



# Roade Primary School Teaching Guide for Progression in Vocabulary, Grammar and Punctuation

## Reception

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Introduce:</b> <b>Simple sentences</b></p> <p><b>Simple conjunctions:</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 connectives (coordinating conjunctions)</b> and / but <b>-ly openers</b> e.g. Luckily / Unfortunately,</p> <p><b>‘Run’ – Repetition for rhythm: e.g.</b> He walked and he walked</p> <p><b>Repetition in description e.g.</b> a lean cat, a mean cat</p>	<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>Introduce:</b> Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p><b>Introduce:</b> Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p>

Sentence Construction	Word Structure / Language	Punctuation	Terminology
Repetition in description	<b>Adverbs</b> e.g. luckily, unfortunately, fortunately <b>Similes</b> – using 'like'		



# Roade Primary School Teaching Guide for Progression in Vocabulary, Grammar and Punctuation

## Year 1

Note: In the Punctuation and Terminology columns any terms in bold are a statutory requirement of the National Curriculum.

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate Reception list</b> <b>Introduce:</b></p> <p><b>Types of sentences</b> Statements Questions Exclamation</p> <p><b>Simple conjunctions:</b> and or but so because so that then that while when where <b>Also as openers:</b> While... When... Where...</p>	<p><b>Consolidate Reception list</b> <b>Introduce:</b></p> <p><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</b> to describe e.g. The <b>old</b> house... The <b>huge</b> elephant...</p> <p><b>Alliteration</b> e.g. dangerous dragon slimy snake</p>	<p><b>Consolidate Reception list</b> <b>Introduce:</b></p> <p>Capital letters: <b>Capital letters for names</b></p> <p><b>Capital letters for the personal pronoun I</b></p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet point</p>	<p><b>Consolidate:</b></p> <p><b>Finger spaces</b></p> <p><b>Letter</b></p> <p><b>Word</b></p> <p><b>Sentence</b></p> <p><b>Full stops</b></p> <p><b>Capital letter</b></p> <p>Simile – ‘like’</p> <p><b>Introduce:</b></p> <p><b>Punctuation</b></p> <p><b>Question mark</b></p> <p><b>Exclamation mark</b></p> <p>Speech bubble</p>

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>-ly' openers:</b> Fortunately,... Unfortunately,... Sadly,...</p> <p><b>Simple Sentences</b> e.g. I went to the park. The castle is haunted.</p> <p><b>Embellished simple sentences using adjectives</b> e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p> <p><b>Compound sentences</b> using coordinating conjunctions: and/or/but/so e.g. The children played on the swings <b>and</b> slid down the slide. Spiders can be small <b>or</b> they can be large. Charlie hid <b>but</b> Sally found him. It was raining <b>so</b> they put on their coats.</p> <p><b>Complex sentences:</b> <b>Use of 'who' (relative clause)</b> 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.</p>	<p><b>Similes using as...as...</b> 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>Regular <b>plural noun suffixes</b> –s or –es (e.g. dog, dogs; wish, wishes)</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> (e.g. helping, helped, helper)</p> <p>How the <b>prefix</b> un- changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>		<p>Bullet points</p> <p><b>Singular / plural</b></p> <p>Adjective</p> <p>Verbs</p> <p>Connective</p> <p>Conjunction</p> <p>Alliteration</p> <p>Simile – ‘as...as...’</p>

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>'Run' – Repetition for rhythm</b> e.g. He walked and he walked and he walked.</p> <p><b>Repetition for description</b> e.g. a lean cat, a mean cat a green dragon, a fiery dragon</p>			



# Roade Primary School Teaching Guide for Progression in Vocabulary, Grammar and Punctuation

## Year 2

Note: In the Punctuation and Terminology columns any terms in bold are a statutory requirement of the National Curriculum.

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate Year 1 list</b> <b>Introduce:</b></p> <p><b>Types of sentences</b> Statements Questions Exclamation Commands</p> <p><b>-’ly’ starters</b> e.g. Usually, Eventually, Finally, Carefully, Slowly,...</p> <p><b>Vary openers</b> 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.</p> <p><b>Secure use of compound sentences (Coordination)</b> using coordinating conjunctions:</p>	<p><b>Consolidate Year 1 list</b> <b>Introduce:</b></p> <p><b>Prepositions:</b> behind above along before between after</p> <p><b>Alliteration</b> e.g. wicked witch slimy slugs</p> <p><b>Similes using ...like...</b> 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>Consolidate Year 1 list</b> <b>Introduce:</b></p> <p><b>Demarcate sentences:</b> Capital letters</p> <p>Full stops</p> <p>Questions marks</p> <p>Exclamation marks</p> <p><b>Commas</b> to separate items in a list</p> <p><b>Comma</b> after –ly opener e.g. Fortunately,... Slowly,...</p> <p><b>Speech bubbles / speech marks for direct speech</b></p> <p><b>Apostrophes to mark contracted forms in spelling</b> e.g. don’t can’t</p>	<p><b><u>Consolidate:</u></b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Letter</li> <li>• Word</li> <li>• Sentence</li> <li>• Full stops</li> <li>• Capital letter</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• Speech bubble</li> <li>• Bullet points</li> </ul> <p><b>Singular / plural</b></p> <p>Adjective Verbs Connective Conjunction Alliteration Simile – ‘as’ / ‘like’</p>

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Secure use of compound sentences (Coordination)</b> using coordinating conjunctions: and / or / but / so</p> <p><b>Complex sentences (Subordination) using:</b> <b>Drop in a relative clause:</b> <b>who/which</b> e.g. Sam, <b>who</b> was lost, sat down and cried.</p> <p>The Vikings, <b>who</b> came from Scandinavia, invaded Scotland.</p> <p>The Fire of London, <b>which</b> started in Pudding Lane, spread quickly.</p> <p><b>Additional subordinating conjunctions:</b> what / while / when / where / because / then / so that / if / to / until e.g. <b>While</b> the animals were munching breakfast, two visitors arrives. During the Autumn, <b>when</b> the weather is cold, the leaves fall off the trees.</p>	<p><b>Adverbs for information</b> e.g. Lift the pot carefully onto the tray. The river had quickly flooded the town.</p> <p><b>Generalisers for information</b> e.g. Most dogs... Some cats...</p> <p>Formation of <b>nouns</b> using <b>suffixes</b> such as -ness, -er</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as -ful, -less</p> <p>(A fuller list of <b>suffixes</b> can be found in the Scode handbook for Year 2)</p> <p>Use of the suffixes -er and -est to form comparisons of <b>adjectives</b> and <b>adverbs</b>.</p>	<p><b>Apostrophes to mark singular possession</b> e.g. the cat's name</p>	<p><u><b>Introduce:</b></u></p> <p><b>Apostrophe (contraction and singular possession)</b></p> <p><b>Commas</b> for description</p> <p><b>'Speech marks'</b></p> <p><b>Suffix</b></p> <p><b>Verb / adverb</b></p> <p><b>Statement</b> <b>Question</b> <b>Exclamation</b> <b>Command</b> (bossy verb / imperative verb)</p> <p><b>Tense (past, present, future)</b></p> <p><b>Adjective / noun</b></p> <p><b>Noun phrase</b></p> <p>Generalisers</p>

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Use long and short sentences:</b> Long sentences to add description or information. Use short sentences for emphasis.</p> <p><b>Expanded noun phrases</b> e.g. lots of people, plenty of food</p> <p><b>Power of 3 for description</b> e.g. He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.</p>			





# Roade Primary School Teaching Guide for Progression in Vocabulary, Grammar and Punctuation

## Year 3

Note: In the Punctuation and Terminology columns any terms in bold are a statutory requirement of the National Curriculum.

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate Year 2 list</b> <b>Introduce:</b></p> <p><b>Vary long and short sentences:</b> <b>Long sentences</b> to add description or information. <b>Short sentences</b> for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i></p> <p><b>Embellished simple sentences:</b> <b>Adverb starters to add detail</b> e.g. <i>Carefully, she crawled along the floor of the cave....</i> Amazingly, small insects can.... <b>Adverbial phrases</b> used as a 'where', 'when' or 'how' starter <b>(fronted adverbials)</b> <i>A few days ago, we discovered a hidden box.</i> <i>At the back of the eye, is the retina.</i> <i>In a strange way, he looked at me.</i></p>	<p><b>Consolidate Year 2 list</b> <b>Introduce:</b></p> <p><b>Prepositions</b> <i>Next to by the side of</i> <i>In front of during through throughout because of</i></p> <p><b>Powerful verbs</b> e.g. <i>stare, tremble, slither</i></p> <p><b>Boastful Language</b> e.g. <i>magnificent, unbelievable, exciting!</i></p> <p><b>More specific / technical vocabulary to add detail</b> e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i> <i>Drops of rain pounded on the corrugated, tin roof.</i></p>	<p><b>Consolidate Year 2 list</b> <b>Introduce:</b></p> <p><b>Colon</b> before a list e.g. <i>What you need:</i></p> <p><b>Ellipses</b> to keep the reader hanging on</p> <p><b>Secure use of inverted commas for direct speech</b></p> <p>Use of commas after <b>fronted adverbials</b> e.g. <i>Later that day, I heard the bad news.</i></p>	<p><b>Consolidate:</b> <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Letter</li> <li>• Word</li> <li>• Sentence</li> <li>• <b>Statement</b></li> <li>• <b>question</b></li> <li>• <b>exclamation</b></li> <li>• <b>command</b></li> <li>• <b>Full stops</b></li> <li>• <b>Capital letter</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark</b></li> <li>• Speech bubble</li> <li>• 'Speech marks'</li> <li>• Bullet points</li> <li>• <b>Apostrophe (contractions only)</b></li> <li>• <b>Commas for sentence of 3 - description</b></li> </ul> <p><b>Singular/ plural</b> <b>Suffix</b></p> <p><b>Adjective / Noun / Noun phrases</b> <b>Verb / Adverb</b></p>

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Prepositional phrases to place the action:</b> <i>on the mat; behind the tree, in the air</i></p> <p><b>Compound sentences (Coordination)</b> using connectives: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions)</p> <p><b>Develop complex sentences (Subordination)</b> with range of subordinating conjunctions <b>(See Connectives and Sentence Signposts doc.)</b> <b>-‘ing’ clauses as starters</b> e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p> <p><b>Drop in a relative clause using: who/whom/which/whose/ that</b> e.g. <i>The girl, <b>whom</b> I remember, had long black hair.</i> <i>The boy, <b>whose</b> name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, <b>which</b> was finished in 1864, is a popular tourist attraction.</i></p>	<p><b>Nouns formed from prefixes</b> e.g. <i>auto... super...anti...</i></p> <p><b>Word Families based on common words</b> e.g. <i>teacher –teach,</i> <i>beauty – beautiful</i></p> <p><b>Use of determiners a or an according to whether next word begins with a vowel</b> e.g. <i>a rock, an open box</i></p>		<p>Imperative verbs (bossy verbs) <b>Tense (past, present, future)</b> Connective Generalisers</p> <p>Alliteration Simile – ‘as’ / ‘like’</p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Word family</b></li> <li>• <b>Conjunction</b></li> <li>• <b>Adverb</b></li> <li>• <b>Preposition</b></li> <li>• <b>Direct speech</b></li> <li>• <b>Inverted commas</b></li> <li>• <b>Prefix</b></li> <li>• <b>Consonant / Vowel</b></li> <li>• <b>Clause</b></li> <li>• <b>Subordinate clause</b></li> <li>• Determiner</li> <li>• Synonyms</li> <li>• Relative clause</li> <li>• Relative pronoun</li> <li>• Imperative</li> <li>• Colon for instructions</li> </ul>

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Sentence of 3 for description</b> e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i></p> <p><i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p><b>Power of 3 for persuasion</b> e.g. <i>Visit, Swim, Enjoy!</i></p> <p><b>Topic sentences to introduce non-fiction paragraphs</b> e.g. <i>Dragons are found across the world.</i></p> <p><b>Dialogue – powerful speech verb</b> e.g. <i>“Hello,” she whispered.</i></p>			



# Roade Primary School Teaching Guide for Progression in Vocabulary, Grammar and Punctuation

## Year 4

Note: In the Punctuation and Terminology columns any terms in bold are a statutory requirement of the National Curriculum.

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate Year 3 list</b> <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> <b>Long sentences</b> to enhance description or information</p> <p><b>Short sentences</b> to move events on quickly e.g. <i>It was midnight.</i> <i>It's great fun.</i></p> <p><b>Start with a simile</b> e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p><b>Secure use of simple / embellished simple sentences</b></p>	<p><b>Consolidate Year 3 list</b> <b>Introduce:</b></p> <p><b>Prepositions</b> <i>at underneath since towards beneath beyond</i></p> <p><b>Conditionals</b> <i>could, should, would</i></p> <p><b>Comparative and superlative adjectives</b> e.g. <i>small...smaller...smallest good...better...best</i></p> <p><b>Proper nouns</b> – refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p><b>The grammatical difference between plural and possessive –s</b></p>	<p><b>Consolidate Year 3 list</b> <b>Introduce:</b></p> <p><b>Commas</b> to mark clauses and to mark off fronted adverbials</p> <p><b>Full punctuation for direct speech:</b> Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i></p> <p><b>Apostrophes</b> to mark singular and <b>plural possession</b> (e.g. <i>the girl's name, the boys' boots</i>) as opposed to s to mark a plural</p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• <b>Letter</b></li> <li>• <b>Word</b></li> <li>• <b>Sentence</b></li> <li>• <b>Statement question exclamation command</b></li> <li>• <b>Full stops</b></li> <li>• <b>Capital letter</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark</b></li> <li>• Speech bubble</li> <li>• <b>'Speech marks'</b></li> <li>• <b>Direct speech</b></li> <li>• <b>Inverted commas</b></li> <li>• Bullet points</li> <li>• <b>Apostrophe (contractions only)</b></li> <li>• <b>Commas for sentence of 3 – description, action</b></li> <li>• Colon - instructions</li> </ul>

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Secure use of compound sentences (Coordination)</b> using coordinating conjunction <i>and / or / but / so / for / nor / yet</i> (<i>coordinating conjunctions</i>)</p> <p><b>Develop complex sentences: (Subordination)</b>  <b>Main and subordinate clauses</b> with range of subordinating conjunctions.</p> <p><b>-‘ed’ clauses as starters</b> e.g.  <i>Frightened, Tom ran straight home to avoid being caught.</i>  <i>Exhausted, the Roman soldier collapsed at his post.</i></p> <p><b>Expanded -‘ing’ clauses as starters</b> e.g.  <i>Grinning menacingly, he slipped the treasure into his rucksack.</i>  <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p><b>Drop in -‘ing’ clause</b> e.g.  <i>Jane, laughing at the teacher, fell off her chair.</i>  <i>The tornado, sweeping across the city, destroyed the houses.</i></p>	<p>Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p>		<p><b>Singular/ plural Suffix/ Prefix</b>  <b>Word family</b>  <b>Consonant/Vowel</b>  <b>Adjective / noun / noun phrase</b>  <b>Verb / Adverb</b>  Bossy verbs - imperative  <b>Tense (past, present, future)</b>  Connective  <b>Conjunction</b>  <b>Preposition</b>  <b>Determiner/ generaliser</b>  <b>Clause</b>  <b>Subordinate clause</b>  Relative clause  Relative pronoun</p> <p>Alliteration  Simile – ‘as’/ ‘like’  Synonyms</p> <p><b><u>Introduce:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Pronoun</b></li> <li>• <b>Possessive pronoun</b></li> <li>• <b>Adverbial</b></li> <li>• <b>Fronted adverbial</b></li> <li>• <b>Apostrophe – plural possession</b></li> </ul>

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Sentence of 3 for action</b> e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i></p> <p><i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p><b>Repetition to persuade</b> e.g. <i>Find us to find the fun</i></p> <p><b>Dialogue</b> - verb + adverb - <i>“Hello,” she whispered, shyly.</i></p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition</p>			



# Roade Primary School Teaching Guide for Progression in Vocabulary, Grammar and Punctuation

## Year 5

Note: In the Punctuation and Terminology columns any terms in bold are a statutory requirement of the National Curriculum.

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate Year 4 list</b> <b>Introduce:</b></p> <p><b>Relative clauses beginning with</b> <i>who, which, that, where, when, whose</i> 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> <b>Main and subordinate clauses</b> with full range of conjunctions:</p> <p><b>Expanded –ed clauses as starters</b> e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i></p>	<p><b>Consolidate Year 4 list</b> <b>Introduce:</b></p> <p><b>Metaphor</b></p> <p><b>Personification</b></p> <p><b>Onomatopoeia</b></p> <p><b>Empty words</b> e.g. <i>someone, somewhere was out to get him</i></p> <p>Developed use of <b>technical language</b></p> <p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. <i>–ate; –ise; –ify</i>)</p> <p><b>Verb prefixes</b> (e.g. <i>dis–, de–, mis–, over– and re–</i>)</p>	<p><b>Consolidate Year 4 list</b> <b>Introduce:</b></p> <p><b>Rhetorical question</b></p> <p><b>Dashes</b></p> <p><b>Brackets/dashes/commas for parenthesis</b></p> <p><b>Colons</b></p> <p><b>Use of commas to clarify meaning or avoid ambiguity</b></p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• <b>Letter/ Word</b></li> <li>• <b>Sentence</b></li> <li>• <b>Statement question exclamation command</b></li> <li>• <b>Full stops/ Capitals</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark</b></li> <li>• <b>‘Speech marks’</b></li> <li>• <b>Direct speech</b></li> <li>• <b>Inverted commas</b></li> <li>• <b>Bullet points</b></li> <li>• <b>Apostrophe contractions/ possession</b></li> <li>• <b>Commas for sentence of 3 – description, action</b></li> <li>• <b>Colon – instructions</b></li> <li>• <b>Parenthesis / bracket / dash</b></li> </ul>

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Elaboration of starters using adverbial phrases</b> e.g.  <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i>  <i>Throughout the night, the wind howled like an injured creature.</i></p> <p><b>Drop in –‘ed’ clause</b> e.g.  <i>Poor Tim, exhausted by so much effort, ran home.</i>  <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <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.  <i>The siren echoed loudly ....through the lonely streets ....at midnight</i></p> <p><b>Use of rhetorical questions</b></p>			<p><b>Singular/ plural</b>  <b>Suffix/ Prefix</b>  <b>Word family</b>  <b>Consonant/Vowel</b></p> <p><b>Adjective / noun / noun phrase</b>  <b>Verb / Adverb</b>  Bossy verbs - <b>imperative</b>  <b>Tense (past, present, future)</b>  <b>Conjunction / Connective</b>  <b>Preposition</b>  <b>Determiner/ generaliser</b>  <b>Pronoun – relative/ possessive</b>  <b>Clause</b>  <b>Subordinate/ relative clause</b>  <b>Adverbial</b>  <b>Fronted adverbial</b></p> <p>Alliteration  Simile – ‘as’/ ‘like’  Synonyms</p>



Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Stage directions in speech</b> (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i></p> <p><b>Indicating degrees of possibility using modal verbs</b> (e.g. <i>might, should, will, must</i>) or <b>adverbs</b> (<i>perhaps, surely</i>)</p>			<p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Relative clause/ pronoun</b></li> <li>• <b>Modal verb</b></li> <li>• <b>Parenthesis</b></li> <li>• <b>Bracket- dash</b></li> <li>• <b>Determiner</b></li> <li>• <b>Cohesion</b></li> <li>• <b>Ambiguity</b></li> <li>• Metaphor</li> <li>• Personification</li> <li>• Onomatopoeia</li> <li>• Rhetorical question</li> </ul>



# Roade Primary School Teaching Guide for Progression in Vocabulary, Grammar and Punctuation

## Year 6

Note: In the Punctuation and Terminology columns any terms in bold are a statutory requirement of the National Curriculum.

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate Year 5 list</b></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: (Subordination)</b> <b>Main and subordinate clauses</b> with full range of conjunctions:</p> <p><b>Active and passive verbs to create effect and to affect presentation of information</b> e.g. <b>Active:</b> <i>Tom accidentally dropped the glass.</i> <b>Passive:</b> <i>The glass was accidentally dropped by Tom.</i> <b>Active:</b> <i>The class heated the water.</i> <b>Passive:</b> <i>The water was heated.</i></p> <p><b>Developed use of rhetorical questions for persuasion</b></p>	<p><b>Consolidate Year 5 list</b></p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i>)</p> <p>How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p>	<p><b>Consolidate Year 5 list</b></p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma.</p> <p>Use of colon to introduce a list and 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 (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• <b>Letter/ Word</b></li> <li>• <b>Sentence</b></li> <li>• <b>Statement question exclamation command</b></li> <li>• <b>Full stops/ Capitals</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark</b></li> <li>• <b>‘Speech marks’</b></li> <li>• <b>Direct speech</b></li> <li>• <b>Inverted commas</b></li> <li>• <b>Bullet points</b></li> <li>• <b>Apostrophe contractions/ possession</b></li> <li>• <b>Commas for sentence of 3 – description, action, views/opinions, facts</b></li> <li>• <b>Colon – instructions</b></li> <li>• <b>Parenthesis</b></li> <li>• <b>Bracket- dash</b></li> </ul>

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Expanded <b>noun phrases</b> to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</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. <i>He's your friend, isn't he?</i>, or the use of the <b>subjunctive</b> in some very formal writing and speech) as in <i>If I were you.</i></p>			<p><b>Singular/ plural</b>  <b>Suffix/ Prefix</b>  <b>Word family</b>  <b>Consonant/Vowel</b></p> <p><b>Adjective / noun / noun phrase</b>  <b>Verb / Adverb</b>  Bossy verbs - imperative  <b>Tense (past, present, future)</b>  <b>modal verb</b>  <b>Conjunction / Connective</b>  <b>Preposition</b>  <b>Determiner/ generaliser</b>  <b>Pronoun – relative/ possessive</b>  <b>Clause</b>  <b>Subordinate / relative clause</b>  <b>Adverbial</b>  <b>Fronted adverbial</b>  Rhetorical question</p> <p><b>Cohesion</b>  <b>Ambiguity</b>  Alliteration  Simile – 'as' / 'like'  Synonyms  Metaphor  Personification  Onomatopoeia</p>

Sentence Construction	Word Structure / Language	Punctuation	Terminology
			<p><b>Introduce:</b></p> <ul style="list-style-type: none"><li>• Active and passive voice</li><li>• Subject and object</li><li>• Hyphen</li><li>• Synonym, antonym</li><li>• Colon/ semi-colon</li><li>• Bullet points</li><li>• Ellipsis</li></ul>