

Varying openings draws attention to the opening clause or phrase. It's also a way to create cohesion in texts as it helps them to flow, avoiding repetition of 'the...'

Action: Stamping down the stairs, Hiding behind the tree,
 Adverbials of time: Just then, All of a sudden, In a flash,
 Speech: "I'm going out," Sam shouted. "Help!" screamed....

A **simple sentence** stands alone. *I went for a walk.*

Varying sentence structure can take many forms:
 -Two **main clauses** are joined with a conjunction
The bird ate a worm and it flew into the tree.
 -A **subordinate clause**- it doesn't make sense alone. The commas separate the clauses.
When I saw the food, my tummy began to rumble.
Sam had many toy cars but then he lost them.

The subject and verb must match within a sentence; however, they may vary across a piece of work. For example, in a past tense narrative direct speech may be present tense.

Past already happened	Present today or now
I was dancing yesterday in PE. Last week, I jumped over the bar.	I am going swimming today at school. I like to play catch.

Cohesive devices are words or phrases that make clear how the different parts of a text fit together. These are used within and across paragraphs to help them to flow. Some examples of cohesive devices are:

- **Pronouns:** refer back to earlier nouns used to avoid repetition.
 - Sam – he, the boy, his, him.
 - Aisha – she, her, the girl.
- **Prepositions, conjunctions and adverbs:** make relations between words clear. Before leaving, check... After lunch..., Finally...

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. E.g. *the teacher* expanded to: *the strict maths teacher with*

An expansion of the **noun** with **adjectives** for description. *evil beast small timid creature*

Placed at the front of the sentence as a **fronted adverbial** and it is then followed by a comma. Gives information related to time, place or manner.

After much hesitation, the child leapt into the abyss and hoped for the best.
Staring at what was in front of him, he realised it wasn't as bad as he first thought.

Apostrophes to mark **singular** and **plural** possession

the **girl's** name is... the **girls'** names are
 the **dog's** paw is the **dogs'** paws are

-Use **" "** when a character starts and finishes speaking

-Start speech with a capital letter

-Punctuate within the speech marks this could be ! ? . or ,)

The conductor shouted, "Sit down!"

"Today I had chips for lunch," Sam told his mum.

A group of linked sentences about the same thing. Start the new **paragraph** on a new line when you are writing about a new idea, person, place or event. Paragraphs organise your work and show themes. Apply these within written work:

-Narrative: at least **beginning**, **middle** and **end**, however there will be others such as a change in setting or event in a longer story.

-Report writing: each new section with a new subheading

Heading = The title All about the Romans

Subheadings =Within the report - Roman Weapons The Empire

Year 4

- Vary sentence structure, using different openers. Use sentences of different forms including some sentence structures with more than one clause
- Use past and present tense correctly and consistently
- Use some cohesive devices e.g. co-ordinating and subordinating conjunctions, adverbs and prepositions (to express time and cause) and nouns and pronouns (for clarity and to avoid repetition).
- Use adjectival phrases (e.g. biting cold wind).
- Use appropriate choice of noun or pronoun.
- Use fronted adverbials and use a comma after each one (e.g. Later that day, I heard bad news.).
- Use apostrophe for singular and plural possession.
- Use commas to mark clauses.
- Use inverted commas and other punctuation to punctuate direct speech.
- Use paragraphs to organise ideas around a theme.
- Use connecting adverbs to link paragraphs.

All can be used to inform time, place and cause.

- Conjunctions link words and phrases together.
- Adverbs modify verbs, adjectives and clauses.
- Preposition describes location, place or time - before a noun.

Conjunctions		Adverbs		Prepositions	
when	before	then	next	before	after
while	since	soon	always	during	due to
because	so	later	now	above	below
where	later	inside	outside	through	under
unless	until	therefore		beside	with
yet	once	yesterday		inside	next to
that	if	frequently		because of	
		eventually			

- A **full stop** comes at the end of a sentence that is complete and finished. *The boy ran across the road.*
- A **question mark** comes at the end of a sentence which is asking a question. *What time is lunch?*
- An **exclamation** is something you say or shout, that shows you are very happy, angry, or surprised. *Oh dear!*
- A comma can be used to separate items in a list. *I like cheese, lettuce and tomato in my sandwich.* There is no comma before 'and'.

A noun phrase adds detail to the noun. *the big bear...a black dog...an old, wooden boat...the bird with golden feathers...*

*It does not need to be 2 adjectives + noun, a noun can be modified by a noun. *bed socks...history book...ankle boots*

First, second, and third person show the narrative point of view.

1st person: I, we, me, my, mine, our, ours.

I went shopping. The picnic is ours for lunch. We had a great time.

2nd person: you, your yours.

You are kind. The gift is all yours.

3rd person: he, his, she, her, hers, it, its, their. He is running fast.

They preferred to pay football. Sally watched the game.

The present perfect verb form, instead of the simple present.

Simple present tense

I like to play games.

My dad drives a red car.

Present perfect

He **has gone** out to play.

(**present+perfect** form)

I **have** finished my work.

(**present+perfect** form)

Inverted commas (also known as speech marks) show when people are actually speaking, this is known as direct speech.

"I'm beginning to understand," he said.

" " At the start and end of what is being said.

A group of linked sentences that are usually about the same thing. A new **paragraph** starts when you are writing about a new idea, person, place or event. Start the new paragraph on a new line.

In stories this could be the **beginning, middle** and **end**.

In a report, this could be a new paragraph for each section of the report using headings and subheadings.

Heading = All about Cats

Subheadings = Diet of a Cat

Cat Breeds

Year 3

- Use capital letters, full stops, question marks, exclamation marks and commas for lists.
- Use conjunctions, adverbs and prepositions, mostly accurately, to inform time, place or cause
 - Use conjunctions (when, so, before, after, while, because).
 - Use adverbs (e.g. then, next, soon).
 - Use prepositions (e.g. before, after, during, in, because of).
- Use nouns and noun phrases, modified by adjectives and other nouns to add detail, experimenting with adjectives to create impact.
- Correctly use verbs in 1st, 2nd and 3rd person.
- Use perfect form of verbs to mark relationships of time and cause.
- Use punctuation mostly accurately, including some use of inverted commas to indicate direct speech.
- Group ideas into basic paragraphs.
- Write under headings and sub-headings.
- Write with increasing legibility.