



## St. Bernadette's Grammar Coverage/Progression

	Autumn Term	Spring Term	Summer Term
<b>Nursery</b>	<b>The development of children's communication and language skills, underpins their EYFS Grammar Progression, as the children 'Learn to Listen – Listen to Learn' and 'Learn to Talk - Talk to Learn'. Grammar skills also interweave through their Reading and Writing development.</b>		
	<p><b>Listening, Attention &amp; Understanding – 'Learning to Listen – Listening to Learn' Grammar</b></p> <ul style="list-style-type: none"> <li>• Pay attention to one thing at a time.</li> <li>• Enjoy listening to stories and begin to remember much of what happens.</li> <li>• Follow an instruction with one part.</li> <li>• <i>Understand simple questions about 'who', 'what' and 'where'.</i></li> <li>• Begin to understand some 'why' questions related to own experiences.</li> </ul> <p><b>Speaking - 'Learning to Talk – Talking to Learn'. Oral Rehearsal of Grammar</b></p> <ul style="list-style-type: none"> <li>• Begin to use a wider range of vocabulary.</li> <li>• Learn new rhyme and begin to develop a repertoire of songs.</li> <li>• Begin to talk about a familiar book one-to-one (<b>Reading – Book Language</b>).</li> <li>• Develop communication, begin to use different tenses – past tense (e.g. I went to...).</li> <li>• Begin to use the correct pronouns (I, he, she..).</li> <li>• Begin to use longer sentences of 4/6 words (<b>Writing – Talk about the marks they have made- Begin to say 'I have written...'</b>).</li> <li>• Start a conversation with an adult / friend.</li> <li>• Begin to use talk to organise selves / play.</li> </ul>	<p><b>Listening, Attention &amp; Understanding – 'Learning to Listen – Listening to Learn' Grammar</b></p> <ul style="list-style-type: none"> <li>• Enjoy listening to stories &amp; remember much of what happens.</li> <li>• Begin to shift attention from one thing to another when needed and given a prompt.</li> <li>• Begin to understand and follow a two-part instruction.</li> <li>• Understand some 'why' questions.</li> <li>• Begin to show an understanding of some prepositions.</li> <li>• Begin to listen to others in a small group.</li> </ul> <p><b>Speaking - 'Learning to Talk – Talking to Learn'. Oral Rehearsal of Grammar</b></p> <ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Continue to develop and sing a repertoire of songs.</li> <li>• Sing a range of rhymes/songs as part of a group.</li> <li>• Talk about a familiar book and begin to tell a simple story using story language/structures.</li> <li>• Continue to develop communication, using future &amp; past tense and pronouns (not always correctly).</li> <li>• Use longer sentence of 4/6 words (<b>Writing – Talk about their writing – 'I have written'</b>).</li> <li>• Begin to join sentences with 'and'</li> <li>• Start a conversation with an adult / friend and begin to continue it with many turns (<b>Reading – conversations about stories/texts – learn new vocabulary</b>).</li> <li>• Use talk to organise selves / play.</li> <li>• Begin to retell a simple past event in correct order</li> <li>• Begin to express a point of view</li> </ul>	<p><b>Listening, Attention &amp; Understanding – 'Learning to Listen – Listening to Learn' Grammar</b></p> <ul style="list-style-type: none"> <li>• Enjoy listening to longer stories (with increased attention) and can remember much of what happens.</li> <li>• Shift their attention from one thing to another when needed and given a prompt.</li> <li>• Understand and follow a two-part instruction.</li> <li>• Understand and respond confidently to simple 'why' questions.</li> <li>• Show an understanding of some prepositions.</li> <li>• Listen to others in a small group.</li> </ul> <p><b>Speaking - 'Learning to Talk – Talking to Learn'. Oral Rehearsal of Grammar</b></p> <ul style="list-style-type: none"> <li>• User a wider range of vocabulary in a range of contexts</li> <li>• Sing a large repertoire of songs.</li> <li>• Sing a range of songs/rhymes as part of a group and</li> <li>• Independently.</li> <li>• Talk about a familiar book and tell a longer story.</li> <li>• Develop communication, begin to use a wider range of tenses and pronouns (I, she, he) with correct use of most.</li> <li>• Use some prepositions.</li> <li>• Use sentences joined by other words such as 'like/ because' (<b>Writing – Talk about their writing – Purposeful Early Writing 'I have written..'</b>)</li> <li>• Start a conversation with an adult / friend &amp; continue it with many turns (<b>Reading – Talk about texts using story/text language</b>).</li> <li>• Retell a simple past event in correct order.</li> <li>• Use talk more confidently to organise selves / play.</li> <li>• Express a point of view &amp; debate when they disagree with an adult /friend, using words as well as actions.</li> </ul>
Phase 1 phonics – Tuning into, listening & remembering, and talking about sounds.			

## St. Bernadette's Grammar Coverage/Progression

### Reception

#### **Listening, Attention & Understanding – 'Learning to Listen – Listening to Learn' Grammar**

- Understand a question or instruction that has two parts.
- Understand 'why' questions - Why do you think he/she feels...?
- Understand how to listen carefully and why listening is important.
- Learn new vocabulary linked to daily routine / theme.
- Begin to engage in story time - Join in repeated refrains/rhyme.
- Listen to and begin to talk about stories to build familiarity and understanding - Discuss characters, events, setting ...
- Listen carefully to rhymes and songs and begin to pay attention to how they sound. - Learn rhymes, songs & poems - Anticipate words, begin to adapt phrases (with support).

#### **Speaking - 'Learning to Talk – Talking to Learn'. Oral Rehearsal of Grammar**

- Extend their vocabulary & use new vocabulary throughout the day.
- Begin to ask questions to find out more and to check they understand what has been said to them - Model & encourage questions.
- Begin to articulate their ideas and thoughts in well-formed sentence - Express □ Ideas to friends □ Book talk.
- Begin to connect one idea or action to another using a range of connectives...' and, because, although, but'..
- Begin to describe events (**Reading** - simple stories & narratives) in some detail using recently introduced vocabulary and the correct tenses.
- Use of pronouns correctly.
- Develop social phrases - Routines... greetings... Friendship ...
- Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words - Focused & linked texts – within small world / role play

#### **Writing –**

- Oral rehearsal – Begin to 'Say the sentence,

#### **Listening, Attention & Understanding – 'Learning to Listen – Listening to Learn' Grammar**

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Listen carefully to and learn rhymes, poems and songs.
- Listen to and talk about stories to build familiarity and understanding.
- Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.
- Begin to understand humour e.g. nonsense rhymes / jokes.

#### **Speaking - 'Learning to Talk – Talking to Learn'. Oral Rehearsal of Grammar**

- Begin to use and understand new vocabulary in different contexts –(**Reading** – From stories, texts etc).
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas & thoughts in well-formed sentence.
- Connect one idea or action to another using a range of connectives to show a sequence of events –( e.g first, next).
- Describe events in some detail- using the correct tenses.
- Use talk to help work out problems, organise thinking & activities explain how things work/why things happen.
- Develop and use social phrases with confidence.
- Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words

#### **Writing -**

- Write captions/phrases and begin to write simple sentences using known GPCs ...sentence, begin to use capital letter, full stop - Include word spacing
- Orally rehearse caption or sentence before writing.
- Re-read what they have written to make sure it makes sense.

#### **Listening, Attention & Understanding – 'Learning to Listen – Listening to Learn' Grammar**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions
- to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Understand humour more readily e.g. nonsense rhymes/jokes

#### **Speaking - 'Learning to Talk – Talking to Learn'. Oral Rehearsal of Grammar**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (**Reading** – From stories, texts etc).
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

#### **Writing -**

- Write simple phrases and sentences that can be read by others.
- Orally rehearse sentence before writing □ word spacing □ full stop □ capital letter
- Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as: 2-3 part story , Instructions & Fact card.

## St. Bernadette's Grammar Coverage/Progression

	<ul style="list-style-type: none"> <li>remember the sentence, count out the words'.</li> <li>Re-read what they have written and begin to leave finger spaces between words.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to write a variety of □ fiction and non-fiction sentences / captions.</li> </ul>				
	<p style="text-align: center;"><b>Sounds~Write</b> - We teach the skills of segmenting (Lesson 1, 4 &amp; 5) using the phrase "Let's say the sounds as we write..." Lesson 4 – Segment to spell. (Autumn Term 1 - Continue to develop Phase 1 phonological awareness).</p>					
<b>Year 1</b>	<p>Simple sentence construction with full stops.</p> <p>Simple sentences with capital letters and full stops.</p> <p>Writing questions with question marks.</p> <p>Joining word and to link words and clauses.</p> <p>Plurals – adding 's' to pluralise nouns.</p>	<p>Capital letters for names of characters/people.</p> <p>Writing sentences with joining word 'and', capital letters and full stops.</p> <p>Adding –ed where no spelling change is needed to the root word.</p> <p>Adding suffixes to verbs where no spelling change is needed to the root word using –ed.</p> <p>Question marks.</p> <p>Re -read every sentence to check it makes sense</p>	<p>Identifying and using exclamation marks.</p> <p>Adding suffixes to verbs where no spelling change is needed to the root word e.g. pull - pulled.</p> <p>Writing simple sentences that can be read by themselves and others.</p> <p>Punctuating simple sentences with capital letters and full stops.</p> <p>Capital letters for names of people</p>	<p>Using simple joining words to link ideas e.g. and, but, or</p> <p>Adding the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind.</p> <p>Capital letter for the personal pronoun 'I'.</p> <p>Capital letters for people and places</p>	<p>Adding suffixes to verbs where no spelling change is needed to the root word, e.g. help – helping, camp – camping, think- thinking etc.</p> <p>Identifying and using question marks and exclamation marks.</p> <p>Joining words to link words and clauses e.g. and, but, because.</p> <p>Rereading every sentence to check it makes sense.</p> <p>Punctuating with capital letters and full stops.</p> <p>Joining words to link ideas and clauses e.g. and, but, or, because</p> <p>Identify and write</p>	<p>Pluralising nouns using '-es', e.g. wish, wishes.</p> <p>Adding suffixes to verbs where no spelling change is needed to the root word, e.g. adding -ed where the root word doesn't change.</p> <p>Simple 'joining words' to link ideas, e.g. and, but, or, so.</p> <p>Adding the prefix 'un-' to verbs and adjectives to change the meaning e.g. untie, unkind.</p> <p>Capital letter for the personal pronoun I.</p> <p>Identifying and using question marks and exclamation marks.</p> <p>Adding the prefix 'un-' to verbs and adjectives to change</p>

### St. Bernadette's Grammar Coverage/Progression

					capital letters for names of people and places.  Phonic knowledge when spelling any unfamiliar words.	the meaning e.g. unte, unkind.
<b>Year 2</b>	<p>Say, write and punctuate sentences using the joining words and, but.</p> <p>Select, generate and effectively use nouns, building on prior learning from Y1.</p> <p>Say, write and punctuate simple and compound sentences using the joining words and, but, so.</p> <p>Compound words using nouns, e.g. whiteboard and football.</p> <p>Select, generate and effectively use adjectives.</p> <p>Identifying and generating noun phrases, e.g. the shimmering blue butterfly (for description).</p>	<p>Writing and punctuating simple and compound sentences using the joining words and, but, so and or.</p> <p>Select, generate and effectively use verbs. Link to using the past tense for narrative.</p> <p>Selecting, generating and effectively using adverbs.</p> <p>Suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully.</p> <p>Use commas to separate items in a list.</p>	<p>Subordination for time using when, before and after.</p> <p>Apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, and I'll.</p> <p>Subordination for reason using because and if.</p> <p>Identifying past and present tense.</p>	<p>Selecting, generating and effectively using adjectives.</p> <p>Adding suffixes -ful or -less to create adjectives e.g. playful, careful, careless, hopeless.</p> <p>Present tense for persuasive adverts.</p> <p>Explore the progressive form of verbs in the present tense (e.g. she is drumming) to mark actions in progress.</p> <p>Using the suffixes -er and -est to create adjectives e.g. faster, fastest, smaller, smallest.</p> <p>Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for</p>	<p>Using the subordinating conjunction that in a sentence.</p> <p>Select, generate and effectively use adverbs.</p> <p>Apostrophes for contracted forms, e.g. don't, can't, wouldn't, you're, I'll, and for singular possession in nouns, e.g. the girl's name.</p> <p>Selecting, generating and effectively using nouns.</p> <p>Adding suffixes ness and er to create nouns, e.g. happiness, sadness, teacher, baker.</p> <p>Selecting, generating and effectively using adjectives. Extend to include: adding suffixes -ful or -less to create adjectives e.g. playful, careful, careless, hopeless.</p> <p>Selecting, generating and effectively using adjectives.</p> <p>Using suffixes -er and -est to create adjectives e.g. faster, fastest, smaller,</p>	<p>Apostrophes for contracted forms, e.g. don't, can't, wouldn't, you're, I'll, and for singular possession in nouns, e.g. the girl's name.</p> <p>Adding suffixes -ness and -er to create nouns, e.g. happiness, sadness, teacher, baker.</p> <p>Selecting, generating and effectively using adjectives. Extend to include: adding suffixes -ful or -less to create adjectives e.g. playful, careful, careless, hopeless.</p> <p>Selecting, generating and effectively using adjectives.</p> <p>Using suffixes -er and -est to create adjectives e.g. faster, fastest, smaller,</p>

**St. Bernadette's Grammar Coverage/Progression**

	<p>Teach exclamation sentences.</p>			<p>description), granulated sugar (for specification).</p> <p>Subordination for time using when, before and after and reason using because and if</p>	<p>words using nouns, e.g. whiteboard and football.</p>	<p>smallest.</p> <p>Using subordination for time and reason.</p> <p>Subordinating conjunction 'that' in a sentence.</p>
<p><b>Year 3</b></p>	<p>Inverted commas.</p> <p>Use prepositions to create sentences with different structures, orally and in writing.</p> <p>Identifying clauses in sentences, and main and subordinate clauses in complex sentences.</p> <p>Identifying clauses in sentences, and main and subordinate clauses in complex sentences.</p>	<p>Determiners a/an.</p> <p>Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually.</p> <p>Exploring and collecting word families e.g. glide, glider, gliding, glided to extend vocabulary.</p> <p>Exploring, identifying and creating complex sentences using a range of conjunctions e.g. because, if, so, although and demarcate with commas where appropriate.</p> <p>Present perfect form of verbs using have and had to indicate a</p>	<p>Prepositions used within sentences e.g. above, below, beneath, within, around, beyond.</p> <p>Identify clauses in sentences</p> <p>Exploring, identifying and creating complex sentences using a range of conjunctions e.g. when, before, after, until</p> <p>Using a comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. After Barney arrived at the dump, he looked around for Stig.</p>	<p>Selecting, generating and using adverbs for when e.g. soon, next, meanwhile, later and adverbs for how e.g. silently, carefully</p> <p>Using inverted commas to punctuate direct speech (speech marks).</p> <p>Explore, identify and create complex sentences using a range of conjunctions e.g. since, until, before, as and demarcate with commas.</p> <p>Determiners a and an.</p>	<p>Select, generate and effectively use adverbs for time e.g. before long, soon, eventually, meanwhile, moments later, it wasn't long before.</p> <p>Explore and identify main and subordinate clauses in complex sentences.</p> <p>Explore and identify main and subordinate clauses in complex sentences in non-fiction texts.</p> <p>Focus on the use of conjunctions e.g. when, before, after, since, until, as</p> <p>Conjunctions e.g. although, while, if, so</p>	<p>Use knowledge of root words to understand meanings of words.</p> <p>Suffixes to understand meanings e.g. -ly, -ous, -tion, -ing, -ed.</p> <p>Exploring and identifying main and subordinate clauses in complex sentences.</p> <p>Inverted commas to punctuate direct speech (speech marks).</p> <p>Creating complex sentences using a range of conjunctions e.g. if, while, after, before, so, although, until, since, as (All</p>

**St. Bernadette's Grammar Coverage/Progression**

		<p>completed action.</p>	<p>Knowledge of root words to understand meanings of words e.g. volcano, volcanic, earth, earthy, earthquake, stone, stony, Stone Age, Stonehenge.</p> <p>Exploring and collecting word families linked to the theme.</p> <p>Exploring, identifying and creating sentences using a range of conjunctions e.g. because, if, although and identifying main and subordinate clauses in sentences.</p>			<p>conjunctions will need to have been taught prior to this unit in order to incorporate the full range).</p> <p>Perfect form of verbs to indicate a completed action and/or prepositions linked to explanation texts.</p>
<p><b>Year 4</b></p>	<p>Creating sentences using subordinating conjunctions to show time – e.g. when, later, after, after that, before, meanwhile, first of all, following this, eventually, next.</p> <p>Use commas to demarcate clauses.</p>	<p>Fronted adverbials for 'where'. Use commas after fronted adverbials.</p> <p>Inverted commas and other punctuation for speech.</p> <p>Exploring, identifying, collecting and using noun phrases.</p>	<p>Create complex sentences with adverb starters e.g. Cautiously.</p> <p>Inverted commas (speech marks) for dialogue, including the use of Standard and non-Standard English to represent different characters.</p>	<p>Nouns for precision</p> <p>Noun phrases.</p> <p>Standard English e.g. pronouns and was/were agreement.</p> <p>Determiners e.g. a, the, this, that, these, those, some, many, every.</p>	<p>Identifying, generating and using noun phrases for description.</p> <p>Complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.</p> <p>Suffixes -ssion and -</p>	<p>Complex sentences with adverb starters e.g. Silently</p> <p>Apostrophes for singular and plural possession.</p> <p>Complex sentences with commas to mark clauses.</p> <p>Explore, identify and</p>

### St. Bernadette's Grammar Coverage/Progression

	<p>Creating sentences using subordinating conjunctions to show cause and effect – e.g. because, if, therefore, as a result, this causes, which causes, consequently.</p> <p>Identifying and using fronted adverbials for when.</p> <p>Specific nouns and noun phrases.</p> <p>Identifying, selecting and using determiners including:- demonstratives: this/that; these/those- possessives: my/your</p> <p>Writing speech with inverted commas in previous unit and from Y3 – link to writing speech with play script conventions.</p>	<p>Identifying, selecting and effectively using pronouns.</p>	<p>Pronouns for first and third person.</p> <p>Noun phrases and expanded noun phrases.</p>	<p>Standard English e.g. is/are.</p>	<p>Identify, select and use determiners -quantifiers such as some, any, no, many, much, every -demonstratives such as this/that; these/those.</p> <p>Commas to mark clauses in complex sentences.</p>	<p>use Standard English verb inflections for writing e.g. We were instead of we was.</p> <p>Identifying, selecting and using 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.</p>
<b>Year 5</b>	<p>Creating and punctuating complex sentences using '-ed' openers.</p>	<p>Creating complex sentences by using relative clauses with relative pronouns</p>	<p>Expanded noun phrases to convey complicated information concisely,</p>	<p>Blending action and description within a paragraph.</p>	<p>Blending action, dialogue and/or description within and across</p>	<p>Creating effective similes; creating and punctuating complex sentences using</p>

### St. Bernadette's Grammar Coverage/Progression

	<p>Blending action and dialogue.</p> <p>Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.</p> <p>Writing sentences with relative clauses using relative pronouns using who, which and where following a main clause.</p>	<p>who, which, where.</p> <p>Creating and punctuating complex sentences using -ing openers.</p> <p>Demarcating complex sentences using commas and explore ambiguity of meaning.</p> <p>Identifying and using brackets and dashes.</p> <p>Creating and punctuating sentences using simile starters.</p>	<p>e.g. carnivorous predators with surprisingly weak jaws and teeth. (Ensure to build on Y4 Key Learning; - use nouns for precision, e.g. burglar rather than man, bungalow rather than house; - explore, identify and collect noun phrases, e.g. the crumbly cookie with tasty marshmallow pieces).</p> <p>Blending action and description within a paragraph.</p> <p>Linking ideas across paragraphs using adverbials for place e.g. on a nearby planet.</p> <p>Identifying and using brackets to indicate parenthesis.</p> <p>Identifying and using commas to indicate parenthesis.</p> <p>Identifying similes and metaphors.</p>	<p>Creating complex sentences by using relative clauses with pronouns 'who', and 'where' and demarcate with commas.</p> <p>Identifying and using commas, brackets and dashes to indicate parenthesis.</p> <p>Creating complex sentences by using relative clauses with pronouns which, and whose.</p>	<p>paragraphs.</p> <p>Converting nouns and adjectives to verbs by adding appropriate suffixes e.g. -ate, -ise, -ify</p> <p>Identifying and using dashes to indicate parenthesis e.g. in less formal writing.</p> <p>Create and punctuate complex sentences using -ed openers.</p> <p>Create and punctuate complex sentences using -ing openers.</p>	<p>simile starters</p> <p>Blend action, dialogue and description within and across paragraphs.</p> <p>Creating and punctuating complex sentences using -ed opening clauses and -ing opening clauses.</p> <p>Creating complex sentences where the relative pronoun is omitted.</p> <p>Selecting appropriate vocabulary and language effects for impact, e.g. simile, metaphor, personification.</p>
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## St. Bernadette's Grammar Coverage/Progression

<b>Year 6</b>	<p>Identifying the subject and object within a sentence.</p> <p>Explore and investigating active and passive.</p> <p>Blending action and description within a sentence.</p> <p>Devices to build cohesion between paragraphs.</p> <p>Manipulating sentences to create particular effects - revising sentence types and openers (see Year 5 e.g. selecting from –ing, -ed, or simile starters; adverbials for time, place or number; relative clauses and including simple and compound sentences).</p>	<p>Investigating and collecting a range of synonyms and antonyms.</p> <p>Exploring, collecting and using vocabulary typical of formal and informal speech.</p> <p>Build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then.</p> <p>Blending action, dialogue and description within paragraphs.</p> <p>Consciously controlling the use of different sentence structures for effect e.g. figurative language: similes and metaphors.</p> <p>Using devices to build cohesion between paragraphs in persuasive texts e.g. on the other hand, similarly, in contrast, although, another possibility, alternatively, as a</p>	<p>Investigating and collecting a range of synonyms and antonyms.</p> <p>Manipulating sentences to create particular effects.</p> <p>Identifying and using colons to introduce a list.</p> <p>Punctuating bullet points correctly.</p> <p>Selecting appropriate vocabulary and language effects for impact, e.g. simile, metaphor, personification.</p>	<p>Identifying the subject and object of a sentence.</p> <p>Use of the active and passive voice.</p> <p>Use of devices to build cohesion between paragraphs in explanatory texts.</p> <p>Use of the passive voice.</p>	<p>Identifying and using semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up.</p> <p>Knowledge of root words, prefixes and suffixes to investigate how the meanings of words change.</p> <p>Investigating and collecting a range of synonyms and antonyms.</p> <p>Devices to build cohesion between paragraphs in persuasive and discursive texts.</p> <p>Exploring and collecting vocabulary typical of formal and informal speech and writing.</p>	<p>Exploring how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark.</p> <p>Identifying and using semi-colons within lists.</p> <p>Authors have broken conventions to achieve specific effects. Explore and experiment with a view to using some in their own writing.</p> <p>Devices to build cohesion relevant to autobiographical writing.</p> <p>Manipulating sentences to create particular effects. Revisit different sentence types (simple, compound and complex) and openers (-ed, -ing, simile starters, adverb starters), and create sentences which would be suitable for autobiography.</p>
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**St. Bernadette's Grammar Coverage/Progression**

		consequence.				<p>Selecting appropriate vocabulary and language effects for impact, e.g. simile, metaphor, personification.</p> <p>Examples of where poets have broken conventions to achieve specific effects.</p>
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