



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS F2	<p>Poem – <i>Teddy Bear, Teddy Bear</i></p> <p>Openings and Endings - <i>Everywhere Bear</i> -</p> <p>Genre = Contemp modern Purpose = to entertain Outcome = narrative</p> <p>Information - Toy fact file</p> <p>Genre = Purpose = to inform Outcome = non-chron report</p>	<p>Poem - Old McDonald had a farm</p> <p>Character - <i>The little Red Hen</i></p> <p>Genre = Archaic Purpose = to entertain Outcome = Description</p> <p>Instructions - Baking bread</p> <p>Genre = Purpose = to inform Outcome = Set of instructions to make</p>	<p>Poem - <i>Twinkl Twinkl</i></p> <p>Dialogue - <i>Elves and the Shoemaker</i> fairy stories and traditional tales (wordless book) –</p> <p>Genre = Archaic Purpose = to entertain Outcome = narrative</p> <p>Persuasive - Poster</p> <p>Genre = Purpose = to entertain Outcome = Poster</p>	<p>Setting - Goldilocks traditional tales</p> <p>Genre = Archaic Purpose = to entertain Outcome = Description</p> <p>Poem - Michael Rosen 'don't'</p> <p>WPD 21st March = Write new Verse!</p> <p>Recount 1st person</p> <p>Genre = Purpose = to inform Outcome = Recount class trip</p>	<p>Poem - Arabella Milla found a furry caterpillar</p> <p>Action - <i>Hungry Caterpillar</i> –</p> <p>Genre = Archaic Purpose = to entertain Outcome = narrative</p> <p>Information - Insect fact file</p> <p>Genre = Purpose = to inform Outcome = Non-Chron report</p>	<p>Suspense, Endings - Mr Gumpy's outing</p> <p>Genre = Contemp modern Purpose = to entertain Outcome = narrative</p> <p>Poem - <i>Wheels on the bus</i></p> <p>Instructions - How to find treasure</p> <p>Genre = Purpose = to inform Outcome = Set of instructions to get</p>
Retrieval	Pencil grip Giving meaning to marks	RWI Handwriting phrases for letter formation	RWI Handwriting phrases	Verbally saying sentences to write	Verbally saying sentences to write	Finger Spaces
Grammar & Punctuation	Fred Fingers	Fred fingers for spelling	Red Words	Red Words	Full Stop	Capital Letters

<p>KS1 – Cycle A (2025/ 2026)</p>	<p>(7 weeks)</p> <p>Fiction toolkit: Character <i>Immersion text - Little Red Riding Hood</i></p> <p>Genre = Archaic (traditional tale) Purpose = to entertain Outcome = Description</p> <p>Letter Immersion Text: Lost and Found</p> <p>Genre = Contemp modern (picture book) Purpose = to inform Outcome = Explain</p>	<p>(7 weeks)</p> <p>Fiction toolkit: Setting <i>Immersion text - Hansel and Gretel</i></p> <p>Genre = Archaic (traditional tale) Purpose = to entertain Outcome = Description</p> <p>Instructions – to make</p> <p>Genre = Purpose = to inform Outcome = Instructions to make</p>	<p>(6 weeks)</p> <p>Fiction toolkit: Openings <i>Immersion text - Q Pootle 5</i></p> <p>Genre = Contemp Modern (picture book) Purpose = to entertain Outcome = Narrative</p> <p>Non-chronological report</p> <p>Genre = Purpose = to inform Outcome = non-chron report</p>	<p>(6 weeks)</p> <p>Fiction toolkit: Endings & Action <i>Immersion texts Jack and the Beanstalk - Jim and the Beanstalk – Raymond Briggs</i></p> <p>Genre = Archaic (traditional tale) Purpose = to entertain Outcome = narrative</p> <p>Discussion –</p> <p>Genre = Archaic Purpose = to discuss Outcome = write an argument to discuss who is the real villain in the story.</p> <p>WPD 21st March = Write new verse of a poem!</p>	<p>(5 weeks)</p> <p>Fiction toolkit: Dialogue <i>Immersion text - Into the Forest – Anthony Browne</i></p> <p>Genre = Contemp modern (Picture book) Purpose = to entertain Outcome = Narrative</p> <p>Recount – 1st Person</p> <p>Genre = Purpose = to inform Outcome = narrative</p>	<p>(7 weeks)</p> <p>Fiction toolkit: Suspense <i>Immersion texts - The Dark</i></p> <p>Genre = Contemp modern (Picture book) Purpose = to entertain Outcome = Narrative</p> <p><i>Immersion text - Martha Maps it out</i></p> <p>Instructions - Geog focus – to get</p> <p>Purpose = to inform Outcome = Instructions to direct parents to walk from school to church.</p> <p>Poster</p> <p>Genre = Purpose = persuade Outcome = poster for summer fayre</p>
<p>Retrieval Y1</p>	<p>Separation of words with spaces NC VGP</p> <p>How words can combine to make sentences</p> <p>Introduction to full stops to demarcate sentences NC VGP</p>	<p>Separation of words with spaces NC VGP</p> <p>How words can combine to make sentences</p> <p>Introduction to full stops to demarcate sentences NC VGP</p>	<p>Joining words and joining clauses using <i>'and'</i> NC VGP</p>	<p>Sequencing sentences to form short narratives</p>	<p>Capital letters for NC VGP <i>places, days of the week</i></p> <p>Introduction to question marks to demarcate sentences NC VGP</p>	<p>Introduction to exclamation marks to demarcate sentences NC VGP</p> <p>Imperative verbs</p>
<p>Grammar & Punctuation Y1</p>	<p>Capital letters for names NC VGP <i>Also, names of people, places, days of the week</i></p> <p>Joining words and joining clauses using <i>'and'</i> NC VGP</p>	<p>Sequencing sentences to form short narratives</p> <p>Imperative verbs</p>	<p>Introduction to question marks and exclamation marks to demarcate sentences NC VGP</p>		<p>Capital letters for names and for the personal pronoun I NC VGP</p>	

<p style="text-align: center;">Retrieval Y2</p>	<p>Use of capital letters, full stops marks to demarcate sentences NC VGP</p>	<p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>] NC VGP</p>	<p>Subordination (using <i>when, if, that, because</i>)</p>	<p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>] NC VGP</p> <p>Correct choice and consistent use of past tense throughout writing NC VGP</p> <p>Subordination (using <i>when, if, that, because</i>)</p> <p>co-ordination (using <i>or, and, but</i>) NC VGP</p>	<p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command NC VGP</p>	<p>Correct choice and consistent use of present tense throughout writing NC VGP</p> <p>Commas to separate items in a list</p>
<p style="text-align: center;">Grammar & Punctuation Y2</p>	<p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>] NC VGP</p> <p>Correct choice and consistent use of past tense throughout writing NC VGP</p> <p>Subordination (using <i>when, if, that, because</i>)</p> <p>How the grammatical patterns in a sentence indicate its function as a question or exclamation NC VGP</p>	<p>Commas to separate items in a list</p> <p>co-ordination (using <i>or, and, but</i>) NC VGP</p> <p>How the grammatical patterns in a sentence indicate its function as a command NC VGP</p>	<p>Correct choice and consistent use of present tense throughout writing NC VGP</p>	<p>How the grammatical patterns in a sentence indicate its function as a statement NC VGP</p>	<p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>] NC transcription</p>	<p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>] NC VGP</p>

<p>Year 3/4 – Cycle A (2025 /2026)</p>	<p>(7 weeks)</p> <p>Setting Immersion text – Tin Forest</p> <p>Genre = Modern classic Purpose = to entertain Outcome = Description</p> <p><i>Immersion texts - Everest: The remarkable story of Edmund Hilary and Tenzing Norgay and little people, big dreams: Tenzing Norgay</i></p> <p>Non - Chronological report Purpose = to inform Outcome = Information text: How to survive on a mountain (Mountain Survival Guide)</p>	<p>(7 weeks)</p> <p>Character Immersion text - Roald Dahl – Matilda</p> <p>Genre = Modern classic Purpose = to entertain Outcome = Description</p> <p>Recount – Diary – 1st person Purpose = to explain Outcome = diary</p>	<p>(6 weeks)</p> <p>Openings and suspense Immersion Text – The Land of Roar</p> <p>Genre = contemp modern (picture book) Purpose = to entertain Outcome = Narrative</p> <p>Poster – Persuasive Immersion text - persuasive poster examples.</p> <p>Purpose = to persuade Outcome = Poster to look after the forest created from Tin Forest</p>	<p>(6 weeks)</p> <p>Action and Endings <i>Immersion texts - The iron man – Ted Hughes – defeating the monster</i></p> <p>Genre = Historic Purpose = to entertain Outcome = Narrative</p> <p>Instructions to make Purpose = to inform Outcome = instructions to make</p> <p>– linked to DT seasonal stew.</p> <p>WPD 21st March = Write new verse of a poem!</p>	<p>(5 weeks)</p> <p>Dialogue Immersion text – Charlotte's Web</p> <p>Genre = Modern classic Purpose = to entertain Outcome = Narrative</p> <p>Discussion Purpose = to discuss Outcome = a discussion - break time snacks – what's healthy, what fuels our brain for our next session.</p>	<p>(7 weeks)</p> <p>Character and action <i>Immersion text – Viking boy.</i></p> <p>Genre = Historic Purpose = to entertain Outcome = Description (character)</p> <p>Persuasive letter <i>Immersion texts Viking Boy – Tony Bradman</i></p> <p>Genre = Narrative with historical context Purpose = to entertain Outcome = Persuasive letter</p>
<p>Retrieval Y3</p>	<p>(From Y2) Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] NC VGP</p>	<p>Subordination (using <i>when, if, that, because</i>)</p>	<p>Expressing time, place and cause using prepositions [for example, <i>before, after, during, in, because of</i>]</p>	<p>Expressing time, place and cause using adverbs [for example, <i>then, next, soon, therefore</i>],</p>	<p>Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation NC – writing composition</p>	<p>Introduction to inverted commas to punctuate direct speech NC VGP</p> <p>Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>],</p>
<p>Grammar & Punctuation Y3</p>	<p>Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation NC – writing composition</p>	<p>Expressing time, place and cause using adverbs [for example, <i>then, next, soon, therefore</i>],</p> <p>Expressing time, place and cause using prepositions [for example, <i>before, after, during, in, because of</i>]</p>	<p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] NC VGP</p>	<p>Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>],</p>	<p>Introduction to inverted commas to punctuate direct speech NC VGP</p>	

<p>Retrieval Y4</p>	<p>Headings and sub-headings to aid presentation</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p>	<p>Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] NC VGP</p> <p>Use of commas after fronted adverbials NC VGP</p>	<p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition NC VGP</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] NC VGP Appendix 1 spelling</p>	<p>Use of inverted commas and other punctuation to <i>indicate direct speech</i> [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i></p> <p>Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] NC VGP</p> <p>Use of commas after fronted adverbials NC VGP</p>
<p>Grammar & Punctuation Y4</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p>	<p>Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] NC VGP</p> <p>Use of commas after fronted adverbials NC VGP</p>	<p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition NC VGP</p>	<p>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] NC VGP Appendix 1 spelling</p>	<p>Use of inverted commas and other punctuation to <i>indicate direct speech</i> [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i></p>	<p style="background-color: #cccccc;"></p>

<p>Y4/5 - Cycle A (2025 /2026)</p>	<p>(7 weeks)</p> <p>Setting <i>Immersion texts Holes – Louis Sachar</i></p> <p>Genre = Modern classic Purpose = to entertain Outcome = Description</p> <p>Non-Chron report</p> <p>Genre = Purpose = to inform Outcome = Non-Chron Report</p>	<p>(7 weeks)</p> <p>Recount – Diary – 1st person <i>Immersion texts - The Highland falcon thief</i></p> <p>Genre = Contemp modern Purpose = to recount Outcome = write a diary from the point of view of Harrison</p> <p>Opening & action <i>Immersion texts - The Highland Falcon Thief</i></p> <p>Genre = Contemp modern Purpose = to entertain Outcome = narrative</p> <p>Dialogue <i>Immersion texts – Flotsam (Short write)</i></p> <p>Genre = Contemp modern Purpose = to entertain Outcome = narrative</p>	<p>(6 weeks)</p> <p>Character & Dialogue <i>Immersion texts The Island – Armin Greder</i></p> <p>Genre = contemp modern (Picture book) Purpose = to entertain Outcome = description</p> <p>Instructions to make</p> <p>Genre = Purpose = to inform Outcome = instructions to make DT link - bread</p>	<p>(6 weeks)</p> <p>Suspense and Endings <i>The Lost Happy Endings - picture book</i></p> <p>Genre = Contemp modern (picture book) Purpose = to entertain Outcome = narrative</p> <p>Letter</p> <p>Genre = Purpose = to inform Outcome = write Parish council to inform them of issues noted on walk to school</p> <p>WPD 21st March = Write new verse of a poem!</p>	<p>(5 weeks)</p> <p>Openings and Settings <i>Malamander</i></p> <p>Genre = Purpose = to entertain Outcome = narrative and description 3rd person</p> <p>Discussion <i>Immersion text – Running wild</i></p> <p>Genre = Purpose = to discuss pros and cons of a topic Outcome = present a balanced argument</p>	<p>(7 weeks)</p> <p>Toolkit? Mayan myth - the Hero twins</p> <p>Genre = Purpose = to entertain Outcome = narrative</p> <p>Leaflet Genre = Purpose = to persuade Outcome = a leaflet to persuade people to buy fairtrade chocolate?</p>
<p>Retrieval Y4</p>	<p>Headings and sub-headings to aid presentation</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p>	<p>Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] NC VGP ???????</p> <p>Use of commas after fronted adverbials NC VGP</p> <p>Use of inverted commas and other punctuation to <i>indicate direct speech</i> [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i></p>	<p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition NC VGP</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] NC VGP Appendix 1 spelling</p>	<p>Use of inverted commas and other punctuation to <i>indicate direct speech</i> [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i></p> <p>Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] NC VGP</p> <p>Use of commas after fronted adverbials NC VGP</p>

<p>Grammar & Punctuation Y4</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p>	<p>Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] NC VGP</p> <p>Use of commas after fronted adverbials NC VGP</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i></p>		<p>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] NC VGP Appendix 1 spelling</p>	<p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition NC VGP</p>	
<p>Retrieval Y5</p>	<p>Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] NC VGP</p> <p>Use of commas after fronted adverbials NC VGP</p>	<p>Linking ideas across paragraphs using adverbials number [for example, <i>secondly</i>]</p>	<p>Linking ideas across paragraphs using adverbials tense choices [for example, <i>he had seen her before</i>]</p> <p>Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</p>	<p>commas to indicate parenthesis NC VGP</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>]</p>	<p>Brackets, dashes or commas to indicate parenthesis NC VGP</p> <p>Linking ideas across paragraphs using adverbials number [for example, <i>secondly</i>]</p>	<p>Relative clauses beginning with who which where when whose that (This needs to be explicitly taught as might not fit in with unit WAGOL)</p> <p>Indicating degrees of possibility using modal verbs [for example, <i>might, should, will, must</i>] NC VGP</p>
<p>Grammar & Punctuation Y5</p>	<p>Linking ideas across paragraphs using adverbials number [for example, <i>secondly</i>]</p>	<p>Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>]</p> <p>Linking ideas across paragraphs using adverbials tense choices [for example, <i>he had seen her before</i>]</p>	<p>Indicating degrees of possibility using modal verbs [for example, <i>might, should, will, must</i>] NC VGP</p> <p>commas to indicate parenthesis NC VGP</p>	<p>Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>]</p> <p>Brackets and dashes to indicate parenthesis NC VGP</p>	<p>An omitted relative pronoun</p> <p>Relative clauses beginning with who which where when whose that (This needs to be explicitly taught as might not fit in with unit WAGOL)</p>	<p>Use of commas to clarify meaning or avoid ambiguity NC VGP</p>

<p style="text-align: center;">Year 5/6 – Cycle A (2025/2026)</p>	<p>(7 weeks)</p> <p>Poem – Imagery, feelings</p> <p>Setting Description – Blitz scenery/evacuee at a station</p> <p>Character & Dialogue <i>Immersion text</i> - Friend or foe</p> <p>Genre = Historic Purpose = to entertain Outcome = description</p> <p>Letter of complaint Receive news that the school day is going to be extended. Starting at 8am and finishing at 4/5pm.</p> <p>Purpose = to inform Outcome = complain to MP's about not wanting the school day to be longer.</p>	<p>(7 weeks)</p> <p>Setting & Endings <i>Immersion text</i> – FArTHER</p> <p>Genre = Contemp modern (picture book) Purpose = to entertain Outcome = description</p> <p>Setting description</p> <p>Non-Chron Genre = Purpose = to inform Outcome = write a non chron report <i>How did Britain win the Battle of Britain</i></p> <p>Instructions – how to Purpose = to inform Outcome =</p> <p><i>Grinch – how to steal Christmas</i></p>	<p>(6 weeks)</p> <p>Opening & suspense, action <i>Immersion text</i> – <i>Theseus and Minotaur</i></p> <p>Genre = legend Purpose = to entertain Outcome = write own legend</p> <p>Letter to persuade Purpose = to present Outcome = write a letter to prime minister should Elgin marbles be returned?</p>	<p>(6 weeks)</p> <p>Discussion <i>Immersion texts</i> – <i>Friend or foe</i> revisit</p> <p>Purpose = to entertain Outcome = to discuss if the boys should help the airman</p> <p>Character <i>Immersion text</i> – <i>Blabbermouth</i></p> <p>Genre = Purpose = to entertain Outcome = description 1st person</p> <p>Openings Genre = Purpose = to entertain Outcome = narrative</p> <p>Plan the next day of school through flashback – is it brilliant or terrible, where is he going to be?</p> <p>WPD 21st March = Write new verse of a poem!</p>	<p>(5 weeks)</p> <p>Setting and Action <i>Immersion text</i> - <i>Pandora</i> – setting, character, narrative, dialogue, etc</p> <p>Genre = Science-fiction/fantasy Purpose = to entertain Outcome = description to write own Setting description</p> <p>Diary (Recount) Purpose = to Outcome = to write Diary in 1st person linked to Pandora</p>	<p>(7 weeks)</p> <p>Dialogue and Action Integrate dialogue in narrative to convey character and advance the action.</p> <p>Instructions - <i>Immersion texts</i> - <i>The boy in the tower</i> – <i>Polly Ho-Yen</i></p> <p>Genre = Purpose = to explain Outcome = Explanation – <i>‘How to defeat the “plants”’</i></p> <p>Advert Genre = Purpose = to persuade Outcome = write to persuade Adverts – create an advert for DT chairs – DT chairs in on Y6 DT curriculum -Advert to persuade someone to buy them.</p>
<p style="text-align: center;">Retrieval Y5</p>	<p>Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] NC VGP</p> <p>Use of commas after fronted adverbials NC VGP</p>	<p>Linking ideas across paragraphs using adverbials number [for example, <i>secondly</i>]</p>	<p>Linking ideas across paragraphs using adverbials tense choices [for example, <i>he had seen her before</i>]</p> <p>Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</p>	<p>commas to indicate parenthesis NC VGP</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>]</p>	<p>Brackets, dashes or commas to indicate parenthesis NC VGP</p> <p>Linking ideas across paragraphs using adverbials number [for example, <i>secondly</i>]</p>	<p>Relative clauses beginning with who which where when whose that (This needs to be explicitly taught as might not fit in with unit WAGOL)</p> <p>Indicating degrees of possibility using modal verbs [for example, <i>might, should, will, must</i>] NC VGP</p>

<p>Grammar & Punctuation Y5</p>	<p>Linking ideas across paragraphs using adverbials number [for example, <i>secondly</i>]</p>	<p>Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>]</p> <p>Linking ideas across paragraphs using adverbials tense choices [for example, <i>he had seen her before</i>]</p>	<p>Indicating degrees of possibility using modal verbs [for example, <i>might, should, will, must</i>] NC VGP</p> <p>commas to indicate parenthesis NC VGP</p>	<p>Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>]</p> <p>Brackets and dashes to indicate parenthesis NC VGP</p>	<p>An omitted relative pronoun</p> <p>Relative clauses beginning with who which where when whose that (This needs to be explicitly taught as might not fit in with unit WAGOL)</p>	<p>Use of commas to clarify meaning or avoid ambiguity NC VGP</p>
<p>Retrieval Y6</p>	<p>Use of commas to clarify meaning or avoid ambiguity NC VGP</p> <p>An omitted relative pronoun</p>	<p>Use of the passive to affect presentation of information in a sentence (for example, <i>I broke the window in the green house versus the window in the green house was broken (by me)</i>).</p>	<p>Use of the passive to affect presentation of information in a sentence (for example, <i>I broke the window in the green house versus the window in the green house was broken (by me)</i>).</p>	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags – he’s your friend, isn’t he?)</p>	<p>Use of the colon to introduce a list and use of semi-colons within lists NC VGP</p>	<p>Punctuation – of bullet points to list information.</p> <p>Use of the colon to introduce a list and use of semi-colons within lists NC VGP</p> <p>Layout devices (For example, headings, sub-heading, columns, bullets, or tables to structure text)</p>
<p>Grammar & Punctuation Y6</p>	<p>Use of the passive to affect presentation of information in a sentence (for example, <i>I broke the window in the green house versus the window in the green house was broken (by me)</i>).</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags – he’s your friend, isn’t he?)</p> <p>How hyphens can be used to avoid ambiguity (for example, <i>the man eating shark versus man-eating shark or recover versus re-cover</i>) NC VGP</p>	<p>Punctuation – of bullet points to list information.</p> <p>Use of the colon to introduce a list and use of semi-colons within lists NC VGP</p> <p>Layout devices (For example, headings, sub-heading, columns, bullets, or tables to structure text)</p>	<p>As a consequence) and Ellipsis.</p> <p>The use of the subjunctive forms such as <i>if I were or Were they</i> to come in some very formal writing and speech NC VGP</p>	<p>Linking ideas across paragraph using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as <i>on the other hand, in contrast</i>).</p> <p>Use of Semi-colon, and dash to mark the boundary between independent clauses (for example, <i>It’s raining; I’m fed up</i>) NC VGP</p>		