



Ferndale Primary and Nursery School

English: Year 5

Progression of Skills

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Class Reader | | | | | | |
| Other Core Texts These will be dipped into as a whole class (either for whole class reading or as a writing stimulus.) | <p>National Poetry Day (October)</p> | | | <p>World Book Day (March)</p> | | |



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| <p>Reading Objectives</p> | <p>Learn poetry by heart.</p> <p>Prepare poems to read aloud and perform, showing an understanding through intonation, tone and volume so that the meaning is clear to the audience.</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Retrieve, record and present information from non-fiction</p> | <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (All novels covered)</p> <p>Identify how language, structure and presentation contribute to meaning.</p> | <p>Discuss and evaluate how authors use language, including figurative language, considering impact on the reader.</p> | <p>Prepare a playscript for performance (through guided reading)</p> | <p>Making comparisons within and across texts</p> | <p>Increasing familiarity with myths, legends and traditional stories (through guided reading)</p> |
| <p>Reading objectives taught through a range of texts across the year</p> | <p>These objectives will be taught across the year through a range of texts.</p> <p>Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Predicting what might happen from details stated and implied (all novels covered.)</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging courteously.</p> <p>Explain and discuss their understanding of what they have read to them and those they can read themselves including through formal presentations and debates, maintaining a focus on topic and using notes when necessary.</p> <p>Provide justifications for their views.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> | | | | | |



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| <p>Writing opportunities</p> | <p>1 - Non-chronological report on planets (The Complete Guided to Space Exploration, and The Skies Above my Eyes) (Science link) <i>Noting and developing initial ideas, drawing on reading and research where necessary</i></p> <p>2 - Poetry - (performance poetry) (Spaced out and I am the Seed that Grew the Tree) <i>Assessing the effectiveness of their own and others' writing</i></p> | <p>1 - Diary Entry (How to be an Astronaut) <i>Using a wide range of devices to build cohesion within and across paragraphs</i> <i>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</i> <i>Ensuring consistent use of tense throughout a piece of writing</i></p> <p>2 - Narrative retelling ('Planet Unknown' short film) <i>In narratives, describing settings, characters and atmosphere...</i></p> <p>3 - The Present - (short film)</p> | <p>1 - Persuasion - (A world of cities) (Geography link). <i>Identify the audience for an purpose of the writing, selecting appropriate form and using other similar writing as models for their own</i> <i>Using further organisational and presentational devices to structure text and to guide the reader (for example heading, bullet points, underlining)</i></p> <p>2 - Narrative - Character development (The Nowhere Emporium)</p> | <p>1 - Narrative - story for KS1 - (The Lost Thing) <i>Identify the audience for and the purpose of the writing...using similar models for their own</i></p> <p>2 - Newspaper report- Sharks - (based on real life events - endangered) <i>Ensuring subject and verb agreement when using singular and plural</i> <i>Noting and developing initial ideas drawing on reading and research where necessary</i></p> <p>3 - Narrative - atmosphere (The Nowhere Emporium)</p> | <p>Narrative - Letter The Phone Booth in Mr. Hirota's Garden <i>Using a wide range of devices to build cohesion</i></p> <p>Narrative - Retelling(Varmints)</p> <p>Explanatory text -The Book Life Cycles</p> | <p>on oceans, tides and tsunamis</p> <p>Narrative - setting and character based on Flood</p> <p>Poetry - based on the book of useful advice (silly poems).</p> |



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| | <p><i>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</i></p> <p>3 - Descriptive Writing - setting (Look Up) <i>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</i></p> | <p><i>... integrating dialogue to convey character and advance the action</i></p> | <p><i>In writing narratives, considering how authors have developed characters...in what pupils have read... ...distinguishing between the language of speech and writing and choosing</i></p> <p>3 - Instructions - (The Way Things Work) <i>Using further organisational and presentational devices to structure text and to guide the reader (for example heading, bullet points, underlining)</i></p> | <p><i>In narratives describing... atmosphere</i></p> | | |
| <u>Sentence objectives</u> | Non-chronological report using subordinating | Narrative - inverted commas and speech punctuation. | Narrative - inverted commas and speech punctuation. | Non-chronological report - using subordinating | Explanatory text/Instructions - | Recap - Non-chronological report - using subordinating |



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| <p><u>including punctuation</u></p> | <p>conjunctions, relative clauses, Boys sentences, ly starters. Using colons with description: detail sentences and colons for a list.</p> <p>introduce - Parenthesis - use of a pair of commas or brackets to 'drop' in a relative clause. Identify and use relative pronouns.</p> <p>Understand the difference between formal and informal language.</p> <p>Narrative - Various sentence structures</p> | <p>Narrative - Various sentence structures and openers - 2a, ed, ing chunk, relative clause, with action, As_ly, adverbials openers of time and place, subordinating conjunctions. The figurative language - simile, metaphor and personification.</p> <p>Use of a short sentence to create tension in a narrative.</p> <p>Spag focus - Use a range of verb forms but particularly the perfect form to mark</p> | <p>Narrative - Various sentence structures and openers - 2a, ed, ing chunk, relative clause, with action, As_ly, adverbials openers of time and place, subordinating conjunctions. The figurative language - simile, metaphor and personification.</p> <p>Use of a short sentence to create tension in a narrative.</p> <p>Explanatory text/Instructions - recap non-fiction sentences - using subordinating conjunctions, relative</p> | <p>conjunctions, relative clauses, Boys sentences, ly starters. Using colons with description: detail sentences and colons for a list.</p> <p>Recap - Parenthesis - use of a pair of commas or brackets to 'drop' in a relative clause. Identify and use relative pronouns.</p> <p>Introduce - Semi colons</p> <p>Understand the difference between formal and informal language.</p> <p>Recap - Narrative - inverted commas and speech punctuation.</p> | <p>recap non-fiction sentences - using subordinating conjunctions, relative clauses, Boys sentences, ly starters. Using colons with description: detail sentences and colons for a list.</p> <p>Understand the difference between formal and informal language</p> <p>Recap - Use of modal verbs</p> <p>Recap - Narrative - inverted commas and speech punctuation.</p> <p>Narrative - Various sentence structures</p> | <p>conjunctions, relative clauses, Boys sentences, ly starters. Using colons with description: detail sentences and colons for a list.</p> <p>Recap - Parenthesis - use of a pair of commas or brackets to 'drop' in a relative clause. Identify and use relative pronouns.</p> <p>Introduce - Semi colons</p> <p>Understand the difference between formal and informal language.</p> |
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| | <p>and openers – 2a, ed, ing chunk, relative clause, with action, As_ly, adverbials openers of time and place, subordinating conjunctions. The figurative language – simile, metaphor and personification.</p> <p>Focus on poetry devices and styles and performance techniques.</p> | <p>relationships of time and cause.</p> | <p>clauses, Boys sentences, ly starters. Using colons with description: detail sentences and colons for a list.</p> <p>Use of pronouns and alternative noun phrases to avoid noun repetition of nouns and therefore create more cohesion.</p> <p>Recap -Parenthesis – use of a pair of commas or brackets to ‘drop’ in a relative clause. Identify and use relative pronouns.</p> <p>Understand the difference between formal and informal languag</p> | <p>Recap - Narrative – Various sentence structures and openers – 2a, ed, ing chunk, relative clause, with action, As_ly, adverbials openers of time and place, subordinating conjunctions. The figurative language – simile, metaphor and personification.</p> <p>Recap - Use of a short sentence to create tension in a narrative.</p> | <p>and openers – 2a, ed, ing chunk, relative clause, with action, As_ly, adverbials openers of time and place, subordinating conjunctions. The figurative language – simile, metaphor and personification.</p> <p>Use of a short sentence to create tension in a narrative.</p> <p>Spag focus – Use hyphens and commas to avoid ambiguity.</p> | <p>Recap - Narrative – inverted commas and speech punctuation.</p> <p>Narrative – Various sentence structures and openers – 2a, ed, ing chunk, relative clause, with action, As_ly, adverbials openers of time and place, subordinating conjunctions. The figurative language – simile, metaphor and personification.</p> <p>Use of a short sentence to create tension in a narrative.</p> <p>Recap - poetry devices and styles and performance techniques.</p> |
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| | | | <p>Persuasion – emotive language, superlatives, rhetorical questions, the power of 3, counter argument and a range of persuasive openers.</p> <p>Use modal verbs</p> | | | |
| <p>Language Enrichment Key vocabulary Which vocab will you feed into lessons in context to aid children’s writing? Please consider both subject specific</p> | <p>Non-Chronological report -Space Subject-specific Orbit, light-years, nebula, spacecraft, astronauts, Solar system, Universe, vacuum, gravity, atmosphere, meteorites, debris, satellites Text-Type Specific Language</p> | <p>Narrative - The Tunnel Subject specific claustrophobic, verdant, gnarled, abandoned, desolate, shrivelled, shadowy, silhouette, bustling, meandering, caliginous, mysterious, glimmering, inquisitive, peculiar, curious, cobbled, towering, crumbling, decaying, grimy, bewildered, sinister, menacing, pale, writhing, twisted</p> | <p>Narrative - The promise Subject specific abandoned, desolate, shrivelled, shadowy, silhouette, bustling, meandering, caliginous, mysterious, cacophony, glimmering, inquisitive, peculiar, curious, cobbled, towering, crumbling, grimy, bewildered, sinister, menacing, pale</p> | <p>Non-Chronological report -Great white shark Subject-specific Streamlined, cartilaginous, aerodynamic, voracious, ravenous, devour, torpedo, predatory, conical, propulsion, evolved, archaic, serrated, migratory, endangered, pectoral, dorsal</p> | <p>Narrative - Mr Hirota’s phone booth Subject specific Serene, tranquil, desolate, billowing, blustery, trembling, shuddering, turbulent, crest, jagged, thunderous, shadowy, silhouette, bustling, meandering, howling, mysterious, cacophony, abandoned glimmering,</p> | <p>Non-Chronological report -Oceans, tides and tsunamis Subject-specific retreats, gravitational, extreme, harness, devastated, disturbance, eruption, earthquakes, extensive, wreckage, structures, disasters, resulting, inhabited, vulnerable,</p> |



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| <p>vocabulary as well as text-type-specific vocabulary</p> | <p>(Subordinating Conjunctions) As, when, while, as soon as, just as, however, before, after, although, despite, even if</p> <p>Ly, openers Amazingly, surprisingly, incredibly, unexpectedly, remarkably</p> <p><u>Narrative- Turtle Subject-Specific</u> rockface, summit, traversed, emerged, plunged, soared, plummeted, hauled, struggled, approached, scrambled</p> <p>disturbing, concerned, alarming, relentless,</p> | <p>methodically, reluctantly, tentatively, eagerly, warmly, impatiently, suspiciously, mysteriously, unexpectedly, abruptly, coldly, nervously, swiftly</p> <p><u>Text-Type Specific Language</u> (Subordinating Conjunctions)</p> <p>As, when, while, as soon as, just as, before, after, although, despite, even if, even when,</p> <p><u>Narrative- Sector 7 Subject-Specific</u> protruding billowing, emerging looming, shadowy, soaring shrouded, collision silhouette</p> | <p>eagerly, warmly, impatiently, suspiciously, mysteriously, tentatively, reluctantly, unexpectedly, abruptly, coldly, nervously, swiftly</p> <p><u>Text-Type Specific Language</u> (Subordinating Conjunctions)</p> <p>As, when, while, as soon as, just as, before, after, although, despite, even if, even when,</p> <p><u>Explanatory text/Instructions -based on the way things work.</u> Specific/technical language</p> <p>electronic, turning, extendable, intricate,</p> | <p><u>Text-Type Specific Language</u></p> <p>(Subordinating Conjunctions) As, when, while, as soon as, just as, however, before, after, although, despite, even if</p> <p>Ly, openers Amazingly, surprisingly, incredibly, unexpectedly, remarkably</p> <p><u>Narrative - The Lost thing</u></p> <p>Subject specific</p> <p>tentacles, metallic, desolate, archways, billowing, wispy, shadowy, silhouette, bustling, meandering, caliginous, mysterious, cacophony, abandoned glimmering, inquisitive, peculiar, curious, cobbled,</p> | <p>towering, bewildered, engulfed, erupted, exploded, sinister, menacing, pale</p> <p>nervously, longingly, eagerly, warmly, impatiently, suspiciously, mysteriously, tentatively, reluctantly, unexpectedly, abruptly, coldly, nervously, swiftly</p> <p><u>Text-Type Specific Language</u> (Subordinating Conjunctions)</p> <p>As, when, while, as soon as, just as, before, after, although, despite, even if,</p> <p><u>Adverbials of time</u> Just at that moment, Moments later,</p> | <p><u>Text-Type Specific Language</u></p> <p>(Subordinating Conjunctions) As, when, while, as soon as, just as, however, before, after, although, despite, even if</p> <p>Ly, openers Amazingly, surprisingly, incredibly, unexpectedly, remarkably</p> <p><u>Narrative - the flood</u></p> <p>Subject specific</p> <p>Violent, dreadful, threatening, churned, torrent, Serene, tranquil, desolate, billowing, blustery, rolling, trembling, shuddering, turbulent, crest, jagged, thunderous, shadowy, silhouette, bustling,</p> |
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| <p>fatigued, writhing, flailing</p> <p>Powerfully, desperately, effortlessly, eagerly, mercilessly, furiously, relentlessly.</p> <p><u>Text-Type Specific Language</u></p> <p>(Subordinating Conjunctions) As, when, while, as soon as, just as, before, after, although, despite, even if</p> <p>(Prepositional openers) On the horizon, Below the crevice, High above, In the distance, Above the, Beyond the ..., During the night, Before sunrise,</p> | <p>shimmering, desolate swirling, cluster glowing, writhing, flailing lustre jagged radiance, puncturing spiralling, distant, vast,</p> <p>Peering, hovering, gliding, wheeling twisting emerging floating protruding soaring erupting</p> <p>exploding scanning spiralling twinkling colliding crashing winding reaching orbiting revolving skidding covering hurtling surrounding zigzagging snaking</p> <p>suspended stunned astounded terrified alarmed petrified</p> | <p>pistons, pulley, program, operating system, retractable, state-of-the-art, sophisticated, powerful, efficient, revolutionary automatic, mechanism, activates, rotates, launches, triggers, catapults, motor</p> <p><u>Text-Specific Language (Causal language)</u> This causes As a result Consequentlywhich causes...which provides...causing the.....to....</p> <p><u>Persuasion - Come to this city</u> Subject-Specific</p> <p>awe-inspiring, infrastructure, culture, architecture, design, night-life, undiscovered, hidden, magnificent,</p> | <p>towering, crumbling, grimy, bewildered, sinister, menacing, pale</p> <p>eagerly, warmly, impatiently, suspiciously, mysteriously, tentatively, reluctantly, unexpectedly, abruptly, coldly, nervously, swiftly</p> <p><u>Text-Type Specific Language</u> (Subordinating Conjunctions)</p> <p>As, when, while, as soon as, just as, before, after, although, despite, even if, even when,</p> <p><u>Narrative - FarTHER</u> Subject specific</p> <p>Serene, tranquil, desolate, billowing, blustery, turbulent, wispy, jagged, thunderous, shadowy, silhouette, bustling,</p> | <p>Within seconds, Several terrifying seconds later, Many years later,</p> <p><u>Narrative - The varmints</u> Subject specific</p> <p>wiry, murmuring, wilderness, fragment, endless, boundless, cacophony, claustrophobic, verdant, silhouette, bustling, meandering, caliginous, mysterious, glimmering, inquisitive, peculiar, curious, serene, tranquil, towering, crumbling, decaying, grimy, bewildered, sinister, menacing, pale, writhing, twisted</p> <p>methodically, reluctantly, tentatively, eagerly, warmly, impatiently, suspiciously,</p> | <p>meandering, howling, mysterious, cacophony, abandoned glimmering, towering, bewildered, engulfed, erupted, exploded, sinister, menacing, pale</p> <p>nervously, eagerly, warmly, impatiently, , tentatively, reluctantly, unexpectedly, abruptly, nervously, swiftly</p> <p><u>Text-Type Specific Language</u> (Subordinating Conjunctions)</p> <p>As, when, while, as soon as, just as, before, after, although, despite, even if, even when,</p> <p><u>Adverbials of time</u> Just at that moment, Moments later, Within seconds,</p> |
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| | <p><u>Narrative- The planet</u> <u>Unknown</u> Subject-Specific</p> <p>protruding billowing, emerging looming, shadowy, soaring shrouded, collision silhouette barren shimmering, desolate swirling, cluster glowing, writhing, flailing lustre jagged radiance, puncturing spiralling, distant, vast,</p> <p>Peering, hovering, gliding, wheeling twisting emerging floating protruding soaring erupting</p> | <p>disappointed scattered saddened clustered overawed dismayed disheartened surrounded elated shocked injured dented</p> <p>(Subordinating Conjunctions) As, when, while, as soon as, just as, before, after, although, despite, even if</p> <p>(Prepositional openers) On the horizon, In the distance, In the sky above, Beyond the ..., On the.....,</p> <p>Adverbs tentatively cautiously eagerly violently anxiously bravely peacefully unexpectedly calmly mysteriously courageously valiantly</p> | <p>unparalleled, bewildering,</p> <p><u>Text-Type Specific Language</u> (Imperative verbs) admire, relish, wander, gaze, explore, marvel,</p> <p>(Subordinating Conjunctions) when, because, if, while, before, after, whenever.</p> | <p>meandering, howling, caliginous, mysterious, cacophony, abandoned glimmering, inquisitive, peculiar, curious, , towering, crumbling, grimy, bewildered, engulfed, erupted, exploded, sinister, menacing, pale</p> <p>eagerly, warmly, impatiently, suspiciously, mysteriously, tentatively, reluctantly, unexpectedly, abruptly, coldly, nervously, swiftly</p> <p>Text-Type Specific Language (Subordinating Conjunctions)</p> <p>As, when, while, as soon as, just as, before, after, although, despite, even if, even when,</p> | <p>mysteriously, unexpectedly, abruptly, coldly, nervously, swiftly</p> <p>Text-Type Specific Language (Subordinating Conjunctions)</p> <p>As, when, while, as soon as, just as, before, after, although, despite, even if, even when,</p> <p>Adverbials of time Just at that moment, Moments later, Within seconds, Several terrifying seconds later, Many years later,</p> <p>Adverbials of place/prepositions</p> <p>High above the roaring streets, Far below,</p> | <p>Several terrifying seconds later,</p> <p>Adverbials of place/prepositions</p> <p>High above the roaring waves, Far below, In the threatening, grey sky, In the cool, clear water, On the horizon, In the distance, In the sky above, Beyond the ...,</p> |
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| | <p>exploding scanning spiralling twinkling colliding crashing winding reaching orbiting revolving skidding covering hurtling surrounding zigzagging snaking</p> <p>suspended stunned astounded terrified alarmed petrified disappointed scattered saddened clustered overawed dismayed disheartened surrounded elated shocked injured dented</p> <p>(Subordinating Conjunctions) As, when, while, as soon as, just as, before, after, although, despite, even if</p> | <p>swiftly intrepidly rapidly hastily courageously fearlessly eerily gallantly frantically warily speedily urgently unnervingly promptly</p> | | <p>Adverbials of time Moments later, Within seconds, Several terrifying seconds later, Many years later,</p> | <p>In the cobalt blue sky, In the cool, dark earth, On the horizon, In the distance, In the sky above, Beyond the ...,</p> <p><u>Explanatory text - Lifecycles</u></p> <p>Specific/technical language</p> <p>Development, growth, maturation, emerge, transformation, metamorphosis, cyclic</p> <p>Text-Specific Language (Causal language) This causes As a result Consequently ...which causes... ...which provides... ...causing the.....to....</p> | |
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**(Prepositional
openers)**

On the horizon,
In the distance,
In the sky above,
Beyond the ...,
In the middle of the
box,
On the desolate, arid
surface,

Adverbs

tentatively cautiously
eagerly violently
anxiously bravely
peacefully
unexpectedly calmly
mysteriously
courageously valiantly
swiftly intrepidly
rapidly hastily
courageously
fearlessly eerily
gallantly frantically
warily speedily
urgently unnervingly
promptly

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| <u>Speaking and Listening Opportunities and First-Hand Experiences</u> Please include all those things you do to inspire the children | Read a mountain rescue story aloud. Discuss vocabulary and sentences. Retell the sequence of events in the retelling of the planet unknown. | Discussing vocabulary and sentences. Performing poems | Discussing vocabulary and sentences. Choosing sections of persuasion to share with the class | Discussing vocabulary and sentences. | Discussing vocabulary and sentences. Discussing environmental impacts of Varmints. | Discussing vocabulary and sentences. Performing poems |
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| | Previous Knowledge | New Knowledge | | | | |



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| Year 4: Detail of content to be introduced (statutory requirement) | | Year 5: Detail of content to be introduced (statutory requirement) | |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Word | The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>] | Word | Converting nouns or adjectives into verbs using suffixes [for example, <i>–ate</i> ; <i>–ise</i> ; <i>–ify</i>] Verb prefixes [for example, <i>dis–</i> , <i>de–</i> , <i>mis–</i> , <i>over–</i> and <i>re–</i>] |
| Sentence | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day</i> , <i>I heard the bad news.</i>] | Sentence | Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>] |
| Text | Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | Text | Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before] |
| Punctuation | Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i>] Apostrophes to mark plural possession [for example, <i>the girl’s name</i> , <i>the girls’ names</i>] Use of commas after fronted adverbials | Punctuation | Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity |
| Terminology for pupils | determiner pronoun, possessive pronoun adverbial | Terminology for pupils | modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity |