



# 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
<b>Story/ Narrative/ Play script</b>	<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>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>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>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>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>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>
<b>Description</b>		<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>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>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>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>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>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
<b>Poetry</b>	Beginning to use capital letters, full stops, question marks and exclamation marks to demarcate sentences  Joining sentences with 'and'	Formation of adjectives using suffixes such as -ful, -less  Expanded noun phrases for description and specification  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	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]	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Devices to build cohesion for example, then, after that, this, firstly	How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]



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<i>Writing to inform</i>	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Recount / Diary/ Letter/ Newspaper report</b>	<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>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>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>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>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>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</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
<b>Biography</b>		<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>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>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>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>	



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<i>Writing to inform</i>	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Instruction/Explanation/Information leaflet</b>	<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>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>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>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>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>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
<i>Advertising</i>			<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>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>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
<b>Persuasive letter/speech</b>			<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>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>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>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
<i>Argument/ discussion text</i>					<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>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
<b>Review</b>	<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>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>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>		