

Vocabulary:

V1	Verbs: Actions, doing words Nouns: Names of people, places and things Pronouns: I, he, she, they, it
V2	Adjectives: Describe the noun, add detail (enormous, beautiful, tiny, smelly etc.) Adverbs: Describe the verb (quickly, slowly, sneakily, wildly etc.)
V3	Adjectival phrases: very delicious, extremely expensive, way too high etc. Adverbs: To show time, place, cause (then, soon, therefore, etc.) Alliteration: clear, cold, calm clouds
V4	Prepositions: To show time, place and cause (before, after, during, in, because of, etc.) Collective nouns: Words that name a group of things (herd, flock, fleet)
V5	Adverbs: To show degrees of possibility (perhaps, surely, etc.) Modal verbs: To show degrees of possibility (might, should, will, must) Adverbial phrases: Show when, how, where, why (Outside the bank, last night, in five minutes etc.)
V6	Active and passive verb form: Active: The boy broke the window, Passive: The window was broken by the boy Formal and Informal language including speech: Vary formality of language depending on purpose

Conjunctions/Connectives:

C1	Join sentences: Join using 'and'
C2	Join sentences: Join using: when, if, but, and, or, because
C3	Show time: Time: next, afterward, finally, later, last, lastly, at last, now, subsequently, then, when, soon, thereafter, after a short time, the next week (month, day, etc.), a minute later, in the meantime, meanwhile, on the following day, at length, ultimately, presently Place: above, behind, below, beyond, here, there, to the right (left), nearby, opposite, on the other side, in the background, directly ahead, along the wall, as you turn right, at the top, across the hall, at this point, adjacent to Cause: as a result, hence, so, accordingly, as a consequence, consequently, thus, since, therefore, for this reason, because of this, because
C4	Subordination: although, as soon as, even though, after, so that, though, when, while, since Order or sequence: first, second, (etc.), finally, hence, next, then, from here on, to begin with, last of all, after, before, as soon as, in the end, gradually
C5	Comparison: in contrast, however, nevertheless, nonetheless, on the one hand, on the other hand, in spite of this, on the contrary Results: as a result, hence, so, accordingly, as a consequence, consequently, thus, since, therefore, for this reason, because of this
C6	Signal an example: for example, to illustrate, for instance, to be specific, such as, moreover, furthermore, similarly, in the same way Summarise: in summary, to sum up, to repeat, briefly, in short, finally, on the whole, therefore, as I have said, in conclusion, as you can see

Punctuation:

P1	Finger spaces Full stops, capital letters, question marks or exclamation marks: . A ? ! Capital letter: For names of people, places, days of the week and 'I'
P2	Full stops, capital letters, question marks and exclamation marks: To show sentences Commas for lists: E.g. socks, shoes, coat and hat Apostrophes for contractions: E.g. do not = don't Apostrophes to show when something belongs to someone: E.g. Mandy's pen
P3	Inverted commas for direct speech: "How are you?" asked Bert
P4	Comma to show extra information at the start of a sentence: E.g. Later that day, I heard the bad news. Inverted commas and other speech punctuation: new line, new speaker, sentence punctuation within inverted commas Apostrophes for possession, including plurals: E.g. The girls' coats.
P5	Brackets, dashes or commas to show parenthesis: E.g. The snow fell down (it really fell hard) and covered the ground. The snow fell down ,it really fell hard, and covered the ground The snow fell down -it really fell hard- and covered the ground Use commas: to make my meaning clear Colon: to introduce a list Commas for clauses: The boy, while tying his shoelaces, fell down the stairs.
P6	Semi-colon or dash to separate clauses: The man fell down the stairs; he was not paying attention. Colon: to introduce a list Semi-colons: within a list, e.g. He packed: three pairs of grey socks; eight red fluffy handbags; etc. Bullet points: to list information Hyphens: To avoid confusion, e.g. man eating shark, man-eating shark

Text and sentence structure:

T1	Join words to make sentences Put sentences in order to make a short story
T2	Different types of sentence: questions, exclamations and commands Past and present tense Standard English Show action in progress: he is running, she was shouting
T3	Group ideas in paragraphs Headings and sub-headings Present perfect tense: instead of past e.g. <i>He has gone out to play</i> instead of <i>He went out to play</i> Use 1st, 2nd and 3rd person: I, you, they
T4	Range of sentence starts Choose nouns or pronouns: so writing links and is not repetitive Paragraphs: To organise ideas Use a mixture of simple and compound sentences Use similes for effect: As blue as the sky; angry like a bull
T5	Use clauses: beginning with who, which, whose, where, when, that Link ideas throughout text Link paragraphs: using adverbials (later, nearby, secondly) or tense choices (He <i>had</i> seen her before) Consistently use Standard English Consistently use paragraphs Use simple, compound and complex sentences Use personification (giving human qualities to an object or animal): The door protested as it opened slowly; Lightning danced across the sky
T6	Use subjunctive forms: <i>If I were to come</i> or <i>Were they to come</i> for formal writing Link ideas across paragraphs: using repetition of words or phrases, grammatical connections and ellipsis Use appropriate layout for a range of text types Use a range of sentence types Use metaphors (comparing without using like or as): The snow is a white blanket; My teacher is a dragon.