Year 3	Sentence Structure	Text Structure	Punctuation	Composition
	Vary sentence structure by expressing time and cause using: • **Conjunctions** *(so, when, before, after, while, because)* • **Adverbs** *(then, next, therefore, soon)* • **Prepositions** (*before, during, after, in, because of)* • **Adverbials of time, place and manner** *(at midnight, over the hill)* Consistently use the **past/present tense** including irregular forms. Use **a or an** appropriately. Recognise **simple and compound sentences**, identifying the **main clauses**. Recognise **personal pronouns**.	Correct use of **tenses** throughout a piece of writing. Experiment with **adjectives** to create **impact.** Use **paragraphs** as a way to group related material. Use **headings and subheadings** to aid presentation. Use of the **present perfect form of verbs** instead of the simple past i.e. *He has gone out to play* instead of *He went out to play.*	Use **inverted commas** to punctuate direct speech.	Use **original** similes Set a **mood** Write an **opening** to grab the reader Use **onomatopoeia** Use **sentences of three** e.g. He opened the door, rushed down the path and jumped over the gate Create **double adjective** sentences e.g. The small, plump woman bustled through the colourful, noisy market Create **double more/less** sentences e.g. The more he waited, the more his stomach churned Use **powerful verbs** for action Add **adjectives of condition** e.g. rusty Add **adverbs of manner** (speech and action) Describe through specific **detail** Write in **third person** limited (from one person's point of view)

Editing
- Spelling mistakes corrected (HFWs, homophones, prefixes/suffixes)
- Tense consistency
- Punctuation (CL, full stops, commas in lists and inverted commas)

Up level basic conjunctions to extend sentences; adjectives and noun phrases; verbs for action and adverbs

Year 4	Sentence Structure	Text Structure	Punctuation	Composition
	Vary sentence structure using **different openers** (e.g. using subordinate clauses: *Rooted to the spot/Stumbling through the trees*) Use **fronted adverbials** *(Tears trickling down his face, James closed the door behind him. Later that day, I heard the bad news. Shaking with rage, she banged on the door)* Make appropriate choices of **pronouns** or **nouns** in sentences to avoid ambiguity or repetition, including to identify **possessive pronouns.** **Expanded noun phrases** by the addition of modifying adjectives, nouns and prepositional *phrases (e.g. 'the teacher' expanded to 'the strict Drama teacher with curly hair'.* Identify **determiners** within a sentence. Use **complex sentences** in writing, identifying the subordinate clause.	Use **adverbs** to express **frequency** (e.g. *often)* and **manner** (e.g. (*loudly).* Recognise that that not all **adverbs** end in –ly. Use **adjectival phrases** i.e. 'biting cold wind'. Consistently use 1ˢᵗ, 2ⁿᵈ and 3ʳᵈ **person** correctly. Consistent use of **paragraphs**. Appropriate choice of **noun or pronoun,** within and across sentences to aid cohesion and avoid repetition. Use **conjunctions** to link paragraphs *(however/on the other hand etc)*	Use **commas** to mark clauses. Use of **inverted commas** to punctuate direct speech. Use **apostrophes** for marking plural possession, being able to identify the difference between a plural and possession. Use **commas** after fronted adverbials *(e.g. Later that day, I heard the bad news.)* Use of **inverted commas** and other **speech punctuation** to indicate direct speech *(e.g. a comma used after the reporting clause: The conductor shouted, "Sit down!")*	Build an **image** Use **metaphor** Show **emotion** in writing Add **emotion starters** e.g. Ecstatic, she waved her exam results in the air Use '**3_ed**' sentences e.g. Confused, worried and bewildered, they peered through the trees Address **questions** directly to the reader (when, where, why, who, what, would, was, will, how, what if) e.g. Would you have agreed to such a thing? Use **powerful verbs** for speech Add more **exact adjectives for colours** e.g. russet Add **ing and ed adjectives** e.g. the swooping seagull Remember the '**show don't tell**' rule

Editing
- Corrections to statutory Year 3/4 spelling words
- Tense consistency
- Punctuation (CL including proper nouns, commas after fronted adverbials and to mark pauses and direct speech, apostrophes)

Year 5	Sentence Structure	Text Structure	Punctuation	Composition
	Add **phrases** to make sentences more detailed and precise *(e.g. the extremely poisonous dragon, run as fast as possible, fast-growing fortune.)* Use a range of **sentence openers** consistently, considering their effect. **Link clauses** in sentences using a range of **subordinating and coordinating conjunctions.** Use **relative clauses** beginning with who, which, where, whose or an omitted relative pronoun. Indicate degrees of possibility using **modal verbs** *(e.g. might, should, will, must)* or **adverbs** *(surely, perhaps).* Use **verb phrases** to create subtle differences *(e.g. She began to run/He might have been).* Vary the position of a **clause** within **complex** sentences. Use a full range of sentence structures. Understand and recognise **active** and **passive** voice.	Use **pronouns** to avoid repetition. Use **basic Standard English** i.e. agreement between verb and noun, consistency of tense, avoid double negatives. Use devices to build **cohesion** within a paragraph. Link ideas across paragraphs using **adverbials of time** (later), **place** (nearby) and **number** (secondly). Consistently organise writing into **paragraphs.**	Use **direct and reported** speech. Use **brackets, dashes or commas** to indicate parenthesis. Use **commas** to clarify meaning and avoid ambiguity.	Use **personification** for mood e.g. *The sea whispered against the sand* Add **ed-ing-ly** starters Create **'3 If'** sentences *e.g. If you can offer some time, if you are sociable, if you would like to help others, then call today.* Add **embedded adverbials** *e.g. She banged on the door, shaking with rage, and waited.* Use **rhetorical** sentences Use **asides** to the reader Write in **third person omniscien**t (an all-knowing narrator not only reports the facts but may also interpret events and relate the thoughts and feelings of any character) **Hide details** from the reader **Foreshadow** events Build **tension** Use **adjectives of taste** e.g. bitter Use **repetition** to engage the reader Use **contras**t within and beyond sentences e.g. *Out of the dirty,*

				ramshackle house walked the gleaming silver robot

Editing

- Corrections and use of Year 5/6 statutory spelling words
- Commas to separate clauses
- Direct speech and dialogue punctuation
- Ensuring a variety of sentence types/lengths for effect
- Purposeful up levelling of vocabulary

Correct use of a relative pronouns

Year 6	Sentence Structure	Text Structure	Punctuation	Composition
	Use more than one **subordinate clause** successfully in a complex sentence. Sentence construction manipulated and constructed to add **meaning and create subtle changes** such as the use of speculative and hypothetical language. Use the **passive voice** to effect the presentation of information in a sentence *(e.g. 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken by me').* **Expanded noun phrases** to convey complicated information concisely *(e.g. The fact that it was raining meant it was the end of Sports Day.)* Understand the structures typical of both **formal and informal speech** and the use of the **subjunctive** in some very formal writing and speech *(e.g. If he were to be successful, the matter would be resolved)*	Use entirely **consistent language** linked to the 1st, 2nd and 3rd person. Link ideas across paragraphs using a wide range of cohesive devices: • **Semantic cohesion** – repetition of a word or phrase. • **Grammatical connections** – i.e. the use of adverbials such as 'on the other hand', 'in contrast to'. • **Ellipsis** – omission of a word or phrase. Use of **layout devices** such as headings, subheadings, columns, bullet points or tables to structure text. **Paragraphs** are coherently organised. Use **paragraphs** to signal change in time, scene, action, mood or person. Use the **perfect form** of verbs for effect.	Use a **full range of punctuation** correctly, matched to genre. **Use colons and dashes** to mark the boundary between independent clauses *(description then details) e,g, It's raining: I'm fed up. Chickens are great pets: they are friendly and entertaining to watch and* **semi-colons** (to contrast) *e.g. I like coffee; Jack prefers tea.* Use of a **colon** to introduce a list and **semi-colons** used within lists. Punctuation of **bullet points** to list information. Recognise how **hyphens** can be used to avoid ambiguity *(e.g. man eating shark versus man-eating shark or recover versus re-cover)*	Use **symbolism** in stories and poetry Use **assonance** Use **consonance** Use **hyperbole** e.g. *It is clearly the ultimate in bathroom cleaners.* Make use of **flashbacks** Write in **third person multiple** (several points of view) Establish and maintain a **theme** e.g. *loneliness* Use **adjectives** of smell e.g. *acrid* Create a **subtle** mood

Editing

- Accuracy of Year 5/6 spellings
- Accuracy of the full range of (higher order) punctuation
- Up level genre specific vocabulary
- Correct shifts in formality (contracted forms, passive voice, subjunctive)

Correct use of cohesion (repetition, pronouns, adverbials of time and place, language for effect)