

## Sentence Level examples [Grammar] – organised into year groups using the National Curriculum 2014 Appendix

	Expectation	Examples
Reception	<b>Oral introduction to:</b> <b>Simple sentences and simple connectives</b> , e.g. <i>and</i> <i>who</i> <i>until</i> <i>but</i>	<ul style="list-style-type: none"> <li>➤ <i>The owl eats the worm and goes to sleep.</i></li> <li>➤ <i>Once upon a time there were three bears who lived in a cottage in the woods.</i></li> <li>➤ <i>The caterpillar stays in its cocoon until it is ready to hatch.</i></li> <li>➤ <i>Bernard kept on asking his Dad but he said not now Bernard.</i></li> </ul>
	<b>Additional LA advice:</b> Oral introduction to main clause and simple sentence structure.	<p>A clause is a group of words that includes a <b>subject</b> and a <b>verb</b>. A clause can be distinguished from a <b>phrase</b>, which does not contain a subject and a verb (e.g., in the afternoon, drinking from the bowl).</p> <p>An <b>independent clause</b> can express a complete thought (and can be a standalone sentence). A <b>dependent clause</b> is usually a supporting part of a sentence, and it cannot stand by itself as a meaningful proposition (idea).</p> <p>Here are some examples of <b>independent clauses (bold)</b> with the <u>independent clause underlined</u>.</p> <ul style="list-style-type: none"> <li>➤ <b><u>Tara ate a cheese roll</u></b> <i>after she had watched the Gruffalo.</i> (Tara ate a cheese roll is an independent clause. It works as a standalone sentence.)</li> <li>➤ <i>Even though his mum told him not to,</i> <b>Horrid Henry went out to play football.</b></li> <li>➤ <b>The Gruffalo thought he was clever,</b> <i>but he was not as clever as the mouse.</i></li> </ul> <p>A simple sentence has only one clause:</p> <ul style="list-style-type: none"> <li>➤ <i>The children were laughing.</i></li> <li>➤ <i>John wanted a new bicycle.</i></li> <li>➤ <i>All the girls are learning English.</i></li> </ul> <p>A compound sentence has two or more clauses:</p> <ul style="list-style-type: none"> <li>➤ <i>(We stayed behind) and (finished the job)</i></li> <li>➤ <i>(We stayed behind) and (finished the job), then (we went home)</i></li> </ul> <p>The clauses in a compound sentence are joined by <u>co-ordinating conjunctions</u>:</p> <ul style="list-style-type: none"> <li>➤ <i>John shouted <u>and</u> everybody waved.</i></li> <li>➤ <i>We looked everywhere <u>but</u> we couldn't find him.</i></li> <li>➤ <i>They are coming by car <u>so</u> they should be here soon.</i></li> </ul> <p>The common coordinating conjunctions are:</p> <ul style="list-style-type: none"> <li>• and – but – or – nor – so – then – yet</li> </ul>
Year 1	How <b>words</b> can combine to make <b>sentences</b>	Children need to understand what a simple sentence is: it only has one clause which conveys meaning. It has a subject, a verb and at least one noun. E.g., <i>The dog ran home.</i> or <i>A book fell on my head.</i>
	Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>	<ul style="list-style-type: none"> <li>➤ <i>The Little Red Hen and the Rat ate the bread.</i></li> <li>➤ <i>The Little Red Hen kneaded the dough and put it in the oven.</i></li> </ul>
	<b>Additional LA advice:</b> Introduction to main clause and simple sentence structure.	[See Reception above.]

Expectation	Examples
<b>Year 2</b> <b>Subordinating conjunction</b> (using <i>when, if, because</i> )	<p>Some sentences are complex. Such sentences have two clauses, one <b>main</b> [or independent] and one <b>subordinate</b> [or dependent]. The essential ingredient in a complex sentence is the subordinate conjunction:</p> <ul style="list-style-type: none"> <li>➤ <i>Nocturnal animals come out at night <b>when</b> they need to find food. [Main clause + subordinate clause]</i></li> <li>➤ <i>Mr. Twit picks old food out of his beard <b>if</b> he is feeling hungry. [Main clause + subordinate clause]</i></li> <li>➤ <i>The Gruffalo scares the creatures in the woods <b>because</b> he has a poisonous wart at the end of his nose. [Main clause + subordinate clause]</i></li> </ul> <p>The subordinate conjunction has two jobs.</p> <ol style="list-style-type: none"> <li>1. It provides a necessary transition between the two ideas in the sentence. This transition will indicate a time, place, or cause and effect relationship.</li> <li>2. It reduces the importance of one clause so that a reader understands which of the two ideas is more important. The more important idea belongs in the main clause, the less important in the clause introduced by the subordinate conjunction.</li> </ol> <p>If the clauses are swapped around, the sentence begins with the conjunction, followed by the subordinate clause then a comma must be inserted before the main clause:</p> <ul style="list-style-type: none"> <li>➤ <i><b>When</b> they need to find food, nocturnal animals come out at night.</i></li> <li>➤ <i><b>If</b> he is feeling hungry, Mr. Twit picks old food out of his beard.</i></li> <li>➤ <i><b>Because</b> he has a poisonous wart at the end of his nose, the Gruffalo scares the creatures in the woods.</i></li> </ul>
<b>and co-ordinating conjunction</b> (using <i>or, and, but</i> )	<p>Use a coordinating conjunction when you want to give equal emphasis to two <b>main clauses</b>. The pattern for coordination looks like this: <b>main clause + coordinating conjunction + main clause</b>.</p> <ul style="list-style-type: none"> <li>➤ 'And' expresses the general meaning of 'one thing after another', e.g. <i>I saw a fox and a badger in the woods.</i></li> <li>➤ 'Or' introduces an alternative, e.g. <i>Mrs. Twit told Mr. Twit to clean his beard now or clean it later.</i></li> <li>➤ 'But' introduces contrast, e.g. <i>The mouse went to find the Gruffalo but he had already gone.</i></li> </ul>
<b>Expanded noun phrases</b> for description and specification [e.g., <i>the blue butterfly, plain flour, the man in the moon</i> ]	<p>A noun phrase includes a <b>noun</b>—a person, place, or thing—and the <b>modifiers</b> which distinguish it. You can find the noun 'dog' in a sentence, for example, but you don't know which canine the writer means until you consider the entire noun phrase, e.g. <i>that dog, Aunt Audrey's dog, the dog on the sofa, the neighbour's dog that chases our cat, the dog digging in the new flower bed.</i></p>
<b>How the grammatical patterns in a sentence indicate its function</b> as a statement, question, exclamation or command	<p>A statement provides information, e.g., <i>Nocturnal animals sleep in the day and come out at night.</i></p> <p>A question asks for information and usually begins with one of the 5 Ws, 'how' or 'do', e.g., <i>What do you know about nocturnal animals?</i></p> <p>An exclamation shows strong emotion, e.g., <i>I was shocked!</i></p> <p>A command tells you to do something but there are many ways you can tell someone to do something. Commands can:</p> <ul style="list-style-type: none"> <li>➤ instruct, e.g. <i>Sit down!</i></li> <li>➤ invite, e.g. <i>Come to my house for tea.</i></li> <li>➤ warn, e.g. <i>Mind your head!</i></li> <li>➤ plead, e.g. <i>Help me!</i></li> <li>➤ advise, e.g. <i>Take a pill.</i></li> <li>➤ request, e.g. <i>Open the window.</i></li> <li>➤ or express good wishes, e.g. <i>Have a lovely day!</i></li> </ul>
<b>Year 3</b> Expressing time, place and cause using <b>conjunctions</b> [e.g., <i>when, before, after, while, so, because</i> ],	<p>The conjunctions show that one clause depends on the other, e.g.</p> <ul style="list-style-type: none"> <li>➤ <i>The Demon Headmaster banged his fist on the table <b>when</b> the boy questioned his instruction. <u>or</u> <b>When</b> the boy questioned his instruction, the Demon Headmaster banged his fist on the table. [appropriate development for more able pupils]</i></li> <li>➤ <i>Hugo ran through the station <b>before</b> the toy maker could catch up with him. <u>or</u> <b>Before</b> the toy maker could catch up with him, Hugo turned and ran through the station. [appropriate development for more able pupils]</i></li> </ul>

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	<p>➤ <i>Harry Potter had tummy ache after drinking the mysterious potion. <u>or</u> After drinking the mysterious potion, Harry Potter turned green. [appropriate development for more able pupils]</i></p> <p>➤ <i>James cut the strings while the centipede steered the peach away from danger. <u>or</u> While the centipede steered the pitch away from the Empire State building, James cut the strings to bring them all closer to the ground. [appropriate development for more able pupils]</i></p> <p>➤ <i>The Oompa Loompas took Mrs. TV away so she could meet up with her son. <u>or</u> So she could meet up with her son, Mike, the Oompa Loompas took Mrs. TV away. [appropriate development for more able pupils]</i></p> <p>➤ <i>The hare stood gloating because he thought he had beaten the tortoise. <u>or</u> Because he thought he had beaten the tortoise, the hare stood gloating at the finish line. [appropriate development for more able pupils]</i></p> <p><b>adverbs</b> [e.g., <i>then, next, soon, therefore</i>],</p> <p>An <b>adverb</b> brings together two complete thoughts. Each clause can stand on its own as a sentence.</p> <p>➤ <i>Hermione ran to the window, then she yelled out to Harry at the top of her voice.</i></p> <p>➤ <i>James rubbed his eyes, next he pushed himself up to stand.</i></p> <p>➤ <i>Hagrid fed the dragon a steak, soon he would be hungry again.</i></p> <p>➤ <i>Nobody knew that Hugo lived behind the station clock, therefore he had to sneak around in the shadows.</i></p> <p><b>More able pupils</b> will be able to use a <b>conjunctive adverb</b> to start a sentence. They are also known as "transitional phrases". A conjunctive adverb is used to join two simple sentences (or clauses). The following can all be used as conjunctive adverbs, e.g.</p> <p>➤ <i>also, consequently, furthermore, however, incidentally, indeed, likewise, meanwhile, nevertheless, nonetheless and therefore</i></p> <p>When used to join two sentences, a conjunctive adverb must be preceded by a semicolon and not a comma. (This is a common mistake - particularly with however.) A comma should be used after the adverb since it appears before an independent clause.</p> <p>➤ <i>The instructor's English is poor; consequently, they all failed the exam.</i></p> <p>➤ <i>I know Mr Evans was drunk; however, I am not responsible for his actions.</i></p> <p>or <b>prepositions</b> [e.g., <i>before, after, during, in, because of</i>]</p> <p>Prepositions show how two parts of a sentence are related, e.g.</p> <p>➤ <i>Jemma pulled her homework out of the dog's mouth before he had a chance to eat it.</i></p> <p>➤ <i>James closed the gate after the horse had bolted.</i></p> <p>➤ <i>The goalkeeper jogged on the spot during the game to keep his muscles active.</i></p> <p>➤ <i>I can see a fox in the bushes.</i></p> <p>➤ <i>Charlie beamed all the way home from the shop because of the Golden Ticket in his hand.</i></p>
<b>Year 4</b>	<p>Noun phrases expanded by the addition of <b>modifying adjectives, nouns and preposition phrases</b></p> <p>➤ <i>'the teacher' expanded to: 'the strict maths teacher with curly hair'</i></p> <p>➤ <i>'Buns taste delicious' expanded to: 'All the currant buns in the window taste delicious'.</i></p> <p><b>Fronted adverbials</b></p> <p>A word or phrase at the start of a sentence that describes the action that follows. In other words, it is sticking the adverb at the start of a sentence, e.g. <i>Later that day, I heard the bad news. or Amazingly, the doctor didn't spot that the man had fainted.</i></p>
<b>Year 5</b>	<p><b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p> <p>A relative clause—also called an adjective or adjectival clause—will meet three requirements.</p> <ul style="list-style-type: none"> <li>• First, it will contain a <b>subject</b> and <b>verb</b>.</li> <li>• Next, it will begin with a <b>relative pronoun</b> [who, whom, whose, that, or which] or a <b>relative adverb</b> [when, where, or why].</li> <li>• Finally, it will function as an <b>adjective</b>, answering the questions What kind? How many? or Which one?</li> </ul> <p>The relative clause will follow one of these two patterns:</p> <ul style="list-style-type: none"> <li>• <b>relative pronoun or adverb + subject + verb</b></li> <li>• <b>relative pronoun as subject + verb</b></li> </ul> <p>➤ <i>The punishment, <b>which</b> Henry did not accept, was very harsh.</i> [Which = relative pronoun; Francine = subject; did</p>

Expectation	Examples
	<p>accept = verb [not, an adverb, is not officially part of the verb].</p> <ul style="list-style-type: none"> <li>➤ <i>Under the bed, <b>where George found the vintage toy</b>, was a treasure trove of forgotten objects.</i> [Where = relative adverb; George = subject; found = verb].</li> <li>➤ <i>The creature, <b>that dangled from the cliff edge</b>, squealed in terror.</i> [That = relative pronoun functioning as subject; dangled = verb].</li> <li>➤ <i>Boris, who continued to play video games until his eyes were blurry with fatigue, was in no state to run for Prime Minister the following morning.</i> [Who = relative pronoun functioning as subject; played = verb]</li> </ul>
<p>Indicating degrees of possibility using <b>adverbs</b> [e.g., <i>perhaps, surely</i>]</p>	<p>We use adverbials of probability to show how certain we are about something. The most frequent adverbials of probability are: certainly - definitely - maybe - possibly and clearly - obviously - perhaps - probably maybe and perhaps usually come at the beginning of the clause:</p> <ul style="list-style-type: none"> <li>➤ <i>Perhaps the weather will be fine.</i></li> <li>➤ <i>Maybe it won't rain.</i></li> </ul> <p>Other adverbs of possibility usually come in front or after the main verb:</p> <ul style="list-style-type: none"> <li>➤ <i>He is certainly coming to the party.</i></li> <li>➤ <i>Will they definitely be there?</i></li> <li>➤ <i>We will possibly come to England next year.</i></li> <li>➤ <i>They are definitely at home.</i></li> <li>➤ <i>She was obviously very surprised.</i></li> </ul>
<p>or <b>modal verbs</b> [e.g., <i>might, should, will, must</i>]</p>	<p>Modal verbs are special verbs which behave very differently from normal verbs. We use modal verbs to show if we believe something is certain, probable or possible (or not). We also use modals to do things like talking about ability, asking permission making requests and offers, and so on.</p> <p>Modal verbs include: can, could, may, might, shall, should, will and would</p> <ul style="list-style-type: none"> <li>➤ <i>We <b>might</b> go down to the woods today but we <b>may</b> get quite a surprise!</i></li> </ul>
<p><b>Year 6</b></p> <p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [e.g., <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing, e.g., the use of question tags: <i>He's your friend, isn't he?</i></p>	<p>We use the active to say 'what the subject does':</p> <ul style="list-style-type: none"> <li>➤ <i>'Slaves built the Pyramids.'</i></li> </ul> <p>We use the passive to say 'what happens to the subject':</p> <ul style="list-style-type: none"> <li>➤ <i>'The Pyramids were built by slaves.'</i></li> </ul> <p>We use the passive when:</p> <ul style="list-style-type: none"> <li>• We do not know who did the action = <i>'The window was broken.'</i> (we don't know who broke it.)</li> <li>• It is not important who did the action = <i>'Breakfast is served at 7am.'</i> (it is not important who serves breakfast)</li> <li>• It is very clear/obvious who did the action = <i>'Corn is grown in this field.'</i> (obviously, farmers grow the corn)</li> </ul> <p>Question tags are the short questions that we put on the end of sentences – particularly in spoken English. There are lots of different question tags but the rules are not difficult to learn.</p> <p><b>Positive/negative</b></p> <p>If the main part of the sentence is positive, the question tag is negative ....</p> <ul style="list-style-type: none"> <li>➤ <i>He's a doctor, isn't he?</i></li> <li>➤ <i>You work in a bank, don't you?</i></li> </ul> <p>and if the main part of the sentence is negative, the question tag is positive.</p> <ul style="list-style-type: none"> <li>➤ <i>You haven't met him, have you?</i></li> <li>➤ <i>She isn't coming, is she?</i></li> </ul> <p><b>With auxiliary verbs</b></p> <p>The question tag uses the same verb as the main part of the sentence. If this is an auxiliary verb ('have', 'be') then the question tag is made with the auxiliary verb.</p> <ul style="list-style-type: none"> <li>➤ <i>They've gone away for a few days, haven't they?</i></li> <li>➤ <i>They weren't here, were they?</i></li> </ul>

Expectation	Examples
	<p>➤ <i>He had met him before, hadn't he?</i></p> <p>➤ <i>This isn't working, is it?</i></p> <p><b>Without auxiliary verbs</b></p> <p>If the main part of the sentence doesn't have an auxiliary verb, the question tag uses an appropriate form of 'do'.</p> <p>➤ <i>I said that, didn't I?</i></p> <p>➤ <i>You don't recognise me, do you?</i></p> <p>➤ <i>She eats meat, doesn't she?</i></p> <p><b>With modal verbs</b></p> <p>If there is a modal verb in the main part of the sentence the question tag uses the same modal verb.</p> <p>➤ <i>They couldn't hear me, could they?</i></p> <p>➤ <i>You won't tell anyone, will you?</i></p> <p><b>With 'I am'</b></p> <p>Be careful with question tags with sentences that start 'I am'. The question tag for 'I am' is 'aren't I?'</p> <p>➤ <i>I'm the fastest, aren't I?</i></p> <p><b>Intonation</b></p> <p>Question tags can either be 'real' questions where you want to know the answer or simply asking for agreement when we already know the answer. If the question tag is a real question we use rising intonation. Our tone of voice rises. If we already know the answer we use falling intonation. Our tone of voice falls.</p>
<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing, e.g. the use of <b>subjunctive</b> forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech</p>	<p>We use subjunctives mainly when talking about events that are not certain to happen or are hypothetical. For example, we use the subjunctive when talking about events that somebody:</p> <ul style="list-style-type: none"> <li>• wants to happen</li> <li>• anticipates will happen</li> <li>• imagines happening</li> </ul> <p>Look at these examples:</p> <p>➤ <i>The President requests that you be present at the meeting.</i></p> <p>➤ <i>It is vital that you be present at the meeting.</i></p> <p>➤ <i>If you were at the meeting, the President would be happy.</i></p> <p>The subjunctive is typically used after two structures:</p> <ul style="list-style-type: none"> <li>• the verbs: ask, command, demand, insist, propose, recommend, request, suggest + that</li> <li>• the expressions: it is desirable, essential, important, necessary, vital + that</li> </ul> <p>Here are some examples with the subjunctive:</p> <p>➤ <i>The manager insists that the car park be locked at night.</i></p> <p>➤ <i>The board of directors recommended that he join the company.</i></p> <p>➤ <i>It is essential that we vote as soon as possible.</i></p> <p>➤ <i>It was necessary that every student submit his essay by the weekend.</i></p> <p>Notice that in these structures the subjunctive is always the same. It does not matter whether the sentence is past or present. Look at these examples:</p> <p>➤ Present: <i>The President requests that they stop the occupation.</i></p> <p>➤ Past: <i>The President requested that they stop the occupation.</i></p> <p>➤ Present: <i>It is essential that she be present.</i></p> <p>➤ Past: <i>It was essential that she be present.</i></p>

## Text Level examples [Grammar] - organised into year groups using the National Curriculum 2014 Appendix

	Expectation	Examples
Reception	<b>Oral introduction to:</b> <b>Retell simple 5-part story using a story map:</b>	<i>Once upon a time</i> <i>First / Then / Next</i> <i>But</i> <i>So</i> <i>Finally, .....happily ever after</i>
Year 1	Sequencing <b>sentences</b> to form short narratives	Using 'and' to join clauses. ➤ <i>The Gingerbread man jumped down off the table and ran out of the door.</i>
Year 2	Correct choice and consistent <b>use of present tense</b> and <b>past tense</b> throughout writing	The simplest form of past and present tense with the verb standing on its own, for example: ➤ <i>Traction man beat his chest with his fists.</i> [Present tense = beats – Past tense = beat] ➤ <i>The Snowdog leaps through the starry night.</i> [Present tense = leaps – Past tense = leapt]
	<b>Use of</b> the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming</i> , <i>he was shouting</i> ]	The progressive forms of a verb indicate that something is happening or was happening or will be happening. When used with the past, the progressive form shows the limited duration of an event: ➤ <i>"While I <b>was doing</b> my homework, my brother came into my room."</i> The past progressive also suggests that an action in the past was not entirely finished. Compare: ➤ <i>"I did my homework."</i> ➤ <i>"I <b>was doing</b> my homework."</i> (Past progressive) This is even more evident in the passive progressive construction: ➤ <i>"He was being strangled in the alley"</i> suggests an action that was not finished, perhaps because the act was interrupted by a good citizen. ➤ <i>"He was strangled in the alley"</i> (the simple past) suggests an action that was finished, unfortunately.
Year 3	<b>Introduction to</b> paragraphs as a way to group related material	A group of closely related sentences that develop a central idea. A paragraph usually begins on a new line, which is sometimes indented. There is no set or "correct" length for a paragraph.
	Headings and sub-headings to aid presentation	A device to organise writing and orientate the reader.
	Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past tense [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]	We use the Present Perfect to say that an action happened at an unspecified time before now. The exact time is not important. You CANNOT use the Present Perfect with specific time expressions such as: yesterday, one year ago, last week, when I was a child, when I lived in Japan, at that moment, that day, one day, etc. We CAN use the Present Perfect with unspecific expressions such as: ever, never, once, many times, several times, before, so far, already, yet, etc. [has/have + past participle] Examples: ➤ <i>I have seen Shrek twenty times.</i> ➤ <i>There have been many earthquakes in California.</i> ➤ <i>People have travelled to the Moon.</i> ➤ <i>People have not travelled to Mars.</i> ➤ <i>Have you read the book yet?</i> ➤ <i>Nobody has ever climbed that mountain.</i>

	Expectation	Examples
Year 4	<b>Use of</b> paragraphs to organise ideas around a theme	A group of closely related sentences that develop a central idea. A paragraph usually begins on a new line, which is sometimes indented. There is no set or "correct" length for a paragraph.
	Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition	A text would be very clumsy and irritating if we always used nouns and no pronouns. Pronouns allow speakers and writers verbal economy - we can use a pronoun to refer back or occasionally to refer forward to another noun. They also act as substitutes for nouns. Consider the following: <ul style="list-style-type: none"> <li>➤ <i>The giants were excited about their first encounter with a child. The giants had organised a party to welcome the children but the giants were unsure how to be friendly and not scare the children.</i></li> <li>➤ <i>The <b>giants</b> were excited about their first encounter with a child. <b>They</b> had organised a party to welcome the children but <b>they</b> were unsure how to be friendly and not scare the children.</i></li> </ul> The <b>pronouns</b> , in <b>red</b> , all link back to the <b>noun</b> , in <b>green</b> .
Year 5	Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i> ]	These should be used to structure paragraphs about time ordered events, e.g. in an explanation, for example: <ul style="list-style-type: none"> <li>➤ <i>Firstly, the food is mashed up in the mouth between the molar teeth and mixed with saliva. Next, the food is swallowed and travels down the oesophagus towards the stomach. Then it is mixed with stomach acid to break it down further. After that, it travels through the small intestine where the nutrients that the body can use are removed. Finally, it passes out of the body through the large intestine.</i></li> </ul>
	Linking ideas across paragraphs <b>using</b> <b>adverbials</b> of time, place and number or tense choices.	Time: <ul style="list-style-type: none"> <li>• <i>Later that day, Liam blasted off in the rocket on his way to the moon.</i></li> </ul> Place: <ul style="list-style-type: none"> <li>• <i>Nearby, the dust appeared to be disturbed around the edge of the crater closest to Liam.</i></li> </ul> Number: <ul style="list-style-type: none"> <li>• <i>Firstly, Liam stashed his belongings in the overhead locker before exploring his new home.</i></li> </ul> Tense choice: <ul style="list-style-type: none"> <li>• <i>Liam stared at the creature, wracking his brains, because he was sure it looked familiar.</i></li> </ul>
Year 6	Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : <ul style="list-style-type: none"> <li>• repetition of a <b>word</b> or phrase,</li> </ul>	Repetition is the simple repeating of a word, within a sentence or a poetical line, with no particular placement of the words, in order to secure emphasis; for example, <ul style="list-style-type: none"> <li>➤ <i>"We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills" (Winston S. Churchill).</i></li> </ul>
	<ul style="list-style-type: none"> <li>• grammatical connections, for example, the <b>use of</b> <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence,</i></li> </ul>	<p>A conjunctive adverb brings together two complete thoughts. Each clause can stand on its own as a sentence. The first clause is followed by a semi-colon. Sometimes there is a comma after the conjunctive adverb.</p> <p>Following is a list of conjunctive adverbs:</p> <ul style="list-style-type: none"> <li>• also, anyway, besides, certainly, earlier, finally, further, for instance, for example, however, hence, in addition, instead, later, likewise, moreover, namely, next, now, nevertheless, on the other hand, otherwise, perhaps, so, still, then, therefore, thus, and undoubtedly.</li> </ul> <p>Conjunctive adverbs can be grouped according to function. This may help you understand them a bit better:</p> <ul style="list-style-type: none"> <li>• Sometimes their function is addition, and examples of these would be: "in addition, next, still, also, and again."</li> <li>• Comparison is another way they work, such as words like "also, likewise, and similarly."</li> <li>• Concession is sometimes made with words like "granted and of course."</li> <li>• Adverbs like "although, instead, in spite of, and regardless", show a contrast.</li> <li>• Sometimes emphasis is the function, with words like "indeed, of course, and certainly."</li> <li>• Conjunctive adverbs can illustrate with words such as: "for example, namely, thus, and in conclusion."</li> <li>• Words that summarize include: "all in all, that is, in summary, and finally."</li> </ul>

Expectation	Examples
	<ul style="list-style-type: none"> <li>Time can be referred to with these words: “before, meanwhile, furthermore, lately, now, since, and thereafter.”</li> </ul> <p>Conjunctive adverbs are also called adverbial conjunctions. Here are a few examples to further illustrate what they do for sentences.</p> <ul style="list-style-type: none"> <li>➤ <i>I wanted to see a scary film; however, my friend wanted to see a comedy.</i></li> <li>➤ <i>You need to concentrate on your work; otherwise, you will not achieve your potential.</i></li> <li>➤ <i>The thunder and lightning were intense; consequently, the crowd dispersed.</i></li> <li>➤ <i>He was delighted with his new tie; nevertheless, a sports car would have been a better gift.</i></li> <li>➤ <i>We really need to go shopping; in addition, we should visit your Grandma.</i></li> <li>➤ <i>Conjunctive adverbs act like conjunctions; however, they are adverbs.</i></li> </ul>
<ul style="list-style-type: none"> <li>and <b>ellipsis</b>.</li> </ul>	<p>An ellipsis is a set of three full stops ( . . . ) indicating an omission. Each full stop should have a single space on either side, except when adjacent to a quotation mark, in which case there should be no space.</p> <p><b>Informal writing</b></p> <p>In informal writing, an ellipsis can be used to represent a trailing off of thought.</p> <ul style="list-style-type: none"> <li>➤ <i>If only she had . . . Oh, it doesn't matter now.</i></li> </ul> <p>An ellipsis can also indicate hesitation, though in this case the punctuation is more accurately described as suspension points.</p> <ul style="list-style-type: none"> <li>➤ <i>I wasn't really . . . well, what I mean . . . see, the thing is . . . I didn't mean it.</i></li> </ul> <p><b>In quoted material</b></p> <p>Ellipses are most useful when working with quoted material. There are various methods of deploying ellipses; the one described here is acceptable for most professional and scholarly work.</p> <ul style="list-style-type: none"> <li>➤ Full quotation: <i>"Today, after hours of careful thought, we went on strike."</i></li> <li>➤ With ellipsis: <i>"Today...we went on strike."</i></li> </ul>
<p>Layout devices, for example, headings, sub-headings, columns, bullets, or tables, to structure text.</p>	<p>A range of devices to organise writing and orientate the reader.</p>

### References:

The British Council: <http://learnenglish.britishcouncil.org/en/>

University of Bristol: [http://www.bristol.ac.uk/arts/exercises/grammar/grammar\\_tutorial/page\\_41.htm](http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_41.htm)

Cyber Grammar: [http://www.cybergrammar.co.uk/discourses\\_cohesion.php](http://www.cybergrammar.co.uk/discourses_cohesion.php)

Grammar Monster: <http://www.grammar-monster.com/>

Chomp Chomp (US site): <http://www.chompchomp.com/menu.htm>