

# Swindon Village Primary School



Grammar Overview

## Year One

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p><u>S1: Different ways to construct sentences</u></p> <p><b>Constructing a simple sentence</b></p> <ul style="list-style-type: none"> <li>I combine words to make sentences.</li> <li>I can use <b>capital letters</b> to begin my sentences.</li> <li>I can use <b>full stops</b> to end my sentences.</li> <li>I use capital letters for names (<b>proper nouns</b>).</li> <li>I use capital letters for the <b>personal pronoun</b> (I).</li> <li>I sequence sentences.</li> </ul> <p><b>Co-ordination and subordination</b></p> <ul style="list-style-type: none"> <li>I join words using the <b>conjunction</b> <i>and</i>.</li> <li>I join clauses using the conjunction <i>and</i>.</li> </ul> <p><b>Sentence types</b></p> <ul style="list-style-type: none"> <li>I can use <b>question marks</b> to end my sentences.</li> <li>I can use <b>exclamation marks</b> to end my sentences.</li> <li>I can use capital letters to begin my sentences.</li> <li>I can use full stops to end my sentences.</li> </ul>	<p><u>S2: Nouns and noun phrases</u></p> <ul style="list-style-type: none"> <li>I identify <b>nouns</b> within sentences.</li> <li>I identify <b>adjectives</b> within sentences.</li> <li>I carefully choose adjectives to describe my nouns.</li> <li>I add -s or -es to make my noun <b>plural</b>.</li> </ul>	<p><u>S3: Adverbials</u></p> <ul style="list-style-type: none"> <li>I use <b>prepositions</b> for <b>position</b> to show where an object is, <i>e.g. on, between, across, through</i>.</li> <li>I use <b>prepositions</b> for <b>time</b> to show when something happened, <i>e.g. afterwards, at, during, before</i></li> </ul>	<p><u>S4: Verbs</u></p> <ul style="list-style-type: none"> <li>I identify <b>verbs</b> within sentences -including (being/having/doing)</li> <li>I add suffixes -ing, -ed, -er to verbs.</li> <li>I add the <b>prefix</b> un- to change the meaning of <b>verbs</b> and adjectives.</li> </ul>	<p><u>S5: Cohesion</u></p> <ul style="list-style-type: none"> <li>I sequence sentences to form stories and recounts.</li> <li>I can identify the <b>past tense</b> in my writing and the writing of others.</li> <li>I can identify the <b>present tense</b> in my writing and the writing of others.</li> </ul>	<p><u>S6: Punctuation</u></p> <ul style="list-style-type: none"> <li>I can use <b>question marks</b> to end my sentences.</li> <li>I use <b>capital letters</b> to begin my sentences.</li> <li>I use <b>full stops</b> to end my sentences.</li> <li>I use capital letters for names (<b>proper nouns</b>).</li> </ul>
Autumn One Nail It!	Autumn Two Nail It!	Spring One Nail It!	Spring Two Nail It!	Summer One Nail It!	Summer Two Nail It!
<ul style="list-style-type: none"> <li>I use capital letters for the personal pronoun (I).</li> <li>I join clauses using the conjunction <i>and</i>.</li> <li>I use capital letters for names (proper nouns).</li> </ul>	<ul style="list-style-type: none"> <li>I identify nouns within sentences.</li> <li>I add -s or -es to make my noun plural.</li> </ul>	<ul style="list-style-type: none"> <li>I use prepositions for position to show where an object is. (<i>on, between, across, through</i>)</li> <li>I use prepositions for time to show when something happened.</li> </ul>	<ul style="list-style-type: none"> <li>I identify verbs within sentences - including (being/having/doing)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the past tense in my writing and the writing of others.</li> <li>I can identify the present tense in my writing and the writing of others.</li> </ul>	<ul style="list-style-type: none"> <li>I use capital letters to begin my sentences.</li> <li>I use full stops to end my sentences.</li> <li>I use capital letters for names (proper nouns).</li> </ul>
(v) ed next (v) ed.	• 2A sentences				• All the w's

## Year Two

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p><u>S1: Different ways to construct sentences</u></p> <ul style="list-style-type: none"> <li>I can use subordinating conjunctions, <i>e.g. when, if, that, because.</i></li> <li>I can use coordinating conjunctions to link clauses, <i>e.g. or, and, but, yet, so.</i></li> <li>I can write a <b>statement</b>.</li> <li>I can write an <b>exclamation</b>.</li> <li>I can write a <b>question</b>.</li> <li>I can write a <b>command</b>.</li> </ul>	<p><u>S2: Nouns and noun phrases</u></p> <ul style="list-style-type: none"> <li>I can write expanded <b>noun phrases</b> to add extra description, <i>e.g. The beautiful, blue butterfly.</i></li> <li>I can use <b>apostrophes</b> to mark singular possession in nouns.</li> <li>I use commas to separate adjectives in a nouns phrase, <i>e.g. It was a tall, elegant, mysterious figure.</i></li> <li>I can use commas to separate a list of nouns.</li> <li>I can use a <b>pronoun</b> to avoid repetition, <i>e.g. The ferocious dragon flew over the castle. She prepared to land.</i></li> <li>I use the terms <b>synonym</b> and <b>antonym</b> when exploring vocabulary.</li> </ul>	<p><u>S3: Adverbials</u></p> <ul style="list-style-type: none"> <li>I use <i>ly</i> to change adjectives into adverbs, <i>e.g. careful - carefully.</i></li> <li>I add extra information about: <i>when, where or how, e.g. now, soon, away, almost, off, fast.</i></li> <li>I use <b>similes</b> to show how something is happening.</li> </ul>	<p><u>S4: Verbs</u></p> <ul style="list-style-type: none"> <li>I choose the correct tense for my piece of writing.</li> <li>I can write in the simple present tense.</li> <li>I can write in the simple past tense.</li> <li>I can use the progressive form of verbs in the present and past tense, <i>e.g. She is drumming. He was shouting.</i></li> <li>I can recognise when verbs are written informally or formally, <i>e.g. I cannot attend the School Council meeting today. I can't come today.</i></li> <li>I can use and identify verbs within my sentences -<i>including (being/having/doing).</i></li> </ul>	<p><u>S5: Cohesion</u></p> <ul style="list-style-type: none"> <li>I use the present tense accurately in my writing.</li> <li>I use the past tense accurately in my writing.</li> <li>I use a range of pronouns accurately in my writing to avoid repetition, <i>e.g. he, she, it, they, you.</i></li> </ul>	<p><u>S6: Punctuation</u></p> <ul style="list-style-type: none"> <li>I use <b>question marks</b> to end my sentences.</li> <li>I use exclamation marks to end <b>exclamation sentences</b>.</li> <li>I use <b>exclamation marks</b> for emphasis.</li> <li>I use <b>commas</b> and <b>and</b> to separate items in a list.</li> <li>I use <b>apostrophes</b> to mark singular possession in nouns.</li> <li>I can use an <b>apostrophe</b> to show the omission of letters.</li> </ul>
Autumn One Nail It!	Autumn Two Nail It!	Spring One Nail It!	Spring Two Nail It!	Summer One Nail It!	Summer Two Nail It!
<ul style="list-style-type: none"> <li>I can use coordinating conjunctions to link clauses, <i>e.g. or, and, but, yet, so.</i></li> <li>I can write a <b>question</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I use commas to separate a list of nouns.</li> <li>I write expanded <b>noun phrases</b> to add extra description.</li> <li>I identify adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>I use <i>ly</i> to change adjectives into adverbs.</li> </ul>	<ul style="list-style-type: none"> <li>I can use and identify verbs within my sentences -<i>including (being/having/doing).</i></li> </ul>	<ul style="list-style-type: none"> <li>I use the present tense accurately in my writing.</li> <li>I use the past tense accurately in my writing.</li> <li>I use a range of pronouns accurately in my writing to avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>I use <b>question marks</b> to end my sentences.</li> <li>I use exclamation marks to end <b>exclamation sentences</b>.</li> <li>I use <b>exclamation marks</b> for emphasis.</li> </ul>
<ul style="list-style-type: none"> <li>BOYS</li> <li>What + !</li> <li>Many questions</li> <li>P.C</li> <li>Then and now.</li> </ul>	<ul style="list-style-type: none"> <li>LIST</li> <li>2A</li> </ul>	<ul style="list-style-type: none"> <li>Simile</li> <li>Adverb from adjective</li> <li>Double <i>ly</i> ending.</li> </ul>	<ul style="list-style-type: none"> <li>(V) ED next (V) ED</li> </ul>	<ul style="list-style-type: none"> <li>(V) ED next (V) ED</li> <li>_ing, _ed.</li> </ul>	<ul style="list-style-type: none"> <li>What + !</li> <li>Many questions</li> <li>Sound! Cause.</li> </ul>

## Year Three

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p><u>S1: Different ways to construct sentences</u></p> <ul style="list-style-type: none"> <li>I can use <b>fronted adverbials</b>, e.g. <i>Carefully, the boy tip-toed. Above the clouds, the magical creature flew. A few spins later, he toppled over.</i></li> <li>I can identify <b>conjunctions</b> for different purposes.</li> <li>I can use <b>conjunctions</b> to <b>express time</b>, e.g. <i>after, before, when, since, until</i></li> <li>I can use <b>conjunctions</b> to <b>express place</b>, e.g. <i>where, wherever</i></li> <li>I can use <b>conjunctions</b> to <b>express cause</b>, e.g. <i>because, so that, whether, since.</i></li> <li>I can recognise the <b>main clause</b> and <b>subordinate clause</b> within a sentence, e.g. <i>In the forest, where small children should never venture, a girl with a crimson hood stood still.</i></li> </ul>	<p><u>S2: Nouns and noun phrases</u></p> <ul style="list-style-type: none"> <li>I can use a/an correctly depending on the <b>vowel sound</b>, e.g. <i>an hour, an FBI agent, a university, a European country.</i></li> <li>I can use <b>apostrophes</b> to mark <b>singular</b> and <b>plural possession</b>.</li> <li>I can use <b>preposition</b> to add greater detail to my noun phrase, e.g. <i>the strict maths teacher with curly hair...</i></li> <li>I can use <b>pronouns</b> within and across sentences to avoid repetition and make my writing flow.</li> <li>I carefully choose <b>nouns for accuracy</b>, e.g. <i>pot, tub, box, container, holder.</i></li> <li>I can identify a range of <b>determiners</b>, e.g.  <u>Definite article:</u> <i>the</i> <u>Indefinite:</u> <i>a, an</i> <u>Possessives:</u> <i>my, your, our, its, her, his, their, whose.</i></li> </ul>	<p><u>S3: Adverbials</u></p> <ul style="list-style-type: none"> <li>I open sentences with a single word (adverb), e.g. <i>Slowly, he swam to the surface.</i></li> <li>I open sentences with a simile, e.g. <i>Like a dolphin, he swam to the surface.</i></li> <li>I can open sentences with an adverbial clause, e.g. <i>When he could no longer hold his breath, he swam to the surface.</i></li> </ul> <p><i>Note: a preposition needs an object whereas an adverb does not.</i></p>	<p><u>S4: Verbs</u></p> <ul style="list-style-type: none"> <li>I use a range of synonyms for common verbs, e.g. <i>said, went, walked.</i></li> <li>I can open sentences with a verb followed by a comma.</li> <li>I can use <b>present perfect</b> form of verbs, e.g. <i>He has gone out to play. Instead of - He went out to play.</i></li> <li>I use <b>irregular verbs</b> in the past tense, e.g. <i>beat, awoke, bought, hid, drew, fought, did, put, saw.</i></li> </ul>	<p><u>S5: Cohesion</u></p> <ul style="list-style-type: none"> <li>I can identify and use <b>compound</b> and <b>complex</b> structures purposefully, e.g. <i>to build description - In the forest, where small children should never venture, a girl with a crimson hood stood still.</i></li> <li>I can identify and use <b>simple</b> structures purposefully, e.g. <i>to build suspense - She was alone. There nobody else around. Or so she thought.</i></li> <li>I can use <b>paragraphs</b> to organise around a theme (TiPToP).</li> <li>I can use nouns with similar meanings to vary my writing, e.g. <i>The monster, beast, creature, figure, destroyer.</i></li> </ul>	<p><u>S6: Punctuation</u></p> <ul style="list-style-type: none"> <li>I use <b>commas</b> after fronted adverbials.</li> <li>I can use inverted commas to punctuate <b>direct speech</b>.</li> <li>I can use a comma after the reporting clause, e.g.  <i>The owl whispered, "Hello."</i></li> <li>I use an <b>apostrophe</b> to show the <b>omission</b> of letters.</li> <li>I can use <b>apostrophes</b> to mark <b>plural possession</b>, e.g. <i>The girls' names were all Latin.</i></li> </ul>
<p>Autumn One Nail It!</p>	<p>Autumn Two Nail It!</p>	<p>Spring One Nail It!</p>	<p>Spring Two Nail It!</p>	<p>Summer One Nail It!</p>	<p>Summer Two Nail It!</p>
<ul style="list-style-type: none"> <li>I can identify conjunctions for different purposes and use some in my writing.</li> <li>I can use fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>I use apostrophes to mark singular possession.</li> <li>I carefully choose nouns for accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>I open sentences with a single word (adverb), e.g. <i>Slowly, he swam to the surface.</i></li> </ul>	<ul style="list-style-type: none"> <li>I use a range of synonyms for common verbs.</li> <li>I use irregular verbs in the past tense.</li> </ul>	<ul style="list-style-type: none"> <li>I can use compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>I use commas after fronted adverbials.</li> <li>I can use inverted commas to punctuate direct speech.</li> <li>I use an <b>apostrophe</b> to show the omission of letters.</li> </ul>
<ul style="list-style-type: none"> <li>P.C</li> <li>Then and now</li> <li>Double ly ending</li> </ul>	<ul style="list-style-type: none"> <li>Position + place, subject + action.</li> </ul>	<ul style="list-style-type: none"> <li>Simile (like a / as a)</li> </ul>	<ul style="list-style-type: none"> <li>Verb, person</li> </ul>	<ul style="list-style-type: none"> <li>Action as if</li> </ul>	<ul style="list-style-type: none"> <li>Interrogang?</li> <li>2 pairs.</li> </ul>

## Year Four

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p><u>S1: Different ways to construct sentences</u></p> <ul style="list-style-type: none"> <li>I use <b>compound</b> and <b>complex</b> structures purposefully, <i>e.g. to build description.</i></li> <li>I use <b>simple structures</b> purposefully, <i>e.g. to build suspense.</i></li> <li>I recognise the <b>main clause</b> and <b>subordinate clause</b> within a sentence.</li> </ul>	<p><u>S2: Nouns and noun phrases</u></p> <ul style="list-style-type: none"> <li>I use <b>apostrophes</b> to mark <b>singular</b> and <b>plural possession</b>.</li> <li>I use <b>preposition</b> to add greater detail to my noun phrase, <i>e.g. the strict maths teacher with curly hair...</i></li> <li>I use <b>pronouns</b> within and across sentences to avoid repetition and make my writing flow.</li> <li>I carefully choose nouns for accuracy, <i>e.g. pot, tub, box, container, holder.</i></li> <li>I identify and use a range of <b>determiners</b> accurately.</li> <li>I can use <b>adverbs</b> to complement my choice of adjectives, <i>e.g. The princess was understandably upset.</i></li> </ul>	<p><u>S3: Adverbials</u></p> <ul style="list-style-type: none"> <li>I open sentences with an adverbial clause, <i>e.g. When he could no longer hold his breath, he swam to the surface.</i></li> </ul>	<p><u>S4: Verbs</u></p> <ul style="list-style-type: none"> <li>I open sentences with a verb followed by a comma.</li> <li>I use the <b>present perfect</b> form of verbs, <i>e.g. He has gone out to play. Instead of - He went out to play.</i></li> <li>I can identify and use <b>modal verbs</b> in my speech and writing, <i>e.g. will, would, could, may, shall, should, must and ought.</i></li> <li>I use the <b>past perfect</b> form of verbs, <i>e.g. She had written a poem.</i></li> </ul> <p><i>Simple past:</i> <i>She wrote a poem.</i></p> <ul style="list-style-type: none"> <li>I use a range of irregular verbs in the past tense, <i>e.g. sought, strode, set, shed, hurt</i></li> </ul>	<p><u>S5: Cohesion</u></p> <ul style="list-style-type: none"> <li>I use <b>paragraphs</b> to organise around a theme (<b>TiPToP</b>).</li> <li>I use nouns with similar meanings to vary my writing, <i>e.g. The monster, beast, creature, figure, destroyer.</i></li> <li>I use a range of sentence structures for effect, <i>including: complex; compound and short, simple.</i></li> </ul>	<p><u>S6: Punctuation</u></p> <ul style="list-style-type: none"> <li>I use <b>inverted commas</b> to punctuate direct speech.</li> <li>I use a <b>comma</b> after the reporting clause.</li> <li>I use <b>hyphens</b> to modify and/or describe nouns, <i>e.g. shiny-scaled dragon</i></li> </ul>
Autumn One Nail It!	Autumn Two Nail It!	Spring One Nail It!	Spring Two Nail It!	Summer One Nail It!	Summer Two Nail It!
<ul style="list-style-type: none"> <li>I use <b>compound</b> and <b>complex</b> structures purposefully.</li> <li>I use <b>simple structures</b> purposefully.</li> <li>I recognise the <b>main clause</b> and <b>subordinate clause</b> within a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>I use <b>apostrophes</b> to mark plural possession.</li> <li>I use <b>a/an</b> correctly depending on the vowel sound.</li> <li>I use <b>pronouns</b> within and across sentences to avoid repetition and make my writing flow.</li> </ul>	<ul style="list-style-type: none"> <li>I open sentences with an adverbial clause.</li> </ul>	<ul style="list-style-type: none"> <li>I use a range of irregular verbs in the past tense.</li> <li>I use the <b>present perfect</b> form of verbs.</li> <li>I can use the <b>past perfect</b> form of verbs.</li> </ul>	<ul style="list-style-type: none"> <li>I use paragraphs to organise around a theme.</li> <li>I use a range of sentence structures for effect.</li> </ul>	<ul style="list-style-type: none"> <li>I use inverted commas to punctuate direct speech.</li> <li>I use a comma after the reporting clause.</li> <li>I use commas to separate clauses in a sentence.</li> </ul>
<ul style="list-style-type: none"> <li>Action as if</li> </ul>	<ul style="list-style-type: none"> <li>Position + place, subject + action.</li> </ul>	<ul style="list-style-type: none"> <li>As _ ly</li> <li>With a (n) action, more action.</li> </ul>	<ul style="list-style-type: none"> <li>Will not/will</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Italics 'stressed word'.</li> <li>First word last</li> </ul>

## Year Five

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p><u>S1: Different ways to construct sentences</u></p> <ul style="list-style-type: none"> <li>I can use <b>brackets, dashes</b> or <b>commas</b> to indicate <b>parenthesis</b>.</li> <li>I can use structures suitable for <b>informal</b> speech and <b>formal</b> speech and writing.</li> <li>I can use multi-clause structures, <i>e.g. pattern of three.</i></li> </ul>	<p><u>S2: Nouns and noun phrases</u></p> <ul style="list-style-type: none"> <li>I can use <b>relative clauses beginning</b> with <i>who, which, where, when, whose, that.</i></li> <li>I use a wide range of <b>synonyms</b> purposefully.</li> <li>I can create <b>noun phrases</b> using <b>hyphens</b>, <i>e.g. man-eating-shark man eating shark</i></li> <li>I use a range of <b>determiners</b> accurately.</li> </ul>	<p><u>S3: Adverbials</u></p> <ul style="list-style-type: none"> <li>I use adverbs to indicate degrees of possibility, <i>e.g. for example, perhaps, surely.</i></li> <li>I use adverbs/adverbials to help my writing flow within paragraphs, <i>e.g. then, after that, this, firstly.</i></li> <li>I use adverbs/adverbials to help my writing flow across paragraphs - <i>including: time, place and number.</i></li> </ul>	<p><u>S4: Verbs</u></p> <ul style="list-style-type: none"> <li>I identify and use <b>modal verbs</b> in my speech and writing, <i>e.g. will, would, could, may, shall, should, must and ought.</i></li> <li>I change an <b>active sentence</b> to a <b>passive sentence</b>.</li> <li>I can choose to use the passive for effect, <i>e.g. I broke the window in the greenhouse (active). The window in the greenhouse was broken by me (passive).</i></li> <li>I choose verbs which are suitably <b>formal</b> or <b>informal</b>. They suit the context of my writing, <i>e.g. find out - discover; ask for - request; go in - enter.</i></li> <li>I can use the <b>subjunctive form</b>, <i>e.g. for speech writing - If I were to become head girl...</i></li> </ul>	<p><u>S5: Cohesion</u></p> <ul style="list-style-type: none"> <li>I use a wide range of strategies to make my writing flow, <i>e.g. adverbs, conjunctions, adverbials with different levels of formality, e.g. formal - on the other hand, in contrast, as a consequence.</i></li> <li>I can use adverbials of time to link ideas across paragraphs, <i>Including: place - nearby, number - secondly, tense choices - he had seen her before.</i></li> </ul>	<p><u>S6: Punctuation</u></p> <ul style="list-style-type: none"> <li>I can use <b>dashes, brackets</b> and <b>commas</b> to mark <b>parenthesis</b>.</li> <li>I can use commas to list adverbials and clauses, <i>e.g. If you're really sorry, if you really feel bad, if you really want to make it up to me, then prove it.</i></li> <li>I punctuate speech correctly, including the layout of <b>dialogue</b>.</li> <li>I use <b>colons</b> to formally introduce a list, <i>e.g. Rather than - I like: bananas, apples and pears. I like the following fruits: bananas, apples and pears.</i></li> <li>I can use semi-colons to divide items in a complex list, particularly if commas have already been used, <i>e.g. I need large, juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta, preferably fusilli and a jar of black olives.</i></li> </ul>
Autumn One Nail It!	Autumn Two Nail It!	Spring One Nail It!	Spring Two Nail It!	Summer One Nail It!	Summer Two Nail It!
<ul style="list-style-type: none"> <li>I carefully from a range of sentence structures, <i>e.g. short-simple sentences to create tension.</i></li> </ul>	<ul style="list-style-type: none"> <li>I use a wide range of synonyms purposefully.</li> <li>I can use relative clauses beginning with <i>who, which, where, when, whose, that.</i></li> </ul>	<ul style="list-style-type: none"> <li>I use adverbs/adverbials to help my writing flow <b>within</b> paragraphs.</li> <li>I use adverbs/adverbials to help my writing flow <b>across</b> paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>I identify and use modal verbs in my speech and writing.</li> <li>I change an active sentence to a passive sentence.</li> </ul>	<ul style="list-style-type: none"> <li>I use a wide range of strategies to make my writing flow.</li> </ul>	<ul style="list-style-type: none"> <li>I punctuate speech correctly, including the layout of dialogue.</li> <li>I use colons to formally introduce a list.</li> </ul>
<ul style="list-style-type: none"> <li>If, if, if then</li> <li>Object/person( a.k.a...)</li> <li>Name- adjective pair-</li> <li>Subject - 3 examples- are ll.</li> </ul>	<ul style="list-style-type: none"> <li>Getting worse/getting better.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Will not/will</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Tell: show 3; examples</li> </ul>

## Year Six

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p><u>S1: Different ways to construct sentences</u></p> <ul style="list-style-type: none"> <li>I can use semi-colons to mark the boundaries between independent clauses, <i>e.g. It's raining; I'm fed up.</i></li> <li>I can use colons to mark the boundaries between independent clauses, <i>e.g. He had learnt two important lessons during the game: not to dive without being fouled and not to argue with the ref.</i></li> <li>I can use dashes to mark the boundaries between independent clauses.</li> <li>I use brackets, dashes or commas to indicate parenthesis.</li> <li>I use structures suitable for informal speech and formal speech when speaking and writing.</li> <li>I use multi-clause structures, <i>e.g. pattern of three.</i></li> </ul>	<p><u>S2: Nouns and noun phrases</u></p> <ul style="list-style-type: none"> <li>I use relative clauses beginning with <i>who, which, where, when, whose, that.</i></li> <li>I use a wide range of synonyms purposefully.</li> <li>I create noun phrases using hyphens, <i>e.g. man-eating-shark</i> <i>man eating shark</i></li> </ul>	<p><u>S3: Adverbials</u></p> <ul style="list-style-type: none"> <li>I use a wide range of adverbials to link ideas across paragraphs, <i>e.g. on the other hand, in contrast, as a consequence.</i></li> <li>I use formal adverbs to help my writing flow in non-fiction texts, <i>e.g. especially, significantly, more importantly</i></li> </ul>	<p><u>S4: Verbs</u></p> <ul style="list-style-type: none"> <li>I change an active sentence to a passive sentence.</li> <li>I choose to use the passive for effect, <i>e.g. I broke the window in the greenhouse (active). The window in the greenhouse was broken by me (passive).</i></li> <li>I use the subjunctive form <i>e.g. for speech writing - If I were to become head girl...</i></li> </ul>	<p><u>S5: Cohesion</u></p> <ul style="list-style-type: none"> <li>I use adverbials of time to link ideas across paragraphs, <i>e.g. place - nearby, number - secondly, tense choices - he had seen her before.</i></li> </ul>	<p><u>S6: Punctuation</u></p> <ul style="list-style-type: none"> <li>I use dashes, brackets and commas to mark parenthesis.</li> <li>I use commas to list adverbials and clauses, <i>e.g. If you're really sorry, if you really feel bad, if you really want to make it up to me, then prove it.</i></li> <li>I use semi-colons to divide items in a complex list, particularly if commas have already been used, <i>e.g. I need large, juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta, preferably fusilli and a jar of black olives.</i></li> <li>I use semi-colons to link two closely related independent clauses.</li> <li>I use a colon to separate two independent clauses.</li> </ul>
Autumn One Nail It!	Autumn Two Nail It!	Spring One Nail It!	Spring Two Nail It!	Summer One Nail It!	Summer Two Nail It!
<ul style="list-style-type: none"> <li>I use brackets, dashes or commas to indicate parenthesis.</li> <li>I use structures suitable for informal speech and formal speech when speaking and writing.</li> </ul>	<ul style="list-style-type: none"> <li>I use relative clauses beginning with <i>who, which, where, when, whose, that.</i></li> <li>I create noun phrases using hyphens.</li> </ul>	<ul style="list-style-type: none"> <li>I use a wide range of adverbials to link ideas across paragraphs, <i>e.g. on the other hand, in contrast, as a consequence.</i></li> </ul>	<ul style="list-style-type: none"> <li>I change an active sentence to a passive sentence.</li> <li>I choose to use the passive for effect.</li> </ul>	<ul style="list-style-type: none"> <li>I can use adverbials of time to link ideas across paragraphs, <i>e.g. place - nearby, number - secondly, tense choices - he had seen her before.</i></li> </ul>	<ul style="list-style-type: none"> <li>I use dashes, brackets and commas to mark parenthesis.</li> <li>I use commas to list adverbials and clauses.</li> <li>I use semi-colons to divide items in a complex list, particularly if commas have already been used.</li> </ul>
<ul style="list-style-type: none"> <li>If, if, if, then.</li> <li>Imagine 3 examples.</li> <li>3_ed (3 related adjectives)</li> <li>3 bad - (dash)question.</li> <li>Emotion-consequence.</li> <li>Some;others.</li> <li>Tell: show 3; examples.</li> </ul>	<ul style="list-style-type: none"> <li>NOUN, which/who /where</li> </ul>				<ul style="list-style-type: none"> <li>When;when;when;then</li> <li>Most important - in short.</li> <li>De: de(Description:det ails).</li> <li>Some;others.</li> <li>The question is:</li> </ul>

