

	main clause	fronted adverbial	speech	subordinate clause			appositive	punctuation
				adverbial clause	non-finite clause	relative clause		
1	<p>Compose a simple statement sentence where the predicate is:</p> <p>■ ■ ■ verb The moon <u>shone</u>. verb + object The boy <u>opened</u> the gate.</p> <p>Add a where or when adverbial to a simple statement sentence:</p> <p>■ ■ ■ The moon <u>shone</u> in the sky.</p> <p>Join 2 subjects with a coordinating conjunction</p> <p>■ △ ■ ■ ■ The boy and his dog <u>entered</u> the old house.</p> <p>Join 2 predicates with a coordinating conjunction</p> <p>■ ■ △ ■ ■ The boy <u>trembled</u> but <u>stepped</u> into the hall.</p>							<p>Start a sentence with a capital letter</p> <p>The moon shone in the sky.</p> <p>Complete a sentence with a full stop</p> <p>The boy opened the gate.</p> <p>Complete a sentence with an exclamation mark</p> <p>A scream suddenly filled the air!</p> <p>Complete a question with a question mark</p> <p>Who made that terrible sound?</p>
2	<p>Join 2 main clauses with a coordinating conjunction</p> <p>■ ■ △ ■ ■ ■ ■ The clouds <u>covered</u> the moon so the night <u>turned</u> black.</p> <p>Compose a simple command that starts with a verb</p> <p><u>Look</u> out for ghosts.</p> <p>Use the following question words to compose a question</p> <p>how what when where which who whose why</p> <p>Use 'how' and 'what' to compose an exclamation</p> <p>What a spooky house this <u>is</u>. How dark it <u>is</u> in here.</p>	<p>Begin a sentence with a fronted adverbial (an adverb or adverbial phrase) of time (when), place (where) or manner (how)</p> <p>■ ■ ■ ■ ■ That night the moon <u>shone</u>. In the sky the moon <u>shone</u>. Silently a bat <u>flew</u> across the sky.</p>	<p>Use direct speech in a sentence, punctuating with inverted commas (speech marks)</p> <p>■ ■ ■ ■ ■ "It's dark tonight" the boy <u>said</u>.</p>	<p>Use an adverbial clause after a main clause</p> <p>■ ■ ■ ■ ■ The gate <u>creaked</u> when the boy <u>pushed</u> it.</p> <p>Start a sentence with an adverbial clause</p> <p>■ ■ ■ ■ ■ When the boy <u>pushed</u> it the gate <u>creaked</u>.</p>				<p>Use a comma between 2 adjectives</p> <p>Thick, grey cobwebs covered everything.</p> <p>Use commas in a list of nouns or noun phrases</p> <p>The room was covered with dust, cobwebs and mould.</p> <p>Show omission with an apostrophe</p> <p>James wasn't scared.</p> <p>Use an apostrophe to mark singular possession</p> <p>The boy's heart pounded in his chest.</p>
3	<p>Understand a main clause as a clause that may function independently as a sentence</p> <p>Join 3 predicates with a comma and a coordinating conjunction</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 fronted adverbial with a comma</p> <p>That night, the moon <u>shone</u>.</p> <p>Begin a sentence with a linking adverb</p> <p>■ ■ ■ ■ ■ Soon the sky <u>was</u> as black as pitch.</p> <p>Begin a sentence with a simile (a 'how' adverbial phrase), separating with a comma</p> <p>■ ■ ■ ■ ■ Like a ghost, the moon <u>drifted</u> across the sky. As quiet as a mouse, the boy <u>tiptoed</u> across the garden.</p>		<p>Understand an adverbial clause as a subordinate clause that starts with a subordinating conjunction</p> <p>Separate an adverbial clause with a comma when it starts a sentence</p> <p>■ ■ ■ ■ ■ When the boy <u>pushed</u> it, the gate <u>creaked</u>.</p>	<p>Understand a non-finite clause as a subordinate clause that starts with a verb</p> <p>Use an -ing non-finite clause after a main clause, separating with a comma</p> <p>■ ■ ■ ■ ■ The moon <u>shone</u> with a deathly glow, <u>casting</u> a sickly light over the world.</p> <p>Start a sentence with an -ing non-finite clause, separating with a comma</p> <p>■ ■ ■ ■ ■ <u>Casting</u> a sickly light over the world, the moon <u>shone</u> with a deathly glow.</p>			<p>Use an apostrophe to mark plural possession</p> <p>Rats' eyes glittered in the darkness.</p>
<p>Understand a subordinate clause as a clause that does not function independently as a sentence</p>								

determiner	adjective	noun	pronoun	verb	preposition	adverb	conjunction															
1	<p>Understand an adjective as a single word that describes a noun</p> <p>Use adjectives of colour red white blue orange black</p> <p>Use adjectives of size tiny small little large gigantic</p> <p>Use an adjective before a noun a black cat the huge dog</p>	<p>Understand a noun as a single word that names a person, place or thing</p> <p>Distinguish between singular and plural nouns, adding -s and -es suffixes to form plural nouns</p> <p>singular cat dog box -s plural cats dogs cakes es plural boxes dishes</p> <p>Capitalise proper nouns (people) The house was watching James.</p>		<p>Understand a verb as a single word that describes an action</p> <p>Use the suffixes -s and -es to write verbs in the 3rd person present tense -s lifts smiles jumps -es buzzes pushes mixes</p> <p>Use the -ed suffix to write verbs in the simple past tense waited watched sniffed</p>	<p>Understand a preposition as a single word that describes time (a when word) or place (a where word)</p> <p>Know and use the following prepositions: after at before behind beside between down in inside near off on outside up with</p>	<p>Understand a conjunction as a single word that joins (a joining word)</p> <p>Know and use the following coordinating conjunctions: and but</p> <p>Coordinate 2 nouns or two adjectives using the conjunction and cats and dogs egg and chips black and blue cold and wet</p>																
	<p>Understand a subject as who or what performs the action in a simple sentence who or what did the chasing? The dog chased the cat. who or what did the eating? Jim ate a huge cake.</p> <p>Understand an object as who or what receives the action in a simple sentence who or what was chased? The dog chased the cat. who or what was eaten? Jim ate a huge cake.</p>				<p>Use prepositions to compose adverbial phrases of time (when phrase) and place (where phrase) time on Tuesday at night in the morning place on the desk with Jim outside the house</p>																	
2	<p>Understand a determiner as a single word that introduces a noun (an introducing word)</p> <p>Know and use the following determiners (articles) a an the</p> <p>Know and use numerical determiners one two three five ten twenty</p>	<p>Use adjectives of shape flat round narrow straight</p> <p>Use adjectives of character cruel kind wicked brave</p> <p>Use 2 adjectives before a noun the wise, old king a sad, lonely elf</p>	<p>Use comparative and superlative adjectives, adding the suffixes -er and -est</p> <p>comparative colder hotter superlative coldest hottest</p> <p>Capitalise proper nouns (places) The house stood at the end of Grey Street.</p>		<p>Understand to be and to have as verbs to be am is are was were to have have has had</p> <p>Use the past and present progressive tense to form actions in progress, using the form: to be + -ing am eating are eating is eating was eating were eating</p> <p>Use the past and present tense consistently</p> <p>Use imperative verbs to form commands Wait for me outside! Don't eat the cake.</p>	<p>Know and use the following prepositions above across against along around below into from onto past through to</p>	<p>Understand an adverb as a single word that describes how a verb happens</p> <p>Use the -ly suffix to write adverbs of manner (how adverbs) slowly happily carefully suddenly gently greedily</p>	<p>Know and use the following coordinating conjunctions or so</p> <p>Know and use the following subordinating conjunctions because if when</p>														
	<p>Understand a noun phrase as a group of words that describes a person, place or thing</p> <p>Know that a noun phrase is constructed from determiners, adjectives and nouns</p> <table border="1"> <thead> <tr> <th>det</th> <th>adj</th> <th>n</th> <th>noun phrase</th> </tr> </thead> <tbody> <tr> <td>the</td> <td></td> <td>cat</td> <td>the cat</td> </tr> <tr> <td>the</td> <td>hungry</td> <td>cat</td> <td>the hungry cat</td> </tr> <tr> <td></td> <td>hungry</td> <td>cats</td> <td>hungry cats</td> </tr> </tbody> </table>	det	adj	n	noun phrase	the		cat	the cat	the	hungry	cat	the hungry cat		hungry	cats	hungry cats					
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3	<p>Know and use ordinal determiners first second third fifth tenth thirteenth hundredth</p> <p>Use adjectives of sound loud quiet shrill melodic</p> <p>Use adjectives of touch icy rough smooth sticky</p>	<p>Use precise nouns tree > oak flower > daisy insect > moth</p>	<p>Understand a pronoun as a single word that replaces a noun or noun phrase</p> <p>Know and use the following subjective pronouns (function as subjects) and objective pronouns (function as objects)</p> <p>subjective I you he she it we they objective me you him her it us them</p>		<p>Use the present perfect tense, using the form: to have +ed have walked has walked have caught has caught</p> <p>Know and use a range of reporting verbs yelled shrieked murmured</p> <p>Understand a clause as a structure that contains a single verb or verb phrase</p>	<p>Understand a preposition as a single word that starts an adverbial phrase</p> <p>Know and use the following prepositions among beneath beyond by during for like throughout until</p>	<p>Understand an adverb as a single word that describes how, when or where a verb happens</p> <p>Know and use adverbs of time (when) and place (where) time still again soon tomorrow today place here there home left south upstairs</p> <p>Know and use the following linking adverbs next now soon then</p> <p>Understand an adverbial phrase as a group of words that describes how, when or where a verb happens</p> <p>Use like and as... as to create similes like a shadow as old as time</p>	<p>Understand a coordinating conjunction as a single word that joins two equal sentence elements</p> <p>Understand a subordinating conjunction as a word (or phrase) that introduces an adverbial clause</p> <p>Know and use the following subordinating conjunctions 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 determiners</p> <p>my your his her its our their</p>	<p>Use adjectives of taste and smell</p> <p>fragrant putrid spicy acrid</p>	<p>Capitalise proper nouns (things)</p> <p>Ferrari The Gruffalo Twix</p> <p>Join 2 nouns or noun phrases with the preposition with to create an expanded noun phrase (a double noun phrase)</p> <p>the dog with shaggy fur the house with no windows</p> <p>Create collective noun phrases by joining 2 nouns or noun phrases with the preposition of</p> <p>a class of children a bunch of flowers a murder of crows</p>	<p>Know and use the following possessive pronouns</p> <p>mine yours his hers its ours theirs</p> <p>Balance the use of pronouns and nouns to avoid ambiguity and repetition</p>	<p>Know and use common irregular past tense verb forms</p> <p>bought slept cut dreamt</p> <p>Use standard verb forms</p> <p>we was > we were I done > I did could of > could have</p> <p>Use precise verbs to create shades of meaning</p> <p>walk trudge stride saunter eat nibble devour munch</p>	<p>Know and use the following prepositions</p> <p>about adjacent despite except of opposite since toward upon within without</p> <hr/> <p>Coordinate 2 or 3 adverbial phrases</p> <p>The pirates carried the treasure from the ship, over the golden sands and to the secret cave.</p>	<p>Know and use the following linking adverbs</p> <p>also finally for example however meanwhile therefore</p> <hr/> <p>Avoid pleonasm when using adverbs</p> <p>smiled happily shouted loudly ran quickly</p>	<p>Know and use the following coordinating conjunctions</p> <p>yet</p> <p>Know and use the following subordinating conjunctions</p> <p>as soon as by the time even though once unless until</p>
5	<p>Know and use the following demonstrative determiners</p> <p>that these this those</p>	<p>Use adjectives of age</p> <p>young fresh elderly ancient</p> <p>Use adjectives that describe materials</p> <p>silk bronze plastic porcelain</p> <p>Avoid pleonasm when using adjectives</p> <p>huge giant cold ice future plans white snow</p>	<p>Understand an abstract noun as concept, idea or emotion</p> <p>love terror religion friendship success</p> <p>Join 2 nouns or noun phrases with a range of prepositions to create an expanded noun phrase (a double noun phrase)</p> <p>the house by the lake that book about the Romans</p>	<p>Know and use the following relative pronouns</p> <p>that when where which who whose</p>	<p>Know and use the following modal verbs</p> <p>can could may might must shall should will would</p>	<p>Understand a preposition as a single word that joins two nouns or noun phrases (within a double noun phrase)</p> <hr/> <p>Use prepositions to compose adverbial phrases of manner</p> <p>with great care in disgust in a fit of rage</p>	<p>Know and use the following linking adverbs</p> <p>besides furthermore in conclusion in fact likewise similarly still</p> <p>Avoid pleonasm when using adverbs</p> <p>smiled happily shouted loudly ran quickly</p>	<p>Know and use the following coordinating conjunctions</p> <p>for</p> <p>Know and use the following subordinating conjunctions</p> <p>now that so that whatever whenever whereas wherever whoever</p>
6	<p>Know and use a range of the following quantifying determiners</p> <p>all another any both each either enough every few fewer fewest least less little many more most much neither no other several some</p>	<p>Use adjectives of origin</p> <p>local distant French Saxon</p> <p>Use adjective phrases</p> <p>a dimly lit room the beautifully painted vase this jade-winged dragon our six-page leaflet</p>	<p>Understand an abstract noun as concept, idea or emotion</p> <p>love terror religion friendship success</p> <p>Join 2 nouns or noun phrases with a range of prepositions to create an expanded noun phrase (a double noun phrase)</p> <p>the house by the lake that book about the Romans</p>	<p>Know and use a range of indefinite pronouns</p> <p>another both enough less more nobody nothing plenty others several someone</p>	<p>Distinguish between the active voice (in which the subject is the agent of the action) and the passive voice (in which the subject is the recipient of the action)</p> <p>active Jim chased a bee around the room. passive The bee was chased around the room.</p> <p>Form passive verbs, using the form: to be + -ed</p> <p>was watched were carried are broken is caught</p> <p>Use phrasal verbs (verb + preposition or adverb) in informal writing, but not formal, writing</p> <p>informal get up ask for go in formal rise request enter</p> <p>Use the subjunctive mood in formal writing</p> <p>If I were rich, I'd buy a gold-plated bicycle. Max ordered Jim around as if he were the king.</p>	<p>Know and use the following linking adverbs</p> <p>above all consequently in contrast instead nevertheless nonetheless otherwise subsequently</p>	<p>Know and use the following coordinating conjunctions</p> <p>nor</p> <p>Know and use the following subordinating conjunctions</p> <p>as if as long as as much as if only in case provided that since</p>	