



## English Progression Map: Composition (based on Pie Corbett's Talk for Writing teaching guide – Updated 2017)

For Transcription see separate Spelling and Handwriting Progression documents.

	EYFS	1	2	3
<b>Text Structure</b>  <b>*NB</b> <b>Narrative writing will also contain shorter pieces e.g., setting/ character description or Short burst writing in response to a picture/film stimulus.</b>	<p>Introduce: <u>Fiction:</u> <b>Planning Tool</b> Story map / mountain <b>Whole class retelling of story.</b></p> <p><b>Understanding of beginning/ middle / end</b>  <b>Retell simple 5-part story:</b>  Once upon a time  First / Then / Next  But  So  Finally..., Happily ever after</p> <p><u>Non-fiction:</u>  <b>Factual writing closely linked to a story.</b></p> <p><b>Simple factual sentences based around a theme.</b></p> <p>Names  Labels  Captions  Lists  Diagrams  Message</p>	<p>Consolidate EYFS list +  Introduce:  <u>Fiction:</u>  <b>Planning Tools:</b>  Story map / mountain  Plan opening around character(s), setting, time of day and type of weather.</p> <p><b>Understanding - 5 parts to a story:</b>  Opening Once upon a time...  Build-up  One day...  Problem / Dilemma Suddenly.../ Unfortunately...  Resolution Fortunately, ...  Ending Finally, ...</p> <p><u>Non-fiction:</u>  <b>Planning tools:</b>  text map / washing line <b>Heading.</b>  <b>Introduction</b>  Opening factual statement  <b>Middle section(s)</b>  Simple factual sentences around a theme.  Bullet points for instructions.  Labelled diagrams  <b>Ending</b>  Concluding sentence.</p>	<p>Consolidate Y1 list +  Introduce:  <u>Fiction:</u>  Secure use of <b>planning tools:</b> Story map / mountain / 'Boxing-up'  Plan opening around character(s), setting, time and type of weather.</p> <p><b>Understanding 5 parts to a story with more complex vocabulary</b>  Opening e.g. In a land far away.... One cold but bright morning...  Build-up e.g. Later that day  Problem / Dilemma e.g. To his amazement  Resolution e.g. As soon as Ending e.g. Luckily, Fortunately, Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> <p><u>Non-Fiction</u>  Secure use of <b>planning tools:</b> Text map / washing line / 'Boxing –up' grid <b>Introduction:</b>  Heading Hook to engage reader Factual statement / definition Opening question.  <b>Middle section(s)</b>  Group related ideas / facts into sections  Subheadings to introduce sentences /sections.  Use of lists – what is needed / lists of steps to be taken.  Bullet points for facts Diagrams  <b>Ending</b>  Make final comment to reader Extra tips! / Did-you-know? facts / True or false?</p> <p><b>The consistent use of present tense versus past tense</b> throughout texts.  Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g., she is drumming, he was shouting)</p>	<p>Consolidate Year 2 list + Introduce:  Introduce:  <u>Fiction:</u>  Secure use of <b>planning tools:</b> Story map /mountain / 'Boxing-up'  Plan opening around character(s), setting, time and type of weather.</p> <p><b>Paragraphs to organise ideas</b> into each story part.</p> <p><b>Extended vocabulary to introduce 5 story parts:</b>  Opening – should include detailed description of setting or characters.  Build-up –build in some suspense towards the problem or dilemma.  Problem / Dilemma –include detail of actions / dialogue.  Resolution - should link with the problem.  Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p> <p><u>Non-Fiction</u>  Secure use of <b>planning tools:</b> e.g., Text map, washing line, 'Boxing –up' grid, story grids <b>Paragraphs</b> to organise ideas around a theme <b>Introduction.</b>  Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....?  <b>Middle Section(s)</b> Group related ideas /facts into paragraphs  Subheadings to introduce sections / paragraphs Topic sentences to introduce paragraphs.  Lists of steps to be taken Bullet points for facts  Flow diagram  Develop <b>Ending</b> Personal response.  Extra information / reminders e.g., Information boxes/ Five Amazing Facts / Wow comment.</p> <p><b>Use of the perfect form of verbs</b> to mark relationships of time and cause e.g. I have written it down so I can check what it said.  Use of <b>present perfect instead of simple past.</b> He has left his hat behind, as opposed to He left his hat behind.</p>

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<b>Sentence Construction</b>	<p><b>Introduce:</b> <b>Simple sentences</b></p> <p><b>Simple Connectives:</b> and who until but</p> <p><b>Say a sentence, write and read it back to check it makes sense.</b></p> <p><b>Compound sentences using (coordinating conjunctions) and / but -'ly' openers</b> Luckily / Unfortunately, <b>'Run'</b> - Repetition for rhythm: e.g. He walked and he walked. <b>Repetition in description</b> e.g. a lean cat, a mean cat</p>	<p>Consolidate EYFS list + <b>Introduce:</b> <b>Types of sentences:</b> Statements, Questions, Exclamations</p> <p><b>Simple Connectives:</b> and, or, but, so, because, so, that, then, that, while, when, where <b>Also, as openers:</b> While... When... Where... <b>- 'ly' openers</b> Fortunately,...Unfortunately, Sadly,... <b>Simple sentences</b> e.g. I went to the park. The castle is haunted.</p> <p><b>Embellished simple sentences using:</b> <b>Adjectives</b> e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts. <b>Compound sentences</b> using coordinating conjunctions and/or/ but/so e.g. The children played on the swings and slid down the slide. Spiders can be small, or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats. <b>Complex sentences: Use of 'who'</b> (relative clause) e.g. Once upon a time there was a little old woman <b>who</b> lived in a forest. There are many children <b>who</b> like to eat ice cream. <b>'Run' - Repetition for rhythm</b> e.g. He walked and he walked, and he walked. <b>Repetition for description</b> e.g., a lean cat, a mean cat a green dragon, a fiery dragon.</p>	<p>Consolidate Y1 list + <b>Introduce:</b> <b>Types of sentences:</b> Statements, Questions, Exclamations, Commands.</p> <p><b>- 'ly' starters</b> e.g. Usually, Eventually, Finally, Carefully, Slowly, ... Vary openers to sentences</p> <p><b>Embellished simple sentences using:</b> <b>Adjectives</b> e.g. The boys peeped inside the dark cave. <b>Adverbs</b> e.g., Tom ran quickly down the hill. <b>Secure use of compound sentences</b> (Coordination) using connectives: and/ or / but / so (coordinating conjunctions) <b>Complex sentences</b> (Subordination) using: <b>Drop in a relative clause:</b> who/which e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly. <b>Additional subordinating conjunctions:</b> what/while/when/where/ because/ then/so that/ if/to/until e.g. While the animals were munching breakfast, two visitors arrived During the Autumn, when the weather is cold, the leaves fall off the trees. Use long and short sentences: long sentences to add description or information. <b>Use short sentences for emphasis.</b> <b>Expanded noun phrases</b> e.g., lots of people, plenty of food List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.</p>	<p>Consolidate Year 2 list + <b>Introduce:</b> <b>Vary long and short sentences:</b> Long sentences to add description or information. Short sentences for emphasis and making key points e.g., Sam was really unhappy. Visit the farm now.</p> <p><b>Embellished simple sentences: (ISPACE)</b> <b>Adverb starters</b> to add detail e.g., Carefully, she crawled along the floor of the cave.... Amazingly, small insects can.... <b>Adverbial phrases</b> used as a 'where', 'when' or 'how' starter (fronted adverbials) A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me. <b>Prepositional phrases</b> to place the action: on the mat; behind the tree, in the air. <b>Compound sentences</b> (Coordination) using connectives: and/ or / but / so / for /nor / yet (coordinating conjunctions) <b>Develop complex sentences</b> (Subordination) with range of <b>subordinating conjunctions.</b> <b>- 'ing' clauses as starters</b> e.g. Sighing, the boy finished his homework. Grunting, the pig lay down to sleep. <b>Drop in a relative clause using</b> who/whom/which/whose/ that e.g. The girl, whom I remember, had long black hair. The boy, whose name is George, thinks he is very brave. The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction. <b>Sentence of 3 for description</b> e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water. <b>Pattern of 3 for persuasion</b> e.g., Visit, Swim, Enjoy! Topic sentences to introduce non-fiction paragraphs e.g., Dragons are found across the world. Dialogue – powerful speech verb e.g., "Hello," she whispered.</p>

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<b>Word Structure / Language</b>	<p><b>Introduce:</b> <b>Determiners</b> the, a, my, your, an, this, that, his, her, their, some, all.</p> <p><b>Prepositions:</b> up, down, in, into, out, to, onto.</p> <p><b>Adjectives</b> e.g., old, little, big, small, quiet</p> <p><b>Adverbs</b> e.g., luckily, unfortunately, fortunately</p> <p><b>Similes</b> – using 'like'</p>	<p>Consolidate EYFS list +</p> <p><b>Introduce:</b> <b>Determiners:</b> the a my your an this that his her their some all lots of many more those these</p> <p><b>Prepositions:</b> inside outside towards across under</p> <p><b>Adjectives to describe</b> e.g. The old house... The huge elephant...</p> <p><b>Alliteration</b> e.g., dangerous dragon slimy snake</p> <p>Similes using as....as... e.g., as tall as a house as red as a radish</p> <p><b>Precise, clear language to give information</b> e.g. First, switch on the red button. Next, wait for the green light to flash...</p> <p><b>Regular plural noun suffixes</b> –s or –es (e.g., dog, dogs; wish, wishes) <b>Suffixes that can be added to verbs</b> (e.g., helping, helped, helper)</p> <p><b>How the prefix un– changes the meaning of verbs and adjectives</b> (negation, e.g., unkind, or undoing, e.g., untie the boat)</p>	<p>Consolidate Y1 list +</p> <p><b>Introduce:</b> <b>Prepositions:</b> behind above along before between after</p> <p><b>Alliteration</b> e.g., wicked witch slimy slugs Similes using...like... e.g., ... like sizzling sausages ...hot like a fire.</p> <p><b>Two adjectives to describe the noun</b> e.g. The scary, old woman... Squirrels have long, bushy tails.</p> <p><b>Adverbs for description</b> e.g., Snow fell gently and covered the cottage in the wood.</p> <p><b>Adverbs for information</b> e.g., Lift the pot carefully onto the tray. The river quickly flooded the town.</p> <p><b>Generalisers for information</b>, e.g. Most dogs.... Some cats.... <b>Formation of nouns using suffixes</b> such as –ness, –er <b>Formation of adjectives using suffixes</b> such as –ful, –less (A fuller list of suffixes can be found in the spelling appendix.)</p> <p><b>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</b></p>	<p>Consolidate Year 2 list+</p> <p><b>Introduce:</b> <b>Determiners</b> a or an according to whether next word begins with a vowel e.g. a rock, an open box</p> <p><b>Prepositions:</b> Next to by the side of In front of during through throughout because of</p> <p><b>Powerful verbs</b> e.g., stare, tremble, slither</p> <p><b>Boastful Language</b> e.g., magnificent, unbelievable, exciting!</p> <p><b>More specific / technical vocabulary to add detail</b> e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately. Drops of rain pounded on the corrugated, tin roof. <b>Nouns formed from prefixes</b> e.g., auto... super...anti...</p> <p><b>Word Families based on common words</b> e.g., teacher –teach, beauty – beautiful Use of</p>
<b>Punctuation</b>	<p><b>Introduce:</b> Finger spaces Full stops Capital letters</p>	<p>Consolidate EYFS list +</p> <p><b>Introduce:</b> <b>Capital Letters: for names and for the personal pronoun I</b></p> <p>Full stops Question marks Exclamation marks Speech bubble Bullet points</p>	<p>Consolidate Y1 list +</p> <p><b>Introduce:</b> <b>Demarcate sentences:</b> Capital letters Full stops Question marks Exclamation marks.</p> <p><b>Commas to separate items in a list</b> Comma after –ly opener e.g., Fortunately.... Slowly....</p> <p>Speech bubbles /speech marks (<b>inverted commas</b>) for direct speech <b>Apostrophes</b> to mark <b>contracted forms</b> in spelling e.g., don't, can't and to mark <b>singular possession</b> e.g., the cat's name</p>	<p>Consolidate Year 2 list+</p> <p><b>Introduce:</b> <b>Colon before a list</b> e.g. What you need:</p> <p><b>Ellipses to keep the reader hanging on.</b> <b>Secure use of inverted commas for direct speech Use of commas after fronted adverbials</b> (e.g., Later that day, I heard the bad news.)</p>
<b>Terminology</b> *Use sentence toolkit images to support feature identification and retention of terminology.	<p><b>Introduce:</b> Finger spaces, Letter, Word, Sentence, Full stops, Capital letter, Simile – 'like'</p>	<p>Consolidate EYFS list +</p> <p><b>Introduce:</b> <b>Punctuation, Question mark, Exclamation mark, Speech bubble, Bullet points, Singular/ plural Adjective, Verbs, Connective, Alliteration, Simile – 'as'</b></p>	<p>Consolidate Y1 list +</p> <p><b>Introduce:</b> <b>Apostrophe (contractions and singular possession)</b> <b>Commas for description, 'Speech marks,' Suffix Verb / adverb, Statement question, exclamation Command (Bossy verbs) Tense (past, present, future)</b> I.e., not in bold <b>Adjective / noun, Noun phrases, Generalisers.</b></p>	<p>Consolidate Year 2 list+</p> <p><b>Introduce:</b> <b>Word family, Conjunction, Adverb, Preposition, Direct speech, Inverted commas, Prefix, Consonant/Vowel, Clause, Subordinate clause, Determiner, Synonyms, Relative clause, Relative pronoun, Imperative, Colon for instructions, Subordinating conjunction.</b></p>

	Y4	Y5	Y6
<p><b>Text Structure</b></p> <p><b>*NB</b>  <b>Narrative writing will also contain shorter pieces e.g., setting/ character description or Short burst writing in response to a picture/film stimulus.</b></p>	<p>Consolidate Year 3 list +  <b>Introduce:</b>  <b>Secure use of planning tools:</b> e.g., story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)</p> <p><b>Plan opening using:</b> Description /action.</p> <p><b>Paragraphs:</b> to organise each part of story to indicate a change in place or jump in time  Build in suspense writing to introduce the dilemma.</p> <p><b>Developed 5 parts to story.</b>  <b>Introduction /Build-up / Problem or Dilemma Resolution/ Ending</b>  Clear distinction between resolution and ending.  Ending should include reflection on events or the characters.</p> <p><u><b>Non-Fiction</b></u>  <b>Secure use of planning tools:</b> Text map/ washing line/ 'Boxing –up' grid  <b>Paragraphs</b> to organise ideas around a theme.  Logical organisation  Group related paragraphs  Develop use of a topic sentence  Link information within paragraphs with a range of connectives. Use of bullet points, diagrams  <b>Introduction</b>  <b>Middle section(s)</b>  <b>Ending</b> - could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader.</p> <p><b><i>Appropriate choice of pronoun or noun across sentences to aid cohesion</i></b></p>	<p>Consolidate Year 4 list+  <b>Introduce:</b>  <b>Secure independent use of planning tools:</b> Story Mountain /grids/flow diagrams</p> <p><b>Plan opening using:</b> Description /action/dialogue.</p> <p><b>Paragraphs:</b> Vary connectives within paragraphs to build cohesion into a paragraph  Use change of place, time and action to link ideas across paragraphs.</p> <p><b>Use 5-part story structure.</b>  Writing could start at any of the 5 points. This may include flashbacks.  <b>Introduction</b> –should include action / description -character or setting / dialogue.  <b>Build-up</b> –develop suspense techniques.  <b>Problem / Dilemma</b> –may be more than one problem to be resolved.  <b>Resolution</b> - clear links with dilemma  <b>Ending</b> - character could reflect on events, any changes, or lessons, look forward to the future ask a question.</p> <p><u><b>Non -Fiction</b></u>  Introduce:  <b>Independent planning</b> across all genres and application  Secure use of range of layouts suitable to text.  <b>Structure:</b> Introduction / Middle / Ending  <b>Secure use of paragraphs:</b> Use a variety of ways to open texts and draw reader in and make the purpose clear.  Link ideas within and across paragraphs using a full range of connectives and signposts.  Use rhetorical questions to draw reader in  Express own opinions clearly  Consistently maintain viewpoint.  Summary clear at the end to appeal directly to the reader.</p>	<p>Consolidate Year 5 list+  <b>Secure independent planning across story types using 5-part story structure.</b>  Include suspense, cliff hangers, flashbacks/forwards, time slips.  Start story at any point of the 5-part structure.  Maintain plot consistently working from plan.  <b>Paragraphs</b> -Secure use of linking ideas within and across paragraphs  Secure development of characterisation.</p> <p><u><b>Non-fiction:</b></u>  <b>Secure</b> planning across non-fiction genres and application  Use a variety of text layouts appropriate to purpose.  Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions.  Express balanced coverage of a topic  Use different techniques to conclude texts.  Use appropriate formal and informal styles of writing.  Choose or create publishing format to enhance text type and engage the reader.  Linking ideas across paragraphs using a wider range of <b>cohesive devices:</b> semantic <b>cohesion</b> (e.g., repetition of a <b>word</b> or phrase), grammatical connections (e.g., the <b>use of adverbials</b> such as <b>on the other hand</b>, <b>in contrast</b>, or as a consequence), and <b>elision</b>  Layout devices, such as headings, subheadings, columns, bullets, or tables, to structure text</p>

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<b>Sentence Construction</b>	<p>Consolidate Year 3 list+</p> <p><b>Introduce:</b></p> <p><b>Standard English for verb inflections instead of local spoken forms.</b></p> <p><b>Long and short sentences:</b> long sentences to enhance description or information, short sentences to move events on quickly e.g. It was midnight. It's great fun.</p> <p><b>Secure use of simple / embellished simple sentences.</b></p> <p><b>Secure use of compound sentences</b> (Coordination) using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions)</p> <p><b>Develop complex sentences:</b> (Subordination)</p> <p><b>Main and subordinate clauses</b> with range of subordinating conjunctions.</p> <p><b>Consolidate understanding of fronted adverbials</b> (see adverb starters, Year 3, plus ending -ly below) (ISPACE)</p> <p><b>Start with a simile</b> e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</p> <p><b>-'ed' clauses as starters</b> e.g., Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</p> <p><b>Expanded -'ing' clauses as starters</b> e.g., Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</p> <p><b>-'ly' phrases</b> as starters e.g. Unfortunately, no chocolate biscuits remained.</p> <p><b>Drop in -'ing' clause</b> e.g., Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</p> <p><b>Sentence of 3 for action</b> e.g., Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.</p> <p><b>Repetition to persuade</b> e.g., Find us to find the fun.</p> <p><b>Dialogue - verb + adverb</b> - "Hello," she whispered, shyly.</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition.</p>	<p>Consolidate Year 4 list+</p> <p><b>Introduce:</b></p> <p><b>Relative clauses beginning with</b> who, which, that, where, when, whose or an omitted relative pronoun.</p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences.</b></p> <p><b>Develop complex sentences: (Subordination)</b></p> <p><b>Main and subordinate clauses</b> with full range of conjunctions</p> <p><b>Expanded -ed clauses</b> as starters e.g., Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</p> <p><b>Elaboration of starters using adverbial phrases</b> e.g., Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</p> <p><b>Drop in -'ed' clause</b> e.g., Poor Tim, exhausted by so much effort, ran home. The lesser-known Bristol dragon, recognised by purple spots, is rarely seen.</p> <p><b>Sentence reshaping techniques</b> e.g., lengthening or shortening sentence for meaning and /or effect.</p> <p><b>Moving sentence chunks (how, when, where) around for different effects</b> e.g. The siren echoed loudly .... through the lonely streets ....at midnight</p> <p><b>Use of rhetorical questions</b></p> <p><b>Stage directions in speech</b> (speech + verb + action) e.g., "Stop!" he shouted, picking up the stick and running after the thief.</p> <p><b>Indicating degrees of possibility using modal verbs</b> (e.g., might, should, will, must) or adverbs (perhaps, surely).</p>	<p>Consolidate Year 5 list+</p> <p><b>Secure use of simple / embellished simple sentences.</b></p> <p><b>Secure use of compound sentences</b></p> <p><b>Secure use of complex sentences:</b> (Subordination) <b>Main and subordinate clauses</b> with full range of conjunctions</p> <p><b>Active and passive verbs</b> to create effect and to affect presentation of information e.g., Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom. Active: The class heated the water. Passive: The water was heated.</p> <p>Developed use of <b>rhetorical questions</b> for persuasion</p> <p><b>Expanded noun phrases</b> to convey complicated information concisely (e.g., the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? or the use of the <b>subjunctive</b> in some very formal writing and speech) as in If I were you.</p>

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<b>Word Structure / Language</b>	Consolidate Year 3 list+ <b>Introduce:</b> <b>Prepositions</b> at underneath since towards beneath beyond <b>Conditionals</b> - could, should, would <b>Comparative and superlative</b> adjectives e.g., small...smaller...smallest good...better...best <b>Proper nouns</b> (refers to a particular person or thing e.g., Monday, Jessica, October, England) <b>The grammatical difference between plural and possessive – s</b> Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g., we were instead of we was, or I did instead of I done)	Consolidate Year 4 list+ <b>Introduce:</b> <b>Metaphor</b> <b>Personification</b> <b>Onomatopoeia</b> <b>Empty words</b> e.g., someone, somewhere was out to get him Developed use of <b>technical language</b> . Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using suffixes (e.g. – ate; –ise; –ify) <b>Verb prefixes</b> (e.g., dis–, de–, mis–, over– and re–)	<b>Consolidate Year 5 list+</b>  Build in literary feature to create effects e.g., alliteration, onomatopoeia, similes, metaphors.  The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g., said versus reported, alleged, or claimed in formal speech or writing)  How words are related as synonyms and antonyms e.g., big/ large / little
<b>Punctuation</b>	Consolidate Year 3 list+ <b>Introduce:</b> <b>Commas</b> to mark clauses and to mark off <b>fronted adverbials</b> . <b>Full punctuation for direct speech:</b> Each new speaker on a new line Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella! <b>Apostrophes</b> to mark singular and <b>plural possession</b> (e.g., the girl's name, the boys' boots) as opposed to s to mark a plural	Consolidate Year 4 list+ <b>Introduce:</b> <b>Rhetorical question</b> <b>Dashes Brackets/dashes/commas for parenthesis</b> <b>Colons</b> <b>Use of commas to clarify meaning or avoid ambiguity</b>	Consolidate Year 5 list + Use of the semi-colon, colon, and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma. Use of colon to introduce a list and semi-colons within lists. <b>Punctuation</b> of bullet points to list information. How hyphens can be used to avoid ambiguity (e.g., man eating shark versus man-eating shark, or recover versus re-cover)
<b>Terminology</b>  *Use sentence toolkit images to support feature identification and retention of terminology	Consolidate previous years + <b>Introduce:</b> <b>Pronoun</b> <b>Possessive pronoun</b> <b>Adverbial</b> <b>Fronted adverbial</b> <b>Apostrophe – plural possession</b>	Consolidate previous years + <b>Introduce:</b> <b>Relative clause/ pronoun</b> <b>Modal verb</b> <b>Parenthesis</b> <b>Bracket- dash</b> <b>Determiner</b> <b>Cohesion</b> <b>Ambiguity</b> <b>Metaphor</b> <b>Personification</b> <b>Onomatopoeia</b> <b>Rhetorical question</b>	Consolidate previous years + <b>Introduce:</b> <b>Active and passive voice</b> <b>Subject and object</b> <b>Hyphen</b> <b>Synonym, antonym</b> <b>Colon/ semi-colon</b> <b>Bullet points</b> <b>Ellipsis</b> <b>Subjunctive</b> <b>Tense: present and past progressive; present perfect; past perfect</b>

## Sentence Toolkit





# English Progression Map: Composition (based on Pie Corbett's Talk for Writing teaching guide – Updated 2017)

For Transcription see separate Spelling and Handwriting Progression documents.

Grammar and Punctuation Years 1 to 6 (Primary Curriculum - Draft) on one sheet. PrimaryTools.co.uk

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Regular <b>plural noun suffixes</b> –s or –es (e.g. dog, dogs; wish, wishes)	How <b>words</b> can combine to make <b>sentences</b>	Sequencing <b>sentences</b> to form short narratives	Separation of <b>words</b> with spaces	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
<b>Suffixes</b> that can be added to <b>verbs</b> (e.g. helping, helped, helper)	How <b>and</b> can join <b>words</b> and join <b>sentences</b>	The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts	Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. unkind, or undoing, e.g. untie the boat)	<b>Subordination</b> (using when, if, that, or because) and <b>co-ordination</b> (using or, and, or but)	Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. she is drumming, he was shouting)	Capital letters for names and for the personal <b>pronoun I</b>	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause
Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er	Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)	Introduction to paragraphs as a way to group related material	Capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	pronoun, possessive pronoun, adverbial
Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less (A fuller list of <b>suffixes</b> can be found in the spelling annex.)	<b>Sentences</b> with different forms: statement, question, exclamation, command	Headings and sub-headings to aid presentation	Commas to separate items in a list	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity
Use of the <b>suffixes</b> –er and –est to form comparisons of <b>adjectives</b> and <b>adverbs</b>	Expressing time and cause using <b>conjunctions</b> (e.g. when, before, after, while, because), <b>adverbs</b> (e.g. then, next, soon, so), or <b>prepositions</b> (e.g. before, after, during, in, because of)	Use of the <b>perfect</b> form of <b>verbs</b> to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)	<b>Apostrophes</b> to mark contracted forms in spelling	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points
Formation of <b>nouns</b> using a range of <b>prefixes</b> , such as super-, anti-, auto-	Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition	Use of paragraphs to organise ideas around a theme	Introduction to speech marks to punctuate direct speech	
Use of the <b>determiners</b> a or an according to whether the next <b>word</b> begins with a consonant or a vowel (e.g. a rock, an open box)	Fronted <b>adverbials</b>	Appropriate choice of <b>pronoun</b> or <b>noun</b> across <b>sentences</b>	Use of speech marks to <b>punctuate</b> direct speech	
<b>Word families</b> based on common words	<b>Relative clauses</b> beginning with who, which, where, why, or whose	Devices to build <b>cohesion</b> within a paragraph (e.g. then, after that, this, firstly)	<b>Apostrophes</b> to mark singular and <b>plural</b> possession (e.g. the girl's name, the boys' boots)	
The grammatical difference between <b>plural</b> and <b>possessive</b> –s	Indicating degrees of possibility using <b>modal verbs</b> (e.g. might, should, will, must) or <b>adverbs</b> (e.g. perhaps, surely)	Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	Use of commas after fronted <b>adverbials</b> (e.g. Later that day, I heard the bad news.)	
Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	Use of the <b>passive voice</b> to affect the presentation of information in a <b>sentence</b> (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)	Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : semantic <b>cohesion</b> (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence), and <b>elision</b> .	Brackets, dashes or commas to indicate parenthesis	
Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. –ate; –ise; –ify)	Expanded <b>noun</b> phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)	Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of commas to clarify meaning or avoid ambiguity	
<b>Verb prefixes</b> (e.g. dis-, de-, mis-, over- and re-)	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the <b>subjunctive</b> in some very formal writing and speech)		Use of the semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma.	
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)			<b>Punctuation</b> of bullet points to list information	
			How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man eating shark, or recover versus re-cover)	

All terms in bold should be understood with the meanings set out in the glossary.

Key:	
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	