



St John Fisher – Grammatical Features of Texts (planning and progression document)



<i>Writing to entertain</i>	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Story/ Narrative/ Play script</p>	<p>Cycle A – Advent 2, Lent 2, Pent 2 Cycle B – Advent 1&2, Lent 2, Pent 2</p> <p>Joining sentences with 'and'</p> <p>Sequencing sentences to form short narratives</p> <p>Beginning to use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun</p>	<p>Cycle A – Advent 2, Lent 2, Pent 2 Cycle B – Advent 1&2, Lent 2, Pent 2</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>Expanded noun phrases for description and specification</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>Cycle A – Advent 1&2, Lent 1, Pent 1 (Playscript – Pent 2) Cycle B – Advent 1 (Playscript Advent 2), Lent 2, Pent 1&2</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Use of the present perfect form of verbs instead of the simple past</p> <p>Introduction to inverted commas to punctuate direct speech</p>	<p>Cycle A – Advent 1&2, Lent 1, Pent 1 (Playscript – Pent 2) Cycle B – Advent 1 (Playscript Advent 2), Lent 2, Pent 1&2</p> <p>Fronted adverbials marked with commas [for example, Later that day, I heard the bad news.]</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Use commas to mark subordinate clauses.</p> <p>Begin to use relative clauses marked with commas.</p>	<p>Cycle A – Advent 1, Lent 1, Pent 1 (Playscript – Pent 2) Cycle B – Advent 1&2, Lent 2, Pent 1</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time, place and manner and frequency</p>	<p>Cycle A – Advent 1, Lent 1, Pent 1 (Playscript – Pent 2) Cycle B – Advent 1&2, Lent 2, Pent 1</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: 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</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses.</p>



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<i>Writing to entertain</i>	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Description</p>	<p>Cycle A – Advent 1, Lent 1 Cycle B – Lent 1</p> <p>Joining sentences with 'and'</p> <p>Sequencing sentences to form short narratives</p> <p>Beginning to use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Cycle A – Advent 1, Lent 1 Cycle B – Lent 1</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>Expanded noun phrases for description and specification</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>			<p>Cycle A – Advent 2</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Linking ideas across paragraphs using adverbials of time, place and manner and frequency</p>	<p>Cycle A – Advent 2, Pent 2 Cycle B – Pent 2</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: 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</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p>
<p>Poetry</p>	<p>Cycle A – Every half term Cycle B – Every half term</p> <p>Beginning to use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Joining sentences with 'and'</p>	<p>Cycle A – Every half term Cycle B – Every half term</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>Expanded noun phrases for description and specification</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>Cycle A – Every half term Cycle B – Every half term</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>	<p>Cycle A – Every half term Cycle B – Every half term</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>	<p>Cycle A – Every half term Cycle B – Every half term</p> <p>Devices to build cohesion for example, then, after that, this, firstly</p>	<p>Cycle A – Every half term Cycle B – Every half term</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>



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<i>Writing to inform</i>	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Recount (<i>could be done in LP books after a trip</i>) / Diary/ Letter/ Newspaper report</p>	<p>Cycle A – Pent 1&2 Cycle B – Advent 2, Pent 1</p> <p>Joining sentences with 'and'</p> <p>Beginning to use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Cycle A – Pent 1&2 Cycle B – Advent 2, Pent 1</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use sentences with different forms: statement, question, exclamation, command.</p>	<p>Cycle A – Lent 2 (x2), Pent 2 Cycle B – Lent 1</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p>	<p>Cycle A – Lent 2 (x2), Pent 2 Cycle B – Lent 1</p> <p>Fronted adverbials marked with commas [for example, Later that day, I heard the bad news.]</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Apostrophes to mark plural possession</p> <p>Use commas to mark subordinate clauses.</p> <p>Begin to use relative clauses marked with commas.</p>	<p>Cycle A – Lent 1&2, Pent 2 Cycle B – Advent 1, Lent 1, Pent 1&2</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time, place and manner and frequency</p> <p>Brackets, dashes or commas to indicate parenthesis</p>	<p>Cycle A – Lent 1&2, Pent 2 Cycle B – Advent 1, Lent 1, Pent 1&2</p> <p>Use of the passive to affect the presentation of information in a sentence</p> <p>Use structures typical of informal speech and structures appropriate for formal speech and writing</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: 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]</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p>



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<i>Writing to inform</i>	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Biography	<p>Cycle A – Advent 1 Cycle B – Advent 1</p> <p>Joining sentences with 'and'</p> <p>Beginning to use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Cycle A – Advent 1 Cycle B – Advent 1</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>Cycle A – Pent 1 Cycle B – Pent 2</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p>	<p>Cycle A – Pent 1 Cycle B – Pent 2</p> <p>Fronted adverbials marked with commas [for example, Later that day, I heard the bad news.]</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Apostrophes to mark plural possession</p> <p>Use commas to mark subordinate clauses.</p> <p>Begin to use relative clauses marked with commas.</p>	<p>Cycle A – Advent 1</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time, place and manner and frequency</p> <p>Brackets, dashes or commas to indicate parenthesis</p>	<p>Cycle A – Advent 1</p> <p>Use of the passive to affect the presentation of information in a sentence</p> <p>Use structures typical of informal speech and structures appropriate for formal speech and writing</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: 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]</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p>



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<i>Writing to inform</i>	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Instruction/ Explanation/ Information leaflet</p>	<p>Cycle A – Advent 2, Lent 1 Cycle B – Lent 1, Pent 1</p> <p>Joining sentences with 'and'</p> <p>Beginning to use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Cycle A – Advent 2, Lent 1 Cycle B – Lent 1, Pent 1</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use sentences with different forms: statement, question, exclamation, command.</p>	<p>Cycle A – Advent 1&2, Cycle B – Advent 2, Lent 1, Pent 1</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p>	<p>Cycle A – Advent 1&2, Cycle B – Advent 2, Lent 1, Pent 1</p> <p>Fronted adverbials marked with commas [for example, Later that day, I heard the bad news.]</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Use commas to mark subordinate clauses.</p> <p>Begin to use relative clauses marked with commas.</p>	<p>Cycle A – Advent 2, Lent 2 Cycle B – Lent 1</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time, place and manner and frequency</p> <p>Brackets, dashes or commas to indicate parenthesis</p>	<p>Cycle A – Advent 2, Lent 2 Cycle B – Lent 1</p> <p>Use of the passive to affect the presentation of information in a sentence</p> <p>Use structures typical of informal speech and structures appropriate for formal speech and writing</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: 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]</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p>



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<i>Writing to persuade</i>	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Advertising	<p>Cycle A – Lent 2 Cycle B – Lent 2</p> <p>Joining sentences with 'and'</p> <p>Beginning to use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun</p>	<p>Cycle A – Lent 2 Cycle B – Lent 2</p> <p>Use sentences with different forms: statement, question, exclamation, command.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>Cycle A – Lent 1 Cycle B – Advent 1</p> <p>Use of imperative verbs to convey urgency.</p> <p>Use ? and ! for rhetorical/exclamatory sentences.</p> <p>Introduction to paragraphs as a way to group related material</p>	<p>Cycle A – Lent 1 Cycle B – Advent 1</p> <p>Use commas to mark subordinate clauses.</p> <p>Begin to use relative clauses marked with commas.</p>	<p>Cycle B – Pent 2</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Brackets, dashes or commas to indicate parenthesis</p>	<p>Cycle B – Pent 2</p> <p>Use structures typical of informal speech and structures appropriate for formal speech and writing (use of the subjunctive form)</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: 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]</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>How hyphens can be used to avoid ambiguity</p> <p>Punctuation of bullet points to list information</p>



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<i>Writing to persuade</i>	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Persuasive letter/speech</p>			<p>Cycle A – Pent writing assessment Cycle B – Lent 2</p> <p>Use of imperative verbs to convey urgency.</p> <p>Use ? and ! for rhetorical/exclamatory sentences.</p> <p>Introduction to paragraphs as a way to group related material</p>	<p>Cycle A – Pent writing assessment Cycle B – Lent 2</p> <p>Fronted adverbials marked with commas [for example, Later that day, I heard the bad news.]</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Begin to use relative clauses marked with commas.</p>	<p>Cycle A – Pent writing assessment Cycle B – Advent 2</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time, place and manner and frequency</p> <p>Brackets, dashes or commas to indicate parenthesis</p>	<p>Cycle A – Pent writing assessment Cycle B – Advent 2</p> <p>Use structures typical of informal speech and structures appropriate for formal speech and writing (use of the subjunctive form)</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: 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]</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>How hyphens can be used to avoid ambiguity</p>



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<i>Writing to discuss</i>	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Argument/ discussion text					<p>Cycle A – Pent 1 Cycle B – Lent 2</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time, place and manner and frequency</p> <p>Brackets, dashes or commas to indicate parenthesis</p>	<p>Cycle A – Pent 1 Cycle B – Lent 2</p> <p>Use of the passive to affect the presentation of information in a sentence</p> <p>Use structures typical of informal speech and structures appropriate for formal speech and writing</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: 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]</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>How hyphens can be used to avoid ambiguity</p>



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<i>Writing to discuss</i>	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Review	<p>Cycle A – Advent assessment Cycle B – Advent assessment</p>	<p>Cycle A – Advent assessment Cycle B – Advent assessment</p>	<p>Cycle A – Advent assessment Cycle B – Advent assessment</p>	<p>Cycle A – Advent assessment Cycle B – Advent assessment</p>	<p>Cycle A – Advent assessment Cycle B – Advent assessment</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>	<p>Cycle A – Advent assessment Cycle B – Advent assessment</p> <p>Use of the passive to affect the presentation of information in a sentence</p> <p>Use structures typical of informal speech and structures appropriate for formal speech and writing</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: 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]</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use of the colon to introduce a list and use of semi-colons within lists.</p>