

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<br>already happened  | Present<br>today or now  |
|---|--|
| I <b>was</b> dancing <b>yesterday</b> in PE.<br>Last week, I jumped over the bar. | I <b>am</b> going swimming <b>today</b> at school.<br>I like <b>to play</b> catch. |

#### 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.

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 had 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

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 that 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.

1<sup>st</sup> person: I, we, me, my, mine, our, ours.

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

2<sup>nd</sup> person: you, your yours.

You are kind. The gift is all yours.

3<sup>rd</sup> person: he, his, him, she, her, hers, it, its, their, theirs...

He is running fast.

They preferred to play 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.*

### 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.

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