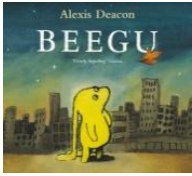
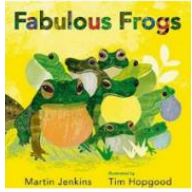

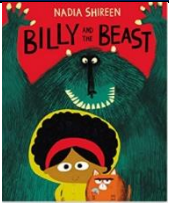


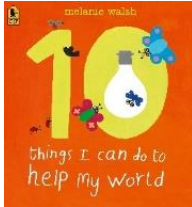
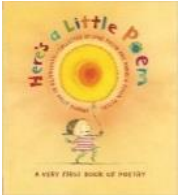
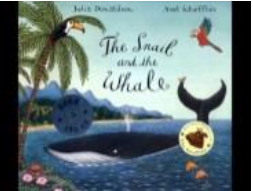
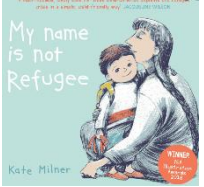
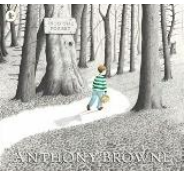


# Lancasterian Primary School

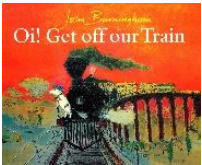
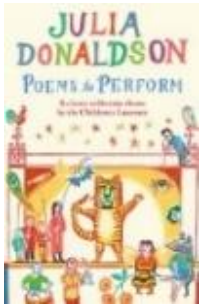
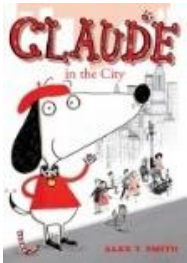
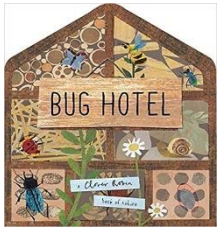

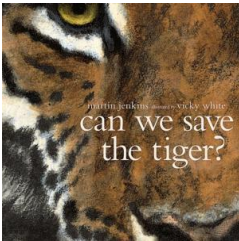

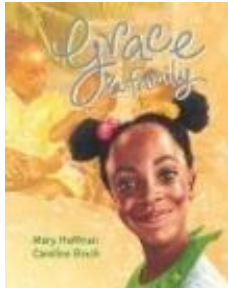


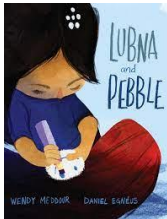
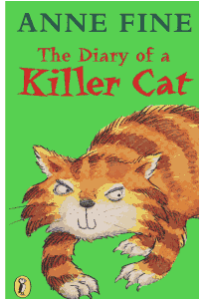
Talk For Writing Core Books and Genre Progression

[Let's Explore Poets, Collections and Interviews](#) | [Children's Poetry Archive](#) – Poetry link

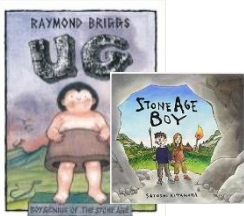
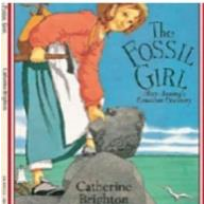


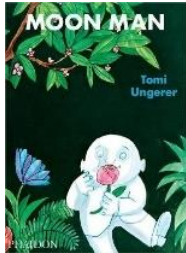
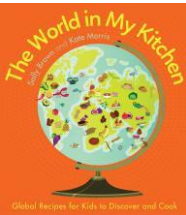


Year 1						
	Autumn 1 Poetry	Autumn 2	Spring 1	Spring 2	Summer 1 Poetry	Summer 2 Refugee Week
Core Books	 <p><b>The Sound Collector</b> By Roger McGough</p>	 	 	 	 	 
Suggested Outcomes/Ideas for 3 week cycle						
<b>Writing focus</b> <b>Fiction:</b> <ul style="list-style-type: none"> <li>Different Cultures (letter)</li> <li>Familiar Setting</li> <li>Traditional Tale</li> <li>Fantasy World</li> </ul> <b>Non-Fiction</b> <ul style="list-style-type: none"> <li>Labels, Lists, Captions</li> <li>Instructions</li> <li>Recount</li> <li>Information</li> </ul> <b>Poetry:</b> <ul style="list-style-type: none"> <li>Poems on a theme</li> <li>Senses</li> <li>Pattern and Rhyme</li> </ul>	<b>Beegu</b> <ul style="list-style-type: none"> <li>Narrative story telling – different part of story on earth</li> <li>Recount- diary or letter home</li> </ul> <b>The Sound Collector</b> <ul style="list-style-type: none"> <li>Poem about senses – this could be linked and altered to smell or touch</li> </ul>	<b>Fabulous Frogs</b> <ul style="list-style-type: none"> <li>Information: Fact file booklet/leaflet</li> <li>List, label, caption types of frogs</li> </ul> <b>Big Book of Families</b> <ul style="list-style-type: none"> <li>Information booklet about your family or different families</li> <li>List, label, caption your own family</li> </ul>	<b>Billy and the Beast</b> <ul style="list-style-type: none"> <li>Ingredients for the soup</li> <li>Narrative describing a different kind of soup the beast might want to eat.</li> <li>Change the ending of the story once the vats tummy rumbles.</li> </ul> <b>Here We Are</b> <ul style="list-style-type: none"> <li>Information poster</li> <li>Labels and captions</li> <li>Recount – linked to own life</li> </ul>	<b>Traction Man</b> <ul style="list-style-type: none"> <li>Narrative - Comic book style</li> <li>Label and list his outfits and characteristics</li> </ul> <b>10 Things I can do to help my world</b> <ul style="list-style-type: none"> <li>Information Poster – Facts and figures on the planet</li> <li>Lists</li> <li>Instructions for people in their home</li> </ul>	<b>Here's a little poem</b> <ul style="list-style-type: none"> <li>Suggested poems from this book: <u>A circle of Sun</u> <u>Rickety Train Ride</u></li> </ul> <b>Snail and the Whale</b> <ul style="list-style-type: none"> <li>Retell part of story</li> <li>Narrative - create own adventure story of different part of the world</li> </ul>	<b>My name is not refugee</b> <ul style="list-style-type: none"> <li>Retell the story</li> <li>Add in sections to describe further what you will see or hear</li> <li>Write a letter to the boy</li> </ul> <b>Into the Woods</b> <ul style="list-style-type: none"> <li>Recount/narrative writing</li> <li>Traditional tale links (draw on Little red riding hood)</li> </ul>


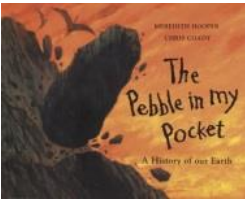
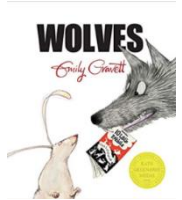
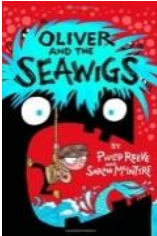
# YEAR 2

	Autumn 1 Poetry	Autumn 2	Spring 1	Spring 2	Summer 1 Poetry	Summer 2 Refugee Week
Core Books	 	 	 	 	 	 
<b>Suggested Outcomes/Ideas for 3 week cycle</b>						
<b>Writing focus</b> <b>Fiction</b> <ul style="list-style-type: none"> <li>Different Books Same Author</li> <li>Familiar Setting (Y1)</li> <li>Traditional Tale (Y1)</li> <li>Significant Authors</li> </ul> <b>Non-Fiction</b> <ul style="list-style-type: none"> <li>Instructions (y1)</li> <li>Recount (non-chron report)</li> <li>Explanation</li> </ul> <b>Poetry:</b> <ul style="list-style-type: none"> <li>Poems with humour</li> <li>Senses</li> </ul>	<b><u>Oi Get off our Train</u></b> <ul style="list-style-type: none"> <li>Narrative – recount story and change animals. Research endangered</li> <li>Explanation linked to it and how steam trains work</li> </ul> <b><u>Book of Fantastic First Poems</u></b> <ul style="list-style-type: none"> <li>Suggested poems from this book: <i>Voices of Water</i> <i>Sounds Good</i></li> </ul>	<b><u>Claude</u></b> <ul style="list-style-type: none"> <li>Narrative – story writing 3<sup>rd</sup> person</li> <li>Recount – diary 1<sup>st</sup> person</li> </ul> <b><u>Bug Hotel</u></b> <ul style="list-style-type: none"> <li>Instructional writing. Actually made a bug hotel in week 1, text map this – invent own instructions for something linked to science/garden.</li> </ul>	<b><u>The wolf's story</u></b> <ul style="list-style-type: none"> <li>Introduction to a narrative</li> <li>Narrative and book making</li> <li>Character description</li> </ul> <b><u>Can we save the tiger?</u></b> <ul style="list-style-type: none"> <li>Non-chron report about endangered animals</li> <li>Choose and research a new animal to write a report about</li> </ul>	<b><u>The Great Fire of London</u></b> <ul style="list-style-type: none"> <li>Recount – non chron report (fact file)</li> </ul> <b><u>Grace and Family</u></b> <ul style="list-style-type: none"> <li>Poetry linked to Africa</li> <li>Recount letter 1<sup>st</sup> person</li> </ul>	<b><u>Poems to Perform</u></b> <ul style="list-style-type: none"> <li>Practice poetry for performance/remembering poems off by heart <i>Going through old photos</i> <i>Spaghetti spaghetti</i> <i>Busy day</i> <i>Cobweb morning</i></li> </ul> <b><u>The hodgeheg</u></b> <ul style="list-style-type: none"> <li>Recount – diary or letter 1<sup>st</sup> Narrative – tell own story and change main character 3<sup>rd</sup> person</li> </ul>	<b><u>Lubna and Pebble</u></b> <ul style="list-style-type: none"> <li>Narrative retelling the story – could change the item (not a pebble)</li> <li>Diary entry talking to the pebble</li> <li>A letter to Amir</li> </ul> <b><u>The diary of a killer cat</u></b> <ul style="list-style-type: none"> <li>Narrative – story writing</li> <li>Diary as the cat or other character</li> </ul>

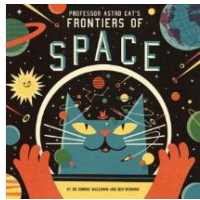
## Year 3

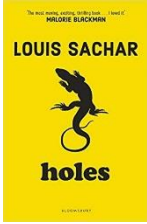
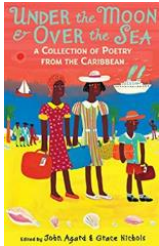
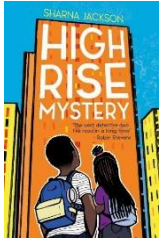
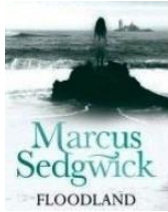
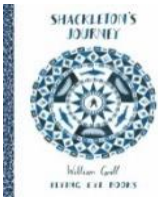


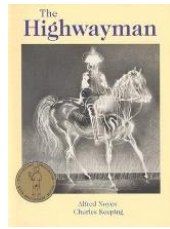
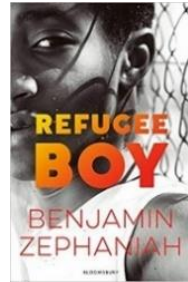

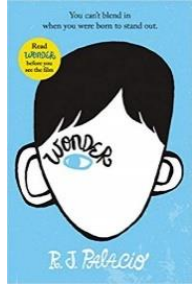
	Autumn 1 Poetry	Autumn 2	Spring 1	Spring 2	Summer 1 Poetry	Summer 2 Refugee Week
Core Books	 	 	 	<p>HEP Core Text – Non-Fiction – Egyptians</p>  	 	 
<b>Suggested Outcomes/Ideas for 3 week cycle</b>						
<b>Writing focus</b> <b>Narrative:</b> <ul style="list-style-type: none"> <li>Familiar Setting (Y1 &amp; 2)</li> <li>Significant Authors (Y2)</li> <li>Myths &amp; Legends</li> <li>Adventure Mystery</li> <li>Dialogue &amp; Plays</li> </ul> <b>Non-Fiction</b> <ul style="list-style-type: none"> <li>Instructions (y1&amp;2)</li> <li>Recount (Y1)</li> <li>Explanation (non-chron report) (Y2)</li> <li>Persuasion</li> <li>Letter to an author</li> </ul> <b>Poetry:</b> <ul style="list-style-type: none"> <li>Haikus</li> <li>Calligrams</li> </ul>	<p><b>Ug</b></p> <ul style="list-style-type: none"> <li>Comic book with dialogue</li> <li>Recount story – 1<sup>st</sup> or 3<sup>rd</sup> person</li> </ul> <p><b>Stone Age Boy</b></p> <ul style="list-style-type: none"> <li>Adventurous story. Story with a problem or quest. Retell in 1<sup>st</sup> or 3<sup>rd</sup> person.</li> </ul> <p><b>A nest full of stars</b></p> <ul style="list-style-type: none"> <li>Suggested poems from this book:  <u>Hearing and Sly Force</u>  <u>Waiting – (poems about memories)</u>  <u>People Equal</u></li> </ul>	<p><b>Jemmy Button</b></p> <ul style="list-style-type: none"> <li>Recount the journey of the boy – 3<sup>rd</sup> person?</li> <li>Write a play script for part of the story</li> </ul> <p><b>The Fossil Girl</b></p> <ul style="list-style-type: none"> <li>Explanation report about fossils</li> <li>Non-chron report about different rocks</li> </ul>	<p><b>The Iron Man</b></p> <ul style="list-style-type: none"> <li>Narrative – story telling/retelling</li> <li>Persuasion to the people in the village</li> </ul> <p><b>One plastic bag</b></p> <ul style="list-style-type: none"> <li>Persuasion letter to people of the world to become more aware about plastic</li> </ul>	<p><b>HEP CORE TEXT</b></p> <ul style="list-style-type: none"> <li>Explanation report</li> <li>Newspaper</li> </ul> <p><b>Echo News</b></p> <ul style="list-style-type: none"> <li>Explanation newspaper report</li> </ul> <p><b>Very Important Sport</b></p> <ul style="list-style-type: none"> <li>Explanation report</li> <li>Letter to an athlete</li> <li>Instructions for how to play 1 of the sports</li> </ul>	<p><b>Please Mrs Butler</b></p> <ul style="list-style-type: none"> <li>Suggested poems from this book:  <u>Picking teams</u>  <u>Please Mrs Butler</u>  <u>Dog in the playground</u></li> </ul> <p><b>Gregory Cool</b></p> <ul style="list-style-type: none"> <li>Write a letter to the author about the boy/story. Asking questions</li> <li>Recount story – letter or diary from Gregory</li> </ul>	<p><b>Moon Man</b></p> <ul style="list-style-type: none"> <li>Narrative story telling including dialogue</li> <li>Recount in the form of diary possible from Moon Man</li> </ul> <p><b>The world in my kitchen</b></p> <ul style="list-style-type: none"> <li>Instructions for recipe making</li> </ul>



	Seashell, water carrying, trapped – life in the Caribbean A nest full of stars					
Year 4						
	Autumn 1 Poetry	Autumn 2	Spring 1	Spring 2	Summer 1 Poetry	Summer 2 Refugee Week
Core Books	 	 	 	 	 	 
Suggested Outcomes/Ideas for 3 week cycle						
<b>Writing focus</b> <b>Narrative:</b> <ul style="list-style-type: none"> <li>Stories from other cultures (Y1)</li> <li>Dialogue &amp; Plays (Y3)</li> <li>Stories with historical settings</li> <li>Stories which raise issues/dilemma</li> </ul> <b>Non-Fiction</b> <ul style="list-style-type: none"> <li>Recount (Y1) – Newspaper Report</li> <li>Explanation (non-chron report) (Y2&amp;3)</li> <li>Information</li> <li>Persuasion</li> </ul> <b>Poetry:</b> <ul style="list-style-type: none"> <li>Creating Images</li> <li>Repetition</li> <li>Simile poem</li> </ul>	<b>Alexander the Great</b> <ul style="list-style-type: none"> <li>Information text in the form of booklet with facts about him</li> <li>Newspaper report with news about what he has recently done</li> </ul>	<b>Leon and the place between</b> <ul style="list-style-type: none"> <li>Recount story – 3<sup>rd</sup> person</li> <li>Play script for the circus performances</li> </ul> <b>The Roman Empire</b> <ul style="list-style-type: none"> <li>Newspaper reports</li> <li>Explanation text</li> <li>Persuasion</li> <li></li> </ul>	<b>The pebble in my pocket</b> <ul style="list-style-type: none"> <li>Information booklet/poster about rocks and volcanoes</li> <li>Explanation text about how they are formed (diagrams/labels)</li> </ul> <b>Escape from Pompeii</b> <ul style="list-style-type: none"> <li>Re-tell story as a letter from home/diary of being there</li> </ul>	<b>Wolves</b> <ul style="list-style-type: none"> <li>Narrative writing – create own characters and plot</li> <li>Descriptive Writing - Wolf</li> <li>Non chronological report</li> </ul> <b>Mouse Bird Snake Wolf</b> <ul style="list-style-type: none"> <li>Narrative writing – create own characters and plot (pick new animals)</li> </ul>	<b>Hot Like Fire</b> <ul style="list-style-type: none"> <li>Suggested poems from this book:  <u>De Familiar Things</u>  <u>De Bread</u>  <u>Shopping</u>  <u>Late Again</u>  <u>The people next door</u>  <u>I asked the river</u> </li> </ul> <b>The firework-makers daughter</b> <ul style="list-style-type: none"> <li>Re-tell story – narrative</li> <li>Recount diary entry</li> <li>Persuasion</li> </ul>	<b>The Silence Seeker</b> <ul style="list-style-type: none"> <li>Recount – Diary entry in role as the refugee</li> </ul> <b>Oliver and the Seawigs</b> <ul style="list-style-type: none"> <li>Narrative writing – write stories from another character's point of view</li> </ul>

# Year 5

	Autumn 1 Poetry	Autumn 2	Spring 1	Spring 2	Summer 1 Poetry	Summer 2 Refugee Week
Core Texts	 	 	 	 	 	 
Suggested Outcomes/Ideas for 3 week cycle						
<b>Writing focus</b> <b>Narrative:</b> <ul style="list-style-type: none"> <li>Stories from other cultures (Y1)</li> <li>Stories by significant Authors (Y2 &amp; 3)</li> <li>Traditional Stories/Myths and Legends (Y1 &amp; 3)</li> <li>Older literature</li> <li>Film - Narrative</li> <li>Dramatic Conventions (Y3 &amp; 4)</li> </ul> <b>Non-Fiction</b> <ul style="list-style-type: none"> <li>Recount (Y1 &amp; 3)</li> <li>Persuasion (3&amp;4)</li> <li>Discussion - Spring 2 – Natural disasters</li> </ul> <b>Poetry:</b> <ul style="list-style-type: none"> <li>Poetic Style</li> </ul>	<b><u>There's a boy in the girls' bathroom</u></b> <ul style="list-style-type: none"> <li>Recount - Write in role as a range of characters (diary entry or letter)</li> <li>Narrative – write own stories with setting description etc.</li> </ul> <b><u>The Carnival of the Animals</u></b> <u>Poems based on drawings which were based on music by Camille Saint-Saëns.</u> Find and listen to music on YouTube and create artwork based on	<b><u>The Viewer</u></b> <ul style="list-style-type: none"> <li>Recount – retell story from different perspectives</li> <li>Narrative storytelling</li> </ul> <b><u>Frontiers of Space</u></b> <ul style="list-style-type: none"> <li>Recount in the form of an information report about space</li> <li>Discussion style writing debating space (could link to RE)</li> </ul>	<b><u>The Great Kapok Tree</u></b> <ul style="list-style-type: none"> <li>Persuasive writing regarding deforestation</li> <li>Discussion writing debating the use of land and environmental effects</li> <li>Information booklet on the Amazon Rainforest – fact finding</li> </ul> <b><u>Sinbad</u></b> <ul style="list-style-type: none"> <li>Traditional tale recount in 3<sup>rd</sup> person?</li> <li>Persuasion writing for tips and tricks for the sailor</li> </ul>	<b><u>Clockwork</u></b> <ul style="list-style-type: none"> <li>Recount – in the form of a comic strip of events</li> <li>Persuasive writing</li> </ul> <b><u>A stage full of Shakespeare stories</u></b> <ul style="list-style-type: none"> <li>Midsummer Night's dream or Macbeth</li> <li>Performing and writing own play scripts for a version of one of these older lit</li> </ul>	<b><u>Cosmic Disco</u></b> <ul style="list-style-type: none"> <li>Suggested poems from this book:  <u>When colours spoke</u>  <u>Winter Trees</u>  <u>Humming Bird</u>  <u>Aurora Borealis</u>  <u>Leaf Man</u> </li> </ul> <b><u>Odysseus</u></b> <ul style="list-style-type: none"> <li>Choose 1 core short story to focus on for 3 weeks but weave in others/read others alongside</li> <li>Myths and legends – retell and then recreate own endings or change part of story</li> </ul>	<b><u>Wisp</u></b> <ul style="list-style-type: none"> <li>Setting description (lots of figurative language)</li> </ul> <b><u>Natural Disasters</u></b> <ul style="list-style-type: none"> <li>Persuasive speeches to imagine our need to rally troops to help tidy up</li> <li>Recount in information type booklet or text</li> </ul>

	music and then poems based on artworks.					
XYear 6						
	Autumn 1 Poetry	Autumn 2	Spring 1	Spring 2	Summer 1 Poetry	Summer 2 Refugee Week
Core Texts	 	 	 		 	<p><a href="https://www.literacyshed.com/seeking-refuge.html">https://www.literacyshed.com/seeking-refuge.html</a></p>  
Suggested Outcomes/Ideas for 3 week cycle						
<b>Writing focus</b>  <b>Narrative:</b> <ul style="list-style-type: none"> <li>Stories with flashbacks</li> <li>Modern texts</li> <li>Literary heritage</li> </ul> <b>Non-Fiction:</b> <ul style="list-style-type: none"> <li>Biography and autobiography</li> <li>Journalistic writing</li> <li>Argument</li> </ul> <b>Poetry:</b> <ul style="list-style-type: none"> <li>The power of imagery</li> <li>longer poems</li> </ul>	<b>Holes</b> <ul style="list-style-type: none"> <li>Diary and letter entries</li> <li>Narrative retelling of own story</li> </ul> <b>Under The Moon and Over The Sea</b> <ul style="list-style-type: none"> <li>Suggested poems from this book:</li> </ul> <p><u>Wind said to the sea</u>  <u>Emily Hurricane</u>  <u>My Gran visits England</u></p>	<b>High Rise Mystery</b> <ul style="list-style-type: none"> <li>Flashbacks.</li> <li>Narrative story writing.</li> </ul> <b>Floodland</b> <ul style="list-style-type: none"> <li>Persuasive and argumentative speeches</li> </ul>	<b>Shackleton</b> <ul style="list-style-type: none"> <li>Speeches</li> <li>Log writing</li> <li>Journals/diaries</li> <li>Instructions</li> </ul> <b>What is Climate Change?</b> <ul style="list-style-type: none"> <li>Journalistic: Newspaper report on recent events regardsing Climate change</li> </ul>	<b>Goodnight Mr Tom</b> <ul style="list-style-type: none"> <li>Diary entries and letters from a range of perspectives</li> <li>Biography/ autobiography writing</li> </ul>	<b>The Highwayman</b> <ul style="list-style-type: none"> <li>Learn and perform the poem</li> <li>Retell story in another perspective</li> <li>Look at the power of imagery within poem</li> </ul> <b>Refugee Boy</b> <ul style="list-style-type: none"> <li>Narrative: storytelling</li> <li>Argument writing</li> </ul>	<b>Seeking Refuge</b> <ul style="list-style-type: none"> <li>Diary/Journal in role at various points: leaving the orphanage, meeting mother again, first day at school.</li> <li>A set of guidelines for helping a new person from another country settle into school.</li> </ul> <b>Wonder</b> <ul style="list-style-type: none"> <li>Diary entries and letters from a range of perspectives</li> <li>Biography writing</li> </ul>

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Progression in Grammar and Punctuation

Year Progression	Vocabulary, Grammar, Punctuation				
	Word	Sentence	Text	Punctuation	Terminology for pupils
Year 1	Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)	How words can combine to make sentences	Sequencing sentences to form short narratives	Seperation of words with spaces	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	Joining words and joining sentences using and	Correct choice and consistent use of present tense and past tense throughout writing.	Introduction to capital letters, full stops, question makes to demarcate sentences	Noun, noun phrase, statement, questions, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present) apostrophe, comma
	How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)	Subordination (using when, if, that or because) and co-ordination (using or, and, or but)	Use of continuous form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Capital letters for names and for the personal pronoun I	Adverb, preposition, conjunction word family, prefix clause, subordinate clause, direct speech, consonant, vowel, inverted commas (or 'speech marks')
Year 2	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]	Expanded noun phrases for description and specification [for example the blue butterfly, plain flour, the man in the moon]	Introduction to paragraphs as a way to group related material	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Determiner, pronoun, possessive pronoun, adverbial
	Formation of adjectives using suffixes such as –ful, -less (A fuller list of suffixes can be found in English Appendix 1)	How the grammatical patterns in a sentence indicate its function: statement, question, exclamation or command	Headings and sub-headings to aid presentation	Commas to separate items in a list	modal verb, relative clautre, pronoun parenthesis, bracket, dash, cohesion, ambiguity, determiner, cohesion
	Use the suffixes –er, est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs	Expressing time , place and cause using conjunctions (for example, when, so, before, after, while, because) adverbs [for example, then, next, soon, therefore] or prepositions (for example, before, after, during, in because of)	Use of the perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	Subject, object, active, passive synonym, antonym ellipsis hyphen colon semi-colon bullet point
Year 3	Formation of nouns using a range of prefixes, such as super-, anti-, auto	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	Use of paragraphs to organise ideas around a theme	Introduction to inverted commas to punctuate direct speech	
	Use of determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)	Fronted adverbials (e.g. Later that day, I heard the bad news.)	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, “Sit down!”]	
	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	Apostrophes to mark plural possession [for example, the girl's name, the girls' name]	
Year 4	The grammatical difference between plural and possessive –s	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	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]	The use of commas after fronted adverbials	
	Standard English forms for verb inflections instead of local spoken forms (we were instead of we was, I did instead of I done)	Use of the passive voice to affect the presentation of information in a sentence [for example, I broke the window in the green house versus The window in the greenhouse was broken (by me)]	Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (repetition of a word or phrase) grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	Brackets, dashes or commas to indicate parenthesis	
	Converting nouns or adjectives into verbs using suffixes [for example –ate; -ise; -ify]	Expanded noun phrase 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 [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Use of commas to clarify meaning or avoid ambiguity	
Verb prefixes [for example dis-, de-, miss-, over-, and re-]	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags e.g. He's your friend, isn't he? Or the use of the subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]			
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]		Use of a colon to introduce a list			
Year 6		How words are related by meaning as synonyms and antonyms [for example, big, large, little]		How hyphens can be used to avoid ambiguity [for example man eating shark versus man-eating shark, or recover versus re-cover]	
				Punctuation of bullet points to list information	