

Wenlock CE Academy  
English Curriculum and Progression Map

	Text Structure	Sentence Construction	Word/Language	Punctuation	Terminology
<b>Year 3</b>	<p><b>Fiction</b> <b>Secure use of planning tools:</b> Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids)</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Paragraphs</b> to organise ideas into each story part</p> <p><b>Extended vocabulary</b> to introduce 5 story parts:</p> <p><b>Introduction</b> -should include detailed description of setting or characters</p> <p><b>Build-up</b> -build in some suspense towards the problem or dilemma</p> <p><b>Problem / Dilemma</b> -include detail of actions / dialogue</p> <p><b>Resolution</b> - should link with the problem</p> <p><b>Ending</b> - clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p>	<p><b>Vary long and short sentences:</b> <b>Long sentences</b> to add description or information. <b>Short sentences</b> for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i></p> <p><b>Embellished simple sentences:</b> <b>Adverb starters to add detail</b> e.g. <i>Carefully, she crawled along the floor of the cave...</i> <i>Amazingly, small insects can....</i></p> <p><b>Adverbial phrases</b> used as a 'where', 'when' or 'how' starter (fronted adverbials) <i>A few days ago, we discovered a hidden box.</i> <i>At the back of the eye, is the retina.</i> <i>In a strange way, he looked at me.</i></p> <p><b>Prepositional phrases to place the action:</b> <i>on the mat; behind the tree, in the air</i></p> <p><b>Compound sentences (Coordination)</b> using connectives:</p>	<p><b>Prepositions</b> <i>Next to by the side of</i> <i>In front of during through throughout because of</i></p> <p><b>Powerful verbs</b> e.g. <i>stare, tremble, slither</i></p> <p><b>Boastful Language</b> e.g. <i>magnificent, unbelievable, exciting!</i></p> <p><b>More specific / technical vocabulary to add detail</b> e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i></p> <p><i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p><b>Nouns formed from prefixes</b> e.g. <i>auto... super...anti...</i></p> <p><b>Word Families based on common words</b> e.g. <i>teacher -teach, beauty - beautiful</i></p>	<p><b>Colon</b> before a list e.g. <i>What you need:</i></p> <p><b>Ellipses</b> to keep the reader hanging on</p> <p><b>Secure use of inverted commas for direct speech</b></p> <p>Use of commas after <b>fronted adverbials</b> (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Letter</li> <li>• Word</li> <li>• Sentence</li> <li>• Statement question exclamation Command</li> <li>• Full stops</li> <li>• Capital letter</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• Speech bubble</li> <li>• 'Speech marks'</li> <li>• Bullet points</li> <li>• Apostrophe (contractions only)</li> <li>• Commas for sentence of 3 - description</li> </ul> <p><b>Singular/ plural Suffix</b></p> <p><b>Adjective / noun / Noun phrases Verb / adverb</b></p> <p>Bossy verbs</p>



	<p><i>behind, as opposed to He left his hat behind.</i></p>	<p><b>Pattern of 3 for persuasion</b> e.g. <i>Visit, Swim, Enjoy!</i></p> <p><b>Topic sentences to introduce non-fiction paragraphs</b> e.g. <i>Dragons are found across the world.</i></p> <p><b>Dialogue -powerful speech verb</b> e.g. <i>"Hello," she whispered</i></p>			
Year 4	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b> <b>Secure use of planning tools:</b> e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)</p> <p><b>Plan opening using:</b> Description /action</p> <p><b>Paragraphs:</b> to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma <b>Developed 5 parts to story</b> <b>Introduction</b> <b>Build-up</b> <b>Problem / Dilemma</b> <b>Resolution</b>    <b>Ending</b> Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b> <b>Standard English for verb inflections instead of local spoken forms</b></p> <p><b>Long and short sentences:</b> <b>Long sentences</b> to enhance description or information</p> <p><b>Short sentences</b> to move events on quickly e.g. <i>It was midnight.</i> <i>It's great fun.</i></p> <p><b>Start with a simile</b> e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p><b>Secure use of simple / embellished simple sentences</b></p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b> <b>Prepositions</b> <i>at underneath since towards beneath beyond</i></p> <p><b>Conditionals</b> - <i>could, should, would</i></p> <p><b>Comparative and superlative adjectives</b> e.g. <i>small...smaller...smallest good...better...best</i></p> <p><b>Proper nouns</b>-refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p><b>The grammatical difference between plural and possessive</b> -s</p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b> <b>Commas</b> to mark clauses and to mark off <b>fronted adverbials</b></p> <p><b>Full punctuation for direct speech:</b> Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i></p> <p><b>Apostrophes</b> to mark singular and <b>plural possession</b> (e.g. <i>the girl's name, the boys' boots</i>) as opposed to s to mark a plural</p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>● Finger spaces</li> <li>● Letter</li> <li>● Word</li> <li>● Sentence</li> <li>● Statement question exclamation Command</li> <li>● Full stops</li> <li>● Capital letter</li> <li>● Question mark</li> <li>● Exclamation mark</li> <li>● Speech bubble</li> <li>● 'Speech marks'</li> <li>● Direct speech</li> <li>● Inverted commas</li> <li>● Bullet points</li> <li>● Apostrophe (contractions only)</li> <li>● Commas for sentence of 3 -</li> </ul>

	<p><b>Non-Fiction</b></p> <p><b>Secure use of planning tools:</b> Text map/ washing line/ 'Boxing -up' grid</p> <p><b>Paragraphs</b> to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams</p> <p><b>Introduction</b></p> <p><b>Middle section(s)</b></p> <p><b>Ending</b> Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p><b>Appropriate choice of pronoun or noun across sentences to aid cohesion</b></p>	<p><b>Secure use of compound sentences (Coordination)</b> using coordinating conjunction <i>and / or / but / so / for / nor / yet</i> (<i>coordinating conjunctions</i>)</p> <p><b>Develop complex sentences: (Subordination)</b></p> <p><b>Main and subordinate clauses</b> with range of subordinating conjunctions. <b>(See Connectives and Sentence Signposts doc.)</b></p> <p><b>Consolidate understanding of fronted adverbials</b> (see adverb starters, Year 3, plus ed-ing-ly below)</p> <p><b>-'ed' clauses as starters</b> e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i></p> <p><b>Expanded -'ing' clauses as starters</b> e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p><b>-'ly' phrases as starters</b> e.g. <i>Unfortunately, no chocolate biscuits remained.</i></p> <p><b>Drop in -'ing' clause</b> e.g. <i>Jane, laughing at the teacher, fell off her chair.</i> <i>The tornado, sweeping across the city, destroyed the houses.</i></p>	<p>Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p>		<p>description, action</p> <ul style="list-style-type: none"> <li>• Colon - instructions</li> </ul> <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Connective Conjunction Preposition Determiner/ generaliser Clause Subordinate clause Relative clause Relative pronoun</p> <p>Alliteration Simile - 'as'/ 'like' Synonyms</p> <p><b><u>Introduce:</u></b></p> <ul style="list-style-type: none"> <li>• Pronoun</li> <li>• Possessive pronoun</li> <li>• Adverbial</li> <li>• Fronted adverbial</li> </ul>
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		<p><b>Sentence of 3 for action</b> e.g.  <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i>  <i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p><b>Repetition to persuade</b> e.g.  <i>Find us to find the fun</i></p> <p><b>Dialogue</b> - verb + adverb -  <i>"Hello," she whispered, shyly.</i></p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition</p>			<ul style="list-style-type: none"> <li>• Apostrophe - plural possession</li> </ul>
Year 5	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b>  <b>Secure independent use of planning tools</b>  Story mountain / grids / flow diagrams  <b>(Refer to Story Types grids)</b></p> <p><b>Plan opening using:</b>  Description / action / dialogue</p> <p><b>Paragraphs:</b>  Vary connectives within paragraphs to build cohesion into a paragraph  Use change of place, time and action to link ideas across paragraphs.</p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b>  <b>Relative clauses beginning with</b> <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences</b></p> <p><b>Develop complex sentences: (Subordination)</b>  <b>Main and subordinate clauses</b> with full range of conjunctions:  <b>(See Connectives and Sentence Signposts doc.)</b></p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></p> <p><b>Metaphor</b></p> <p><b>Personification</b></p> <p><b>Onomatopoeia</b></p> <p><b>Empty words</b>  e.g. <i>someone, somewhere was out to get him</i></p> <p>Developed use of <b>technical language</b></p> <p>Converting <b>nouns</b> or</p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></p> <p><b>Rhetorical question</b></p> <p><b>Dashes</b></p> <p><b>Brackets/dashes/commas for parenthesis</b></p> <p><b>Colons</b></p> <p><b>Use of commas to clarify meaning or avoid ambiguity</b></p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Letter/ Word</li> <li>• Sentence</li> <li>• Statement question exclamation Command</li> <li>• Full stops/ Capitals</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• 'Speech marks'</li> <li>• Direct speech</li> <li>• Inverted commas</li> <li>• Bullet points</li> </ul>

<p><b>Use 5 part story structure</b> Writing could start at any of the 5 points. This may include flashbacks</p> <p><b>Introduction</b> -should include action / description -character or setting / dialogue</p> <p><b>Build-up</b> -develop suspense techniques</p> <p><b>Problem / Dilemma</b> -may be more than one problem to be resolved</p> <p><b>Resolution</b> -clear links with dilemma</p> <p><b>Ending</b> -character could reflect on events, any changes or lessons, look forward to the future ask a question.</p> <p><b>Non-Fiction</b></p> <p><b>Introduce:</b> <b>Independent planning</b> across all genres and application Secure use of range of layouts suitable to text.</p> <p><b>Structure:</b> Introduction / Middle / Ending</p> <p><b>Secure use of paragraphs:</b> Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range</p>	<p><b>Expanded -ed clauses as starters</b> e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i></p> <p><b>Elaboration of starters using adverbial phrases</b> e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i></p> <p><b>Drop in -'ed' clause</b> e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p><b>Sentence reshaping techniques</b> e.g. lengthening or shortening sentence for meaning and /or effect</p> <p><b>Moving sentence chunks (how, when, where) around for different effects</b> e.g. <i>The siren echoed loudly ....through the lonely streets ....at midnight</i></p> <p><b>Use of rhetorical questions</b></p>	<p><b>adjectives into verbs using suffixes</b> (e.g. -ate; -ise; -ify)</p> <p><b>Verb prefixes</b> (e.g. dis-, de-, mis-, over- and re-)</p>		<ul style="list-style-type: none"> <li>• Apostrophe contractions/ possession</li> <li>• Commas for sentence of 3 - description, action</li> <li>• Colon - instructions</li> <li>• Parenthesis / bracket / dash</li> </ul> <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Conjunction / Connective Preposition Determiner/ generaliser Pronoun - relative/ possessive Clause Subordinate/ relative clause Adverbial Fronted adverbial</p> <p>Alliteration Simile - 'as'/ 'like' Synonyms</p>
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	<p>of connectives and signposts Use rhetorical questions to draw reader in Express own opinions clearly Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader</p>	<p><b>Stage directions in speech</b> (speech + verb + action) e.g. <i>"Stop!" he shouted, picking up the stick and running after the thief.</i></p> <p><b>Indicating degrees of possibility using modal verbs</b> (e.g. <i>might, should, will, must</i>) or adverbs (<i>perhaps, surely</i>)</p>			<p><b><u>Introduce:</u></b></p> <ul style="list-style-type: none"> <li>• Relative clause/ pronoun</li> <li>• Modal verb</li> <li>• Parenthesis</li> <li>• Bracket- dash</li> <li>• Determiner</li> <li>• Cohesion</li> <li>• Ambiguity</li> <li>• Metaphor</li> <li>• Personification</li> <li>• Onomatopoeia</li> <li>• Rhetorical question</li> </ul>
Year 6	<p><b>Consolidate Year 5 list</b></p> <p><b>Secure independent planning across story types using 5 part story structure.</b> Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan</p> <p><b>Paragraphs</b> -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p><b>Non-fiction:</b></p>	<p><b>Consolidate Year 5 list</b></p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences</b></p> <p><b>Secure use of complex sentences:</b> <b>(Subordination)</b> <b>Main and subordinate clauses</b> with full range of conjunctions:</p> <p><b>Active and passive verbs to create effect and to affect presentation of information</b> e.g. <b>Active:</b> <i>Tom accidentally dropped the glass.</i></p>	<p><b>Consolidate Year 5 list</b></p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i>)</p> <p>How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p>	<p><b>Consolidate Year 5 list</b></p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma. Use of colon to introduce a list and semi-colons within lists.</p> <p><b>Punctuation</b> of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>	<p><b><u>Consolidate:</u></b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• <b>Letter/ Word</b></li> <li>• Sentence</li> <li>• Statement question exclamation Command</li> <li>• Full stops/ Capitals</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• 'Speech marks'</li> <li>• Direct speech</li> <li>• Inverted commas</li> <li>• Bullet points</li> <li>• Apostrophe contractions/ possession</li> </ul>

<p><b>Secure</b> planning across non-fiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader - comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: semantic <b>cohesion</b> (e.g. repetition of a <b>word</b> or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence), and <b>elision</b></p>	<p><b>Passive:</b> <i>The glass was accidentally dropped by Tom.</i> <b>Active:</b> <i>The class heated the water.</i> <b>Passive:</b> <i>The water was heated.</i></p> <p><b>Developed use of rhetorical questions for persuasion</b></p> <p>Expanded <b>noun phrases</b> to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the <b>subjunctive</b> in some very formal writing and speech) as in <i>If I were you.</i></p>			<ul style="list-style-type: none"> <li>• Commas for sentence of 3 - description, action, views/opinions, facts</li> <li>• Colon - instructions</li> <li>• Parenthesis</li> <li>• Bracket- dash</li> </ul> <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) modal verb Conjunction / Connective Preposition Determiner/ generaliser Pronoun - relative/ possessive Clause Subordinate / relative clause Adverbial Fronted adverbial Rhetorical question</p> <p>Cohesion Ambiguity</p>
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	Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text				<p>Alliteration Simile - 'as/' 'like' Synonyms Metaphor Personification Onomatopoeia</p> <p><b><u>Introduce:</u></b></p> <ul style="list-style-type: none"><li>• Active and passive voice</li><li>• Subject and object</li><li>• Hyphen</li><li>• Synonym, antonym</li><li>• Colon/ semi-colon</li><li>• Bullet points</li><li>• Ellipsis</li><li>• Subjunctive</li><li>• Tense: present and past progressive; present perfect; past perfect</li></ul>
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