <b>She didn’t stop hoping.</b></li> </ol> <p>→ Builds tension and determination.</p> <p><b>Famous Example (Martin Luther King Jr.)</b></p> <p>“<b>I have a dream</b> that one day...</p> <p><b>I have a dream</b> that my four little children...</p> <p><b>I have a dream</b> that one day every valley shall be exalted...”</p> <p>This repetition makes the speech powerful and unforgettable.</p> |
| 6.15 | Identify and write epistrophe | <p><b>Epistrophe</b> is when the <b>same word or phrase is repeated at the end of two or more sentences or clauses.</b></p> <p>Writers use it to:</p> <ul style="list-style-type: none"> <li>• Add <b>power and emotion</b></li> <li>• Create <b>emphasis</b></li> <li>• Build <b>rhythm</b> in speech or writing</li> </ul> <p><b>Examples of Epistrophe</b></p> <ol style="list-style-type: none"> <li>1. We will not give up.<br/> They did not give up.<br/> You must not give up.<br/> → “<b>give up</b>” is repeated at the end of each sentence for emphasis.</li> <li>2. I believe in hope.<br/> You live for hope.<br/> We stand with hope.<br/> → “<b>hope</b>” is the repeated word.</li> </ol>  |

### Epistrophe vs Anaphora

| Feature  | Anaphora                              | Epistrophe  |
|----------|---------------------------------------|---|
| Position | Repeats at the <b>beginning</b>       | Repeats at the <b>end</b>                         |
| Example  | " <b>We will win, we will</b> fight." | "They will <b>fight</b> , we must <b>fight</b> ." |

6.16 Identify and write exaggeration

**Exaggeration, or hyperbole, is when a writer makes something sound bigger, better, scarier, or more extreme than it really is.**

Writers use it to:

- Be **funny**
- Create **drama**
- Add **emphasis**
- Show **emotion** (like fear, excitement or frustration)

#### Examples of Exaggeration

1. **I'm so hungry I could eat a horse!**  
→ You can't really eat a horse — it's exaggerated to show how hungry someone is.
2. **It took forever to finish my homework.**  
→ Not literally forever — it just felt like a really long time.
3. **Her scream was loud enough to shatter windows.**  
→ That's not likely true, but it shows how loud it was!

#### How to Spot Exaggeration

Look for:

- Impossible actions (e.g. "ran faster than lightning")
- Extreme amounts (e.g. "a million pieces of paper")
- Unrealistic comparisons (e.g. "taller than a skyscraper")