



Bramhope Primary School

English- Writing Road Map



4. Vocabulary, grammar and punctuation:

Reception:

letter, capital letter, word, finger space, sentence, punctuation, full stop

- To answer 'how' and 'why' questions about their experiences and in response to stories or events.
- To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- Can begin to form simple sentences using a capital letter, finger (appropriate/relative) spaces and full stop.

Year 1:

letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

- Say, and hold in memory whilst writing, simple sentences which make sense.
- Write simple sentences that can be read by themselves and others.
- Separate words with spaces.
- Use punctuation to demarcate simple sentences (capital letters and full stops).
- Use capital letter for the personal pronoun *I*.
- Use capital letters for names of people, places and days of the week.
- Identify and use question marks and exclamation marks.
- Use the joining word *and* to link words and clauses.
- Make singular nouns plural using 's' and 'es' e.g. *dog, dogs; wish, wishes*.
- Add suffixes to verbs where no spelling change is needed to the root word e.g. *helping, helped, helper*.
- Add the prefix 'un' to verbs and adjectives to change the meaning e.g. *untie, unkind*.
- **Extend range of joining words to link words and clauses using *but* and *or*.**

Year 2:

noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma.

- Say, write and punctuate simple and compound sentences using the joining words *and, but, so* and *or* (co-ordination).
- Use sentences with different forms: statement, question, command, exclamation.
- Secure the use of full stops, capital letters, exclamation marks and question marks.
- Use apostrophes for contracted forms e.g. *don't, can't, wouldn't, you're, I'll*.
- Use subordination for time using *when, before* and *after* e.g. *We went out to play when we had finished our writing. When we had finished our writing, we went out to play.*
- Use subordination for reason using *because* and *if* e.g. *I put my coat on because it was raining. Because it was raining, I put on my coat.*
- Use the subordinating conjunction *that* in a sentence, e.g. *I hope that it doesn't rain on sports day.*
- Select, generate and effectively use verbs.
- Explore the progressive form of verbs in the present tense (e.g. *she is drumming*) and past tense (e.g. *he was shouting*) to mark actions in progress.
- Use past tense for narrative, recount (e.g. *diary, newspaper report, biography*) historical reports.
- Use present tense for non-chronological reports and persuasive adverts.
- Select, generate and effectively use nouns.

- Identify, generate and effectively use noun phrases, e.g. *the blue butterfly with shimmering wings* (for description), *granulated sugar* (for specification).
- Add suffixes *ful* or *less* to create adjectives e.g. *playful, careful, careless, hopeless*.
- Use suffixes *er* and *est* to create adjectives e.g. *faster, fastest, smaller, smallest*.
- Use suffix *ly* to turn adjectives into adverbs e.g. *slowly, gently, carefully*.
- **Use commas to separate items in a list.**
- **Use apostrophes for singular possession in nouns, e.g. *the girl's name*.**

Year 3:

adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

Recap Year 2 objective/ Autumn term:

- on choosing nouns and pronouns appropriately
- on Capital letters, full stops, question marks, exclamation marks, apostrophes for possession and commas in a list
- Identify clauses in sentences.
- Explore and identify main and subordinate clauses in complex sentences.
- Explore, identify and create complex sentences using a range of conjunctions e.g. *when, if because, although, while, since, until, before, after, so*.
- Identify, select, generate and effectively use prepositions for where e.g. *above, below, beneath, within, outside, beyond*.
- Adverbs – To start sentences e.g. *suddenly, silently, soon, next, eventually*.
- Begin to use inverted commas to punctuate direct speech (speech marks).
- Use perfect form of verbs using *have* and *has* to indicate a completed action e.g. *He has gone out to play* (present perfect) instead of *he went out to play* (simple past).
- Use the determiner *a* or *an* according to whether the next word begins with a consonant or vowel e.g. *a rock, an open box*.
- Explore and collect nouns with prefixes *super, anti, auto*.
- **To manipulate the position of a cause within a sentence, e.g. *Although it was raining, we decided not to take our coats*.**

Year 4:

determiner, pronoun, possessive pronoun, adverbial

- Create complex sentences with adverb starters e.g. *Silently trudging through the snow, Sam made his way up the mountain*.
- Use commas to mark reporting clauses and end punctuation in direct speech.
- Create sentences with fronted adverbials for when e.g. *As the clock struck twelve, the soldiers sprang into action*.
- *Create sentences with fronted adverbials for where* e.g. *In the distance, a lone wolf howled*.
- Use commas after fronted adverbials.
- Identify, select and use determiners including:
 - articles: *a/an, the*
 - demonstratives : *this/that; these/those*
 - possessives: *my/your/his/her/its/our/their*
 - quantifiers: *some, any, no, many, much, every*
- Use inverted commas and other punctuation to indicate direct speech e.g. *The tour guide announced, "Be back here at four o'clock."*

- Identify, select and effectively use pronouns.
 - Use nouns for precision, e.g. *burglar* rather than *man*, *bungalow* rather than *house*.
 - Explore, identify, collect and use noun phrases e.g. *the crumbly cookie with tasty marshmallow pieces*.
 - Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was*. *I was* instead of *I were*, *I did* instead of *I done*. *She saw it* instead of *she seen it*.
 - Use apostrophes for singular and plural possession e.g. *the dog's bone* and *the dogs' bones*.
 - Organise dialogue mostly correctly.
- **To consistently use commas to mark clauses in complex sentences.**
 - **To consistently use commas after fronted adverbials.**
 - **To consistently use inverted commas and other punctuation to indicate direct speech e.g. *The tour guide announced, "Be back here at four o' clock."***
 - **To consistently use apostrophes for singular and plural possession e.g. *the dog's bone* and *the dogs' bones*.**
 - **Controlled Dialogue**

Year 5:

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

- Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.
 - Create and punctuate complex sentences using ed opening clauses e.g. Exhausted from the race, Sam collapsed in a heap.
 - Create and punctuate complex sentences using ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board.
 - Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests.
 - Demarcate complex sentences using commas in order to clarify meaning.
 - Use commas to avoid ambiguity, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.'
 - Identify and use commas to indicate parenthesis, e.g. The house, lonely and abandoned, teetered on the edge of the cliff.
 - Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (*Acinonyx jubatus*) inhabits open grassland in Africa.
 - Identify and use dashes to indicate parenthesis, e.g. in less formal writing: The cake was lovely – delicious in fact – so I had another slice.
 - Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly.
 - Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently.
 - Use expanded noun phrases to convey complicated information concisely, e.g. carnivorous predators with surprisingly weak jaws and small teeth.
 - Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.
 - Explore, collect and use adverbs to indicate degrees of possibility e.g. surely, perhaps, maybe, definitely, alternatively, certainly, probably.
 - Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs.
 - Investigate verb prefixes e.g. dis-, de-, re-, pre-, mis-, over-.
- **Select vocabulary and grammatical structures that demonstrate a growing awareness of the formality.**
 - **Use a wide range of clause structures, sometimes varying their position within a sentence, across a range of genres.**
 - **Use the full range of punctuation expected at Key Stage Two.**

Year 6:

subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

- Manipulate sentences to create particular effects.
 - Use a wide range of clause structures, sometimes varying their position in sentences.
 - Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.
 - Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then.
 - Use adverbs, preposition phrases and expanded noun phrases to add detail and precision.
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- Make some correct use of ellipsis to link ideas between paragraphs – punctuation for parenthesis.
 - Make some correct use of semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up.
 - Make some correct use of semi-colons within lists.
 - Make some correct use of colons to introduce a list.
 - Use inverted commas and commas for clarity mostly correctly.
 - Explore how some hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark.
 - Explore, collect and use question tags typical of informal speech and writing e.g. "He's your friend, isn't he?"
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- Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – enter.
 - Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved.
 - Identify the subject and object of a sentence.
 - Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken.
 - Use modal verbs mostly appropriately.
 - Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).
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- **Use ellipsis to link ideas between paragraphs – punctuation for parenthesis.**
 - **Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up.**
 - **Identify and use colons to introduce a list.**
 - **Identify and use semi-colons within lists.**
 - **Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark. Explore, collect and use subjunctive forms for formal speech and writing e.g. If I were able to come to your party, I would; The school requires that all pupils be honest.**