

	main clause	fronted adverbial	speech	subordinate clause			appositive	punctuation
				adverbial clause	non-finite clause	relative clause		
1	<p>Compose a simple <b>sentence</b></p> <p>■ ■ ■ ■</p> <p>The moon <u>shone</u> in the sky.</p> <p>Join 2 subjects with a <b>coordinating conjunction</b></p> <p>■ △ ■ ■ ■</p> <p>The boy and his dog <u>entered</u> the old house.</p> <p>Join 2 predicates with a <b>coordinating conjunction</b></p> <p>■ ■ △ ■ ■</p> <p>The boy <u>trembled</u> but <u>stepped</u> into the hall.</p>		<p>Use direct <b>speech</b> in a sentence</p> <p>■ ■ ■ ■</p> <p>It's dark tonight the boy <u>said</u>.</p>					<p>Start a <b>sentence</b> with a <b>capital letter</b></p> <p>The moon shone in the sky.</p> <p>Complete a <b>sentence</b> with a <b>full stop</b></p> <p>The boy opened the gate.</p> <p>Complete a <b>sentence</b> with an <b>exclamation mark</b></p> <p>A scream suddenly filled the air!</p> <p>Complete a <b>question</b> with a <b>question mark</b></p> <p>Who made that terrible sound?</p> <p><b>Capitalise proper nouns (people)</b></p> <p>The house was watching James.</p>
2	<p>Join 2 main clauses with a <b>coordinating conjunction</b></p> <p>■ ■ △ ■ ■ ■</p> <p>The clouds <u>covered</u> the moon so the night <u>turned</u> black.</p>	<p>Begin a <b>sentence</b> with a <b>fronted adverbial</b> (an <b>adverb</b> or <b>adverbial phrase</b>) of time (<b>when</b>), place (<b>where</b>) or manner (<b>how</b>)</p> <p>■ ■ ■ ■ ■</p> <p>That night the moon <u>shone</u>.</p> <p>In the sky the moon <u>shone</u>.</p> <p>Silently a bat <u>flew</u> across the sky.</p>	<p>Punctuate direct <b>speech</b> with <b>inverted commas (speech marks)</b></p> <p>■ ■ ■ ■ ■</p> <p>"It's dark tonight" the boy <u>said</u>.</p>	<p>Use an <b>adverbial clause</b> after a <b>main clause</b></p> <p>■ ■ ■ ■ ■</p> <p>The gate <u>creaked</u> when the boy <u>pushed</u> it.</p> <p>Start a <b>sentence</b> with an <b>adverbial clause</b></p> <p>■ ■ ■ ■ ■</p> <p>When the boy <u>pushed</u> it the gate <u>creaked</u>.</p>				<p><b>Capitalise proper nouns (places)</b></p> <p>The house stood at the end of Grey Street.</p> <p>Use a <b>comma</b> between 2 <b>adjectives</b></p> <p>Thick, grey cobwebs covered everything.</p> <p>Use <b>commas</b> in a list of <b>nouns</b> or <b>noun phrases</b></p> <p>The room was covered with dust, cobwebs and mould.</p> <p>Show omission with an <b>apostrophe</b></p> <p>James wasn't scared.</p> <p>Use an <b>apostrophe</b> to mark <b>singular possession</b></p> <p>The boy's heart pounded in his chest.</p>
3	<p>Join 3 <b>predicates</b> with a <b>comma</b> and a <b>coordinating conjunction</b></p> <p>■ ■ △ ■ ■ ■ ■</p> <p>The boy <u>fumbled</u> through his bag, <u>found</u> the old key and <u>pushed</u> it into the lock.</p>	<p>Separate a <b>fronted adverbial</b> with a <b>comma</b></p> <p>That night, the moon <u>shone</u>.</p> <p>Begin a <b>sentence</b> with a <b>linking adverb</b></p> <p>■ ■ ■ ■ ■</p> <p>Soon the sky <u>was</u> as black as pitch.</p> <p>Begin a <b>sentence</b> with a <b>simile</b> (a 'how' adverbial phrase), separating with a <b>comma</b></p> <p>■ ■ ■ ■ ■</p> <p>Like a ghost, the moon <u>drifted</u> across the sky.</p>		<p>Understand an <b>adverbial clause</b> as a type of <b>subordinate clause</b> that starts with a <b>subordinating conjunction</b></p> <p>Separate an <b>adverbial clause</b> with a <b>comma</b> when it starts a <b>sentence</b></p> <p>■ ■ ■ ■ ■</p> <p>When the boy <u>pushed</u> it, the gate <u>creaked</u>.</p>	<p>Understand a <b>non-finite clause</b> as a type of <b>subordinate clause</b> that starts with a <b>verb</b></p> <p>Use an <b>-ing non-finite clause</b> after a <b>main clause</b>, separating with a <b>comma</b></p> <p>■ ■ ■ ■ ■</p> <p>The moon <u>shone</u> with a deathly glow, <u>casting</u> a sickly light over the world.</p> <p>Start a <b>sentence</b> with an <b>-ing non-finite clause</b>, separating with a <b>comma</b></p> <p>■ ■ ■ ■ ■</p> <p><u>Casting</u> a sickly light over the world, the moon <u>shone</u> with a deathly glow.</p>			<p>Use an <b>apostrophe</b> to mark <b>plural possession</b></p> <p>Rats' eyes glittered in the darkness.</p>

	determiner	adjective	noun	pronoun	verb	preposition	adverb	conjunction
1	<p>Understand a <b>determiner</b> as a single <b>word</b> that introduces a noun (an <b>introducing word</b>)</p> <p>Know and use the following <b>determiners</b> (articles): a an the</p>	<p>Understand an <b>adjective</b> as a single <b>word</b> that describes a noun</p> <p>Use <b>adjectives</b> that describe colour red white blue orange black</p> <p>Use <b>adjectives</b> that describe size tiny small little large gigantic</p> <p>Use an <b>adjective</b> before a <b>noun</b> (to create an expanded noun phrase) a <b>black</b> cat the <b>huge</b> dog</p>	<p>Understand a <b>noun</b> as a single <b>word</b> that names a person, place or thing</p> <p>Distinguish between <b>singular</b> and <b>plural nouns</b>, adding <b>-s</b> and <b>-es</b> suffixes to form <b>plural nouns</b> singular cat dog box <b>-s</b> plural cats dogs cakes <b>-es</b> plural boxes dishes</p> <p>Use a <b>determiner</b> before a <b>noun</b> (to create a simple noun phrase) a cat <b>an</b> apple <b>the</b> shop</p>		<p>Understand a <b>verb</b> as a single <b>word</b> that describes an action</p> <p>Use the suffixes <b>-s</b> and <b>-es</b> to write <b>verbs</b> in the 3<sup>rd</sup> person present tense <b>-s</b> lifts smiles jumps <b>-es</b> buzzes pushes mixes</p> <p>Use the <b>-ed</b> suffix to write <b>verbs</b> in the simple past tense waited watched sniffed</p>	<p>Understand a <b>preposition</b> as a single <b>word</b> that describes time (a <b>when word</b>) or place (a <b>where word</b>)</p> <p>Know and use the following <b>prepositions</b>: after at before behind beside between down in inside near off on outside up with</p>	<p>Use <b>prepositions</b> to compose adverbial phrases of time and place <b>time</b> on Tuesday at night in the morning <b>place</b> on the desk with Jim outside the house</p>	<p>Understand a <b>conjunction</b> as a single <b>word</b> that joins (a <b>joining word</b>)</p> <p>Know and use the following <b>coordinating conjunctions</b>: and but</p> <p><b>Coordinate 2 nouns</b> using the <b>conjunction</b> and cats <b>and</b> dogs egg <b>and</b> chips moon <b>and</b> stars Jack <b>and</b> Jill</p>
2	<p>Know and use numerical <b>determiners</b> one two three five ten twenty</p>	<p>Use <b>adjectives</b> that describe shape flat round narrow straight</p> <p>Use <b>adjectives</b> that describe character cruel kind wicked brave</p> <p>Use <b>2 adjectives</b> before a <b>noun</b> (to create a <b>noun phrase</b>) the <b>wise</b>, <b>old</b> king a <b>sad</b>, <b>lonely</b> elf</p> <p>Use <b>comparative</b> and <b>superlative adjectives</b>, adding the <b>suffixes -er</b> and <b>-est</b> <b>comparative</b> colder hotter <b>superlative</b> coldest hottest</p>	<p>Understand a <b>noun phrase</b> as a group of <b>words</b> that describe a person, place or thing</p>		<p>Understand <b>to be</b> and <b>to have</b> as <b>verbs</b> <b>to be</b> am is are was were <b>to have</b> have has had</p> <p>Use the <b>past</b> and <b>present progressive tense</b> to form actions in progress, using the form: <b>to be + -present participle</b> (an <b>-ing verb</b>) am eating are eating is eating was eating were eating</p> <p>Use the <b>past</b> and <b>present tense</b> consistently</p> <p>Use <b>imperative verbs</b> to form <b>commands</b> Wait for me outside! Don't <b>eat</b> the cake.</p>	<p>Know and use the following <b>prepositions</b>: above across against along around below into from onto past through to</p>	<p>Understand an <b>adverb</b> as a single <b>word</b> that describes how a <b>verb</b> happens</p> <p>Use the <b>-ly</b> suffix to write <b>adverbs</b> of manner (how <b>adverbs</b>) slowly happily carefully suddenly gently greedily</p>	<p>Know and use the following <b>coordinating conjunctions</b>: or so</p> <p>Know and use the following <b>subordinating conjunctions</b>: because if when</p>
3	<p>Know and use ordinal <b>determiners</b> first second third fifth tenth thirteenth hundredth</p>	<p>Use <b>adjectives</b> that describe sound loud quiet shrill melodic</p> <p>Use <b>adjectives</b> that describe touch icy rough smooth sticky</p>	<p>Use <b>precise nouns</b> tree &gt; oak flower &gt; daisy insect &gt; moth</p>	<p>Understand a <b>pronoun</b> as a single <b>word</b> that replaces a <b>noun</b> or <b>noun phrase</b></p> <p>Know and use the following <b>subjective pronouns</b> (function as subjects) and <b>objective pronouns</b> (function as objects): <b>subjective</b> I you he she it we they <b>objective</b> me you him her it us them</p>	<p>Use the <b>present perfect tense</b>, using the form: <b>to have + -past participle</b> (usually an <b>-ed verb</b>) have walked has walked have caught has caught</p> <p>Know and use a range of <b>reporting verbs</b> yelled shrieked murmured</p> <p>Understand a <b>clause</b> as a structure that contains a single <b>verb</b> or verb phrase</p> <p>Understand a <b>main clause</b> as a <b>clause</b> that may function independently as a <b>sentence</b></p> <p>Understand a <b>subordinate clause</b> as a <b>clause</b> that does not function independently as a <b>sentence</b></p>	<p>Understand a <b>preposition</b> as a single <b>word</b> that starts an adverbial phrase</p> <p>Know and use the following <b>prepositions</b>: among beneath beyond by during for like throughout until</p>	<p>Understand an <b>adverb</b> as a single <b>word</b> that describes how, when or where a <b>verb</b> happens</p> <p>Know and use <b>adverbs</b> of time (when) and place (where) <b>time</b> still again soon tomorrow today <b>place</b> here there home left south upstairs</p> <p>Know and use the following <b>linking adverbs</b>: next now soon then</p> <p>Understand an <b>adverbial phrase</b> as a group of <b>words</b> that describes how, when or where a <b>verb</b> happens</p> <p>Use <b>like</b> and <b>as... as</b> to create <b>similes</b> like a shadow as old as time</p>	<p>Understand a <b>coordinating conjunction</b> as a single <b>word</b> that joins two equal <b>sentence</b> elements</p> <p>Understand a <b>subordinating conjunction</b> as a <b>word</b> (or <b>phrase</b>) that introduces an <b>adverbial clause</b></p> <p>Know and use the following <b>subordinating conjunctions</b>: after although before as just as while</p>



	determiner	adjective	noun	pronoun	verb	preposition	adverb	conjunction
4	<p>Understand a determiner as a single word that makes a noun more precise</p> <p>Know and use the following possessive <b>determiners</b>: my your his her its our their</p>	<p>Use <b>adjectives</b> that describe taste and smell fragrant putrid spicy acrid</p>	<p>Join 2 <b>nouns</b> or <b>noun phrases</b> with a <b>preposition</b> to create an expanded <b>noun phrase</b> (a double noun phrase) the dog <b>with</b> shaggy fur that book <b>about</b> the Romans</p> <p>Create collective <b>noun phrases</b> by joining 2 <b>nouns</b> or <b>noun phrases</b> with the <b>preposition of</b> a class <b>of</b> children a bunch <b>of</b> flowers a murder <b>of</b> crows a flock <b>of</b> starlings</p>	<p>Know and use the following <b>possessive pronouns</b>: mine yours his hers its ours theirs</p> <p>Balance the use of <b>pronouns</b> and <b>nouns</b> to avoid ambiguity and repetition</p>	<p>Know and use common irregular <b>past tense verb forms</b> bought slept cut dreamt</p> <p>Use standard verb forms we was &gt; we were I done &gt; I did could of &gt; could have</p> <p>Use precise <b>verbs</b> to create shades of meaning <b>walk</b> trudge stride saunter <b>eat</b> nibble devour munch</p>	<p>Understand a <b>preposition</b> as a single word that joins a two <b>nouns</b> or <b>noun phrases</b></p> <p>Know and use the following <b>prepositions</b>: about adjacent despite except of opposite since toward upon within without</p>	<p>Know and use the following <b>linking adverbs</b>: also finally for example however meanwhile therefore</p> <p>Coordinate 2 or 3 <b>adverbial phrases</b> The pirates carried the treasure <b>from the ship, over the golden sands</b> and to the <b>secret cave</b>.</p>	<p>Know and use the following <b>coordinating conjunctions</b>: yet</p> <p>Know and use the following <b>subordinating conjunctions</b>: as soon as by the time even though once unless until</p>
5	<p>Know and use the following <b>demonstrative determiners</b>: that these this those</p>	<p>Use <b>adjectives</b> that describe age young fresh elderly ancient</p> <p>Use <b>adjectives</b> that describe materials silk bronze plastic porcelain</p> <p>Avoid pleonasm when using <b>adjectives</b> huge giant cold ice future plans white snow</p>	<p>Understand an abstract <b>noun</b> as concept, idea or emotion love terror religion friendship success</p>	<p>Know and use the following <b>relative pronouns</b>: that when where which who whose</p>	<p>Know and use the following <b>modal verbs</b>: can could may might must shall should will would</p>	<p>Know and use the following <b>linking adverbs</b>: besides furthermore in conclusion in fact likewise similarly still</p> <p>Avoid pleonasm when using <b>adverbs</b> smiled happily shouted loudly ran quickly</p> <p>Use <b>prepositions</b> to compose <b>adverbial phrases</b> of manner <b>with</b> great care <b>in</b> disgust <b>in</b> a fit of rage</p>	<p>Know and use the following <b>subordinating conjunctions</b>: now that so that whatever whenever whereas wherever whoever</p>	
6	<p>Know and use a range of <b>quantifying determiners</b> all another both each enough every few less more no many other several some</p>	<p>Use <b>adjectives</b> that describe origin local distant French Saxon</p> <p>Use <b>adjective phrases</b> a <b>dimly lit</b> room the <b>beautifully painted</b> vase this <b>jade-winged</b> dragon our <b>six-page</b> leaflet</p>	<p>Understand an <b>object</b> of a <b>clause</b> as a <b>noun</b> or <b>noun phrase</b> that is the recipient of the action and typically follows the <b>verb</b> Jim chased a <b>wasp</b> around the house. When he swung <b>his net</b>, he tripped over.</p>	<p>Know and use a range of <b>indefinite pronouns</b> another both enough less more nobody nothing plenty others several someone</p>	<p>Distinguish between the <b>active voice</b> (in which the <b>subject</b> is the agent of the action) and the <b>passive voice</b> (in which the <b>subject</b> is the recipient of the action) <b>active</b> Jim <b>chased</b> a bee around the room. <b>passive</b> The bee <b>was chased</b> around the room.</p> <p>Form <b>passive verbs</b>, using the form: <b>to be + past participle</b> (usually an <b>-ed verb</b>) was watched were carried are broken is caught</p> <p>Use <b>phrasal verbs</b> (<b>verb + preposition</b> or <b>adverb</b>) in informal writing, but not in formal writing informal get up ask for go in formal rise request enter</p> <p>Use the <b>subjunctive mood</b> in formal writing If I <b>were</b> rich, I'd buy a gold-plated bicycle. Max ordered Jim around as if he <b>were</b> the king.</p>	<p>Know and use the following <b>linking adverbs</b>: above all consequently in contrast instead nevertheless nonetheless otherwise subsequently</p>	<p>Know and use the following <b>subordinating conjunctions</b>: as if as long as as much as if only in case provided that since</p>	