\begin{tabular}{|c|c|c|c|c|c|c|}
\hline \& YEAR 1 \& YEAR 2 \& YEAR 3 \& YEAR 4 \& Year 5 \& Year 6 \\
\hline Co- ordinating: Conjunctions \& (FANBOYS) - and, but \& (FANBOYS) - so, or \& \begin{tabular}{l}
(FANBOYS) \\
- for, nor, yet
\end{tabular} \& (FANBOYS) \(\square\) ALL \& (FANBOYS) - ALL \& (FANBOYS) - ALL \\
\hline Subordinating Conjunctions \& \(\square\) because \& - if, after, that, before \& - Although, while, until \& - as, when, since \& (ISAWAWABUB) - ALL \& (ISAWAWABUB) \(\square\) ALL \\
\hline Correlative Conjunctions \& \& \& \[
\begin{array}{ll}
\hline \text { ㅁ } \& \text { either ... or } \\
\text { a } \& \text { neither ... nor }
\end{array}
\] \& \[
\begin{aligned}
\& \hline \text { ㅁ both ...and } \\
\& \text { ㅁ so ... as }
\end{aligned}
\] \& - not only ... but also, \& - whether ... or \\
\hline Reinforcing Conjunctions \& \& \& \begin{tabular}{l}
- also \\
- as well as
\end{tabular} \& \begin{tabular}{l}
- in addition \\
- in the same way \\
- just as \\
ㅁ one reason is
\end{tabular} \& \begin{tabular}{l}
ㅁ a further point \\
- equally \\
- in the same way \\
- likewise, \\
- many people believe
\end{tabular} \& \begin{tabular}{l}
- additionally \\
- furthermore \\
ㅁ moreover \\
ㅁ similarly, \\
- this is an important issue because
\end{tabular} \\
\hline Oppositional Conjunctions \& \& \& \begin{tabular}{l}
- as long as \\
- however \\
ㅁ instead of \\
- unless \\
- unlike
\end{tabular} \& \begin{tabular}{l}
- even though \\
- for instance \\
- in contrast \\
- on the other hand \\
- otherwise
\end{tabular} \& \begin{tabular}{l}
- alternatively \\
- despite \\
- rather than \\
- the main reasons against \\
- whereas
\end{tabular} \& \begin{tabular}{l}
- compared with \\
- contrary to \\
- conversely \\
- in spite of this \\
- looking at it another way \\
- nevertheless
\end{tabular} \\
\hline \& \& \& \& \& \& \(\square\) \\
\hline Cause \& Effect Conjunctions \& \& \& \begin{tabular}{l}
ㅁ because of this \\
- in order to \\
- so that
\end{tabular} \& \begin{tabular}{l}
- as a result of \\
- therefore \\
- this causes \\
ㅁ this results in
\end{tabular} \& \begin{tabular}{l}
- as a consequence \\
口 consequently \\
- hence \\
- due to the fact

 \& 

- accordingly \\
- owing to \\
- thus \\
- resulting in
\end{tabular} \\

\hline Explaining Conjunctions \& \& \& | - for example |
| :--- |
| - in conclusion |
| - such as |
| - certainly |
| ㅁ clearly | \& | - afew |
| :--- |
| - first of all |
| - for instance |
| - in the end we concluded |
| - most |
| - most importantly |
| - surely |
| - probably | \& | ㅁ | after much thought |
| :--- | :--- |
| importantly |  |
| i | in orther words |
| $\square$ | in summary |
| $\square$ | of course |
| $\square$ | the main reason for this |
| $\square$ | the majority |
| $\square$ | definitely |
| $\square$ | obviously | \& | - as revealed by |
| :--- |
| - evidently |
| - inevitably |
| - for this purpose |
| - the evidence suggests |
| - that is to say |
| - undoubtedly | \\

\hline
\end{tabular}

|  | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Adverbials of time | $\square$ first <br> $\square$ firstly <br> $\square$ last <br> $\square$ next <br> $\square$ second <br> $\square$ then <br> $\square$ at first | Z after <br> $\square$ before <br> $\square$ during <br> $\square$ earier <br> $\square$ eventually <br> $\square$ finally <br> $\square$ later <br> $\square$ at last <br> $\square$ in the end <br> $\square$ the next day <br> $\square$ on Tuesday |  |  |  | $\square$ beforehand <br> $\square$ during the night <br> for the last  <br> in due course  <br> $\square$ in recent times <br> $\square$ nowadays <br> $\square$ previously to <br> $\square$ rarely before <br> $\square$ now since she had been <br> since the start of  <br> $\square$ subsequently <br> $\square$ when the world was |
| Adverbials of frequency | $\square$ again <br> - every day <br> - every week | a always <br> a at times <br> a every now and then <br> a every second <br> a often <br> a on Mondays <br> a usually |  | Q generally <br> a normally <br> a once a month <br> a once in a while <br> a recently regularly <br> ( twice a year |  | $\square$ fortnigntly <br> $\square$ intermittently <br> $\square$ recurrently <br> $\square$ routinely <br> $\square$ scarcely ever <br> $\square$ seldom <br> $\square$ several times a second |
| Adverbials of manner | $\square$ gladly <br> $\square$ loudly <br> $\square$ quickly <br> $\square$ sadly <br> $\square$ slowly <br> $\square$ suddenly <br> $\square$ as quick as a flash <br> $\square$ as brave as a lion |  |  |  |  |  |
| Adverbials of place | $a$ above <br> $a$ down <br> $a$ in <br> $a$ inside <br> $a$ into <br> $a$ onto <br> $a$ out <br> $a$ outside <br> $a$ to <br> $a$ under <br> $\square$ up | $\square$ across <br> $\square$ after <br> $\square$ around <br> $\square$ before <br> $\square$ behind <br> $\square$ below <br> $\square$ here <br> $\square$ next to <br> $\square$ outside <br> $\square$ over <br> $\square$ above the $\ldots$ <br> $\square$ behind the ... <br> $\square$ under the $\ldots$ |  |  |  |  |
|  |  |  | $\begin{aligned} & \text { Range of prepositions using: } \\ & \text { at } \\ & \text { at (e.g. at if ifst sight) } \\ & \text { in (e.g. in a flash) } \\ & \text { on (e.g. on fire) } \end{aligned}$ |  | Range of prepositions using: $\square$ $\square$ at (e.g. at a guess) $\square$ $\square$ in (e.g. in a temper) $\square$ by (e.g. on behalf of) $\square$ for (e.g. for mostake) | ```Range of prepositions using: a at (e.g. at a price) - in (e.g. in abundance) \(\square\) on (e.g. on approval) \(\square \quad\) by (e.g. by all means) - for (e.g. for granted)``` |


|  | Y2 | Y3 | Y4 | Y5 | Y6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Two adjectives before the first noun and two adjectives before the second noun. <br> E.g. It was an old, creepy house with an overgrown, untidy garden. | A multi-clause sentence using but, or, yet, so. <br> E.g. She was happily playing a game but got upset when she lost. <br> Mr File was hungry so he ate all the chocolate biscuits. | Fronted adverbial - How <br> Verb followed by a comma and then a name or a personal pronoun followed by the rest of the sentence. <br> E.g. Running, Sarah almost tripped over her own feet. | Fronted adverbial- how <br> Start with 3 adjectives that end in - ed and describe emotions. <br> The -ed words must be followed by commas. <br> E.g. Dazed, confused, worried, he ran as fast as he could. | Two independent clauses separated by a colon. <br> The first clause is descriptive. The second adds further detail (DE:DE) <br> E.g. I was exhausted : I hadn't slept for more than two days.. |
| 4 | List <br> List 3 or 4 adjectives before the noun, separated by commas. Use and to join the last two adjectives. <br> E.g. The man wore a long, ripped, oversized and dirty cloak. | Paired conjunctions. Sentences where some words need another word in order to make sense. <br> E.g. It was both hot and sunny in the desert. <br> Neither friends nor family would ever make her happy | Fronted adverbial - How <br> Begin with 2 pairs of related adjectives. Each pair is followed by a comma and separated by and. <br> E.g. Scared and upset, exhausted and hungry, they ran as fast as they could through the forest. | Use commas to embed a relative clause in a sentence, add information that links and start the clause with who, which or where. <br> E.g. Tom, who practiced football every day, dreamed of playing for Manchester United. | Some ; others <br> Begin with the word some and use a semi-colon to replace the word but. <br> E.g. Some children walk to school ; others travel by car. <br> Some children love to wear a school uniform ; others simply detest it. |
|  | Simile <br> Must create a picture in the reader's mind using: <br> - like... <br> - as ... as <br> E.g. She was as cold as ice. She shivered like a leaf drifting through the woods on a cool autumn evening. | If, if, if, then <br> Used at the beginning or end of a story. Use a comma after each clause. <br> E.g. If I had remembered to set the alarm, if the cat hadn't knocked my cereal onto the floor, if the car would have started, then I wouldn't have been late for work. | Use the same adjective twice. Write the second adjective immediately after a comma. <br> E.g. He was a caring man, caring because he looked after all the stray animals. <br> It was a busy city, busy in a way that made you feel exhausted. | Fronted adverbial- how <br> Emotion followed by a comma and then the actions that are caused by the emotion. <br> E.g. Terrified, he sat rocking with his head in his hands. <br> Exhausted, he collapsed onto his bed and fell fast asleep. | Imagine 3 examples <br> Begin with 'Imagine' then describe 3 parts of something. Separate first 2 parts by commas and end the 3 rd with a colon. <br> E.g. Imagine a place where the sun always shines, where wars never happen, where no one ever dies: in the Andromeda 5 system, there is such a planet. |
| $\checkmark$ | Short 1-3 word sentences possibly followed by an exclamation mark. <br> e.g. He was tired. Everything failed! <br> The ship exploded! <br> What a mess! | End in 2 adverbs that add detail to, and describe how the verb was being done <br> E.g. The competitive girl ran quickly and determinedly. <br> Extend with an explanation e.g as she knew she had to win the race. | The more, the more The first more should be followed by an emotion word and the second more should be followed by a related action. <br> E.g. The more relaxed she was, the more she laughed. | Fronted adverbial- how <br> EXT- Y4 Begin with an -ing verb followed by a preposition and a comma and then an -ed verb and related action. <br> E.g. Skipping down the road, he stopped suddenly as a car screeched to a halt beside him | 3 bad - (dash) question 3 <br> negative adjectives followed by a dash then a question that relates to the 3 adjectives. <br> E.g. Fed up, sad, depressed - would he ever feel happy again? Terrified, anxious, perplexed - how would she ever escpae? |

