

## Shed Sentences: Whole School Progression Map. Vocabulary, Grammar and Punctuation Progression through Stages

Stage 1							
Word Level	Shed Sentence Pack	Sentence Level	Shed Sentence Pack	Text Level	Shed Sentence Pack	Punctuation	Shed Sentence Pack
Regular plural suffixes -s or -es, [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun	<b>Stage 1 – Cloudy Lesson (Film)</b> <b>Stage 1 – Enchanted Forest (Picture)</b> <b>Stage 1 – An Unusual Tea Party (Picture)</b>	Joining words and clauses using <i>and</i>	<b>Stage 1 – Bubbles (Film)</b> <b>Stage 1 – Dangle (Film)</b> <b>Stage 1 – Snack Attack (Video)</b> <b>Stage 1 – Dragon’s Lair (Picture)</b> <b>Stage 1 – Flying High (Picture)</b> <b>Stage 2 –Adventures are the Pits (Film)</b>	Sequencing sentences to form short narratives	All packs	Introduction to: Capital Letters	<b>Stage 1 - Owl Babies (Film)</b> <b>Stage 1 – The Toy Shop (Picture)</b> <b>Stage 1 – Cloudy Lesson (Film)</b> <b>Stage 1 – The Rainforest (Picture)</b> <b>Stage 2 –Adventures are the Pits (Film)</b>
Add suffixes using –ing, where no change is needed in the spelling of root words [for example, helping]	<b>Stage 1 – Snowy Mountains (Picture)</b> <b>Stage 1 – Whistleless (Film)</b> <b>Stage 1 – An Unusual Tea Party (Picture)</b> <b>Stage 2 – Book of Butterflies (Film)</b> <b>Stage 2 – Once in a Lifetime (Film)</b>	Joining words and joining clauses using <i>but</i> (non-statutory)	<b>Stage 1 – Little Boat (Film)</b> <b>Stage 1 – Snack Attack (Film)</b> <b>Stage 1 – Dragon’s Lair (Picture)</b> <b>Stage 1 – Flying High (Picture)</b>	Consistent use of the correct tense (past and present) (non-statutory)	<b>Stage 1 – The Toy Shop (Picture)</b> <b>Stage 1 –Thunderstorm (Picture)</b> <b>Stage 1 –The Library (Picture)</b> <b>Stage 1 – The Ugly Sharkling (Film)</b> <b>Stage 1 – Whistleless (Film)</b> <b>Stage 1 – Rainbow Surfing (Picture)</b> <b>Stage 1 – Flying High (Picture)</b> <b>Stage 2 –The Funfair (Picture)</b>	Introduction to: Full Stops	<b>Stage 1 - Owl Babies (Film)</b> <b>Stage 1 – The Toy Shop (Picture)</b> <b>Stage 1 – Cloudy Lesson (Film)</b> <b>Stage 1 – The Rainforest (Picture)</b> <b>Stage 2 –Adventures are the Pits (Film)</b>
Add suffixes using –ed, where no change is needed in the spelling of root words [for example, helped]	<b>Stage 1 –Thunderstorm (Picture)</b> <b>Stage 1 –Something Fishy (Film)</b> <b>Stage 2 –The Funfair (Picture)</b>	Joining words and joining clauses using <i>or</i> (non-statutory)	<b>Stage 1 – Snack Attack (Film)</b> <b>Stage 1 – Dragon’s Lair (Picture)</b> <b>Stage 1 – Flying High (Picture)</b>			Introduction to: Question Marks	<b>Stage 1 – Candy Land (Picture)</b> <b>Stage 1 – The Caterpillar Shoes (Film)</b> <b>Stage 1 – Shipwreck (Picture)</b> <b>Stage 1 – The Floating Invitation (Picture)</b>

## Shed Sentences: Whole School Progression Map. Vocabulary, Grammar and Punctuation Progression through Stages

### Stage 1 Continued

Word Level	Shed Sentence Pack	Sentence Level	Shed Sentence Pack	Text Level	Shed Sentence Pack	Punctuation	Shed Sentence Pack
Add suffixes using –er, where no change is needed in the spelling of root words [for example, helper]	<b>Stage 1 – Journey Through the Woods (Picture)</b> <b>Stage 1 – Partly Cloudy (Film)</b> <b>Stage 1 – Zahra (Film)</b> <b>Stage 1 – A Robot with a Recipe (Picture)</b>	Use adjectives to describe nouns (non-statutory)	<b>Stage 1 – The Caterpillar Shoes (Film)</b> <b>Stage 1 – Marshmallows (Film)</b> <b>Stage 1 – Something Fishy (Film)</b> <b>Stage 1 – Zahra (Film)</b> <b>Stage 1 – A Giant Pet (Picture)</b>			Introduction to: Exclamation Marks	<b>Stage 1 – Catch It (Film)</b> <b>Stage 1 – Marshmallows (Film)</b> <b>Stage 1 – Shipwreck (Picture)</b> <b>Stage 1 – Rainbow Surfing (Picture)</b>
Using –est where no change is needed in the spelling of root words [for example, quickest]	<b>Stage 1 – The Rainforest (Picture)</b> <b>Stage 1 – The Ugly Sharkling (Film)</b> <b>Stage 1 – The Floating Invitation (Picture)</b>	Use powerful verbs for effect (non-statutory)	<b>Stage 1 – Journey Through the Woods (Picture)</b> <b>Stage 1 – Poppies (Film)</b> <b>Stage 1 – A Robot with a Recipe (Picture)</b>			Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’	<b>Stage 1 – Owl Babies (Film)</b> <b>Stage 1 – The Pirate Ship (Picture)</b> <b>Stage 1 – The Library (Picture)</b> <b>Stage 1 – Bear Trek (Picture)</b> <b>Stage 1 – Gone with the Wind (Picture)</b>
How the prefix -un changes the meaning of verbs and adjectives – unkind, undoing, untie the boat	<b>Stage 1 – Sea Adventure (Picture)</b> <b>Stage 1 – An Interesting Ride (Picture)</b> <b>Stage 1 – A Giant Pet (Picture)</b>	Use time conjunctions to sequence sentences (non-statutory)	<b>Stage 1 – Dangle (Film)</b> <b>Stage 1 – Poppies (Film)</b>			Write in the first person (non-statutory)	<b>Stage 1 – Little Boat (Film)</b>

**Stage 1 Introduced Terminology:** Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark

## Shed Sentences: Whole School Progression Map. Vocabulary, Grammar and Punctuation Progression through Stages

### Stage 2

Word Level	Shed Sentence Pack	Sentence Level	Shed Sentence Pack	Text Level	Shed Sentence Pack	Punctuation	Shed Sentence Pack
Formation of nouns by compounding [for example, whiteboard, superman]	<b>Stage 2 – Journey to Space (Picture)</b> <b>Stage 2 – The Circus (Picture)</b> <b>Stage 2 – The Magic Paintbrush (Picture)</b>	Subordination (using <i>when, if, that, because</i> )	<b>Stage 2 – Embarked (Film)</b> <b>Stage 2 – Once in a Lifetime (Film)</b> <b>Stage 2 – The Laboratory (Picture)</b> <b>Stage 2 – A Spooky Song (Picture)</b> <b>Stage 3 – The Dragon Slayer (Film)</b>	Correct choice and consistent use of present tense throughout writing	<b>Stage 2 – Enchanted Woods (Picture)</b> <b>Stage 2 – Adrift (Film)</b> <b>Stage 3 – For the Birds (Film)</b>	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	<b>Stage 2 – Adventures are the Pits (Film)</b> <b>Stage 2 – Into the Future (Picture)</b> <b>Stage 2 – Floating Islands (Picture)</b> <b>Stage 2 – The Treasure Chest (Picture)</b> <b>Stage 2 – New Friends (Picture)</b> <b>Stage 2 – The Staircase (Picture)</b> <b>Stage 3 – The Sky Ship (Picture)</b> <b>Stage 3 – A New Friend (Picture)</b>
Formation of nouns using suffixes such as <i>-ness</i> , and <i>-er</i>	<b>Stage 2 – Enchanted Woods (Picture)</b> <b>Stage 2 – The Way Back Home (Film)</b> <b>Stage 2 – The Staircase (Picture)</b>	Co-ordination using ( <i>and, or, but</i> )	<b>Stage 2 – Adventures are the Pits (Film)</b> <b>Stage 2 – The Dragon Slayer (Film)</b> <b>Stage 2 – Tamara (Film)</b> <b>Stage 2 – The Clock Tower (Film)</b> <b>Stage 2 – The Friendly Scarecrow (Picture)</b> <b>Stage 3 – For the Birds (Film)</b>	Correct choice and consistent use of past tense	<b>Stage 2 – The Funfair (Picture)</b> <b>Stage 2 – Playmate (Film)</b> <b>Stage 2 – The Friendly Scarecrow (Picture)</b>	Commas to separate items in a list	<b>Stage 2 – Pudding Lane (Film)</b> <b>Stage 2 – The Girl with the Yellow Bag (Film)</b> <b>Stage 2 – The Five Explorers and the Hidden Path (Picture)</b> <b>Stage 3 – Girl and Robot (Film)</b>
Formation of adjectives using suffixes such as <i>-ful</i> , <i>-less</i>	<b>Stage 2 – Floating Islands (Picture)</b> <b>Stage 2 – The Circus (Picture)</b> <b>Stage 2 – An Unusual Pet (Picture)</b> <b>Stage 2 – Underwater City (Picture)</b>	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> ]	<b>Stage 2 – Book of Butterflies (Film)</b> <b>Stage 2 – Lune et L'Autre (Film)</b> <b>Stage 2 – Desert Island (Picture)</b> <b>Stage 2 – A Haunted Castle (Picture)</b> <b>Stage 2 – New Friends (Picture)</b> <b>Stage 3 – Marshmallows (Film)</b>	Use of the progressive forms 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> ]	<b>Stage 2 – Enchanted Woods (Picture)</b> <b>Stage 2 – Adrift (Film)</b> <b>Stage 3 – Marshmallows (Film)</b>	Apostrophes to mark where letters are missing in spelling	<b>Stage 2 – Another Planet (Picture)</b> <b>Stage 2 – The Black Hat (Film)</b> <b>Stage 2 – Underwater City (Picture)</b> <b>Stage 3 – The Sky Ship (Picture)</b>

## Shed Sentences: Whole School Progression Map. Vocabulary, Grammar and Punctuation Progression through Stages

### Stage 2 Continued

Word Level	Shed Sentence Pack	Sentence Level	Shed Sentence Pack	Text Level	Shed Sentence Pack	Punctuation	Shed Sentence Pack
Spell by adding suffixes to spell longer words including -ment	<b>Stage 2 – Tamara (Film)</b> <b>Stage 2 - The Way Back Home (Film)</b> <b>Stage 2 – The Secret of the Shining Footsteps (Picture)</b>	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	<b>Stage 2 – The Treasure Chest (Picture)</b> <b>Stage 2 – Journey to Space (Picture)</b> <b>Stage 2 – The Bridge (Film)</b> <b>Stage 2 – A Spooky Song (Picture)</b> <b>Stage 3 – A New Friend (Picture)</b>			Apostrophes to mark singular possession in nouns e.g. <i>The girl's coat.</i>	<b>Stage 2 – Lune et L'Autre (Film)</b> <b>Stage 2 – Curiosity Shop (Picture)</b> <b>Stage 2 – The Secret of the Shining Footsteps (Picture)</b> <b>Stage 3 – Girl and Robot (Film)</b>
Use of the suffix -ly in Standard English to turn adjectives into adverbs	<b>Stage 2 – The Dragon Slayer (Film)</b> <b>Stage 2 – A Haunted Castle (Picture)</b> <b>Stage 2 – The Magic Paintbrush (Picture)</b>	Use powerful verbs for effect (non-statutory)	<b>Stage 2 – The Black Hat (Film)</b> <b>Stage 2 – Adrift (Film)</b> <b>Stage 2 – The Five Explorers and the Hidden Path (Picture)</b>				

**Stage 2 Introduced Terminology:** Noun, noun phrase, statement, question, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (Past, present), apostrophe, comma

## Shed Sentences: Whole School Progression Map. Vocabulary, Grammar and Punctuation Progression through Stages

Stage 3							
Word Level	Shed Sentence Pack	Sentence Level	Shed Sentence Pack	Text Level	Shed Sentence Pack	Punctuation	Shed Sentence Pack
Formation of nouns using a range of prefixes [for example super—, anti—, auto—]	<b>Stage 3 – Pigeon Impossible (Film)</b> <b>Stage 3 – Closing In (Picture)</b> <b>Stage 3 – The Glow of the Departed (Picture)</b> <b>Stage 4 – A Whale of a Home (Picture)</b>	Expressing time, place and cause using conjunctions [for example, <i>when, before, after, so, while, because</i> ]	<b>Stage 3 – Mystery Door (Picture)</b> <b>Stage 3 – Soar (Film)</b> <b>Stage 3 – Upside Down (Picture)</b> <b>Stage 3 – The Lighthouse (Film)</b> <b>Stage 4 – Contre Temps (Film)</b> <b>Stage 4 – Footprints into the Unknown (Film)</b> <b>Stage 5 – The Hidden Treehouse (Picture)</b>	Use of 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> ]	<b>Stage 3 – Taking Flight (Film)</b> <b>Stage 3 – The Present (Film)</b> <b>Stage 3 – A Viking Village (Film)</b> <b>Stage 4 – Contre Temps (Film)</b>	Introduction to inverted commas to punctuate direct speech	<b>Stage 3 – Spy Fox (Film)</b> <b>Stage 3 – Labyrinth (Picture)</b> <b>Stage 3 – One Girl, One Empty Town (Picture)</b> <b>Stage 4 – A Friend in the Night (Picture)</b>
Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i> ]	<b>Stage 3 – Message in a Bottle (Picture)</b> <b>Stage 3 – Upside Down (Picture)</b> <b>Stage 3 – Space Train (Picture)</b> <b>Stage 4 – Dreamgiver (Film)</b>	Expressing time, place and cause using adverbs [for example, <i>then, next, soon, therefore</i> ]	<b>Stage 3 – Tunnel to the Unknown (Picture)</b> <b>Stage 3 – The Lighthouse (Film)</b> <b>Stage 3 – Lonely Lighthouse (Picture)</b> <b>Stage 4 – Evol (Film)</b>	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	<b>Stage 3 – Pigeon Impossible (Film)</b> <b>Stage 3 – The Present (Film)</b> <b>Stage 3 – Memories (Picture)</b> <b>Stage 4 – The Woodland Tea Party (Picture)</b>	Begin to use commas to demarcate fronted adverbials (Non-statutory)	<b>Stage 3 – So Good to Me (Film)</b> <b>Stage 3 – Backpack Portal (Picture)</b>
Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i> ]	<b>Stage 3 – Animal Classroom (Picture)</b> <b>Stage 3 – Time Machine (Picture)</b> <b>Stage 4 – Evol (Film)</b>	Expressing time, place and cause using prepositions [for example, <i>before, after, during, in, because of</i> ]	<b>Stage 3 – Deserted Fairground (Picture)</b> <b>Stage 3 – The Catch (Film)</b> <b>Stage 3 – The Lighthouse (Film)</b> <b>Stage 3 – Treasure (Film)</b> <b>Stage 4 – Dreamgiver (Film)</b>			Use of the possessive apostrophe (singular and plural) (Non-statutory)	<b>Stage 3 – Three Little Pigs (Film)</b> <b>Stage 3 – The Glow of the Departed (Picture)</b> <b>Stage 4 – Finding Me (picture)</b>

## Shed Sentences: Whole School Progression Map. Vocabulary, Grammar and Punctuation Progression through Stages

### Stage 3 Continued

Word Level	Shed Sentence Pack	Sentence Level	Shed Sentence Pack	Text Level	Shed Sentence Pack	Punctuation	Shed Sentence Pack
Begin to spell a range of homophones	Stage 3 – Mystery House (Picture) Stage 3 – A Viking Village (Film)	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: if, although, when, because	Stage 3 – A Giant Foot (Picture) Stage 3 – The Little Shoemaker (Film) Stage 3 – Memories (Picture)				
		Begin to use fronted adverbials (Non-statutory)	Stage 3 – So Good to Me (Film) Stage 3 – Closing In (Picture) Stage 3 – Backpack Portal (Picture)				
		Use powerful synonyms for verbs and adverbs (Non-statutory)	Stage 3 – The Catch (Film) Stage 3 – Lonely Lighthouse (Picture) Stage 3 – One Girl, One Empty Town (Picture)				
		Demonstrate an understanding of figurative language (similes) (Non-statutory)	Stage 3 – The Lantern (Film) Stage 3 – Space Train (Picture)				
		Begin to understand and use antonyms for effect	Stage 3 – Treasure (Film)				

**Stage 3 Introduced Terminology:** Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')



# Shed Sentences: Whole School Progression Map. Vocabulary, Grammar and Punctuation Progression through Stages

## Stage 4

Word Level	Shed Sentence Pack	Sentence Level	Shed Sentence Pack	Text Level	Shed Sentence Pack	Punctuation	Shed Sentence Pack
The grammatical difference between plural and possessive -s	<b>Stage 4 – Ruckus (film)</b> <b>Stage 4 – The Bake Off (picture)</b> <b>Stage 5 – Birthday Boy (film)</b>	Noun phrases expanded by use of modifying adjectives, nouns and preposition phrases (e.g. <i>The teacher expanded to: the strict teacher with curly hair</i> )	<b>Stage 4 – The Classroom in the Clouds (picture)</b> <b>Stage 4 – Megacity (film)</b> <b>Stage 4 – The Girl in the Painting (picture)</b> <b>Stage 5 – Cyber Kicks (film)</b>	Appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition	<b>Stage 4 – Tabula Rasa (film)</b> <b>Stage 4 – The Woodland Tea Party (picture)</b> <b>Stage 4 – The Tiny Crusader (film)</b> <b>Stage 5 – Birthday Boy (film)</b>	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]	<b>Stage 4 – Whispers From Beneath (picture)</b> <b>Stage 4 – Ride of Passage (film)</b> <b>Stage 4 – When Shadows Speak (picture)</b> <b>Stage 5 – Message in a Bottle (picture)</b>
Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]	<b>Stage 4 – The Hand That Holds Time (picture)</b> <b>Stage 4 – The Night of the Hidden Door (picture)</b> <b>Stage 4 – The Tiny Crusader (film)</b> <b>Stage 5 – Aviatrice (film)</b>	Fronted adverbials [For example, <i>Later that day</i> , I heard the bad news.]	<b>Stage 4 – The Skybound River (picture)</b> <b>Stage 4 – Forever Young – The Gate of Youth (film)</b> <b>Stage 4 – Gone Without a Trace (picture)</b> <b>Stage 4 – Rocketeer (film)</b> <b>Stage 4 – The Window that wasn't there Yesterday (picture)</b> <b>Stage 5 – Aviatrice (film)</b>			Apostrophes to mark plural possession [for example, the girl's name, the girls' names]	<b>Stage 4 – The Black Hat (film)</b> <b>Stage 4 – Finding Me (picture)</b> <b>Stage 5 – The Secret of the Egg (picture)</b>
		Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	<b>Stage 4 – Teeth (film)</b> <b>Stage 4 – Rooted (film)</b> <b>Stage 4 – Field of Umbrellas (picture)</b> <b>Stage 4 – Wishgranter (film)</b>			Use of commas after fronted adverbials	<b>Stage 4 – The Skybound River (picture)</b> <b>Stage 4 – Gone Without a Trace (picture)</b> <b>Stage 4 – Rocketeer (film)</b> <b>Stage 4 – Forever Young – The Gate of Youth (film)</b> <b>Stage 4 – The Window That Wasn't There Yesterday (picture)</b>

## Shed Sentences: Whole School Progression Map. Vocabulary, Grammar and Punctuation Progression through Stages

Stage 4 Continued							
Word Level	Shed Sentence Pack	Sentence Level	Shed Sentence Pack	Text Level	Shed Sentence Pack	Punctuation	Shed Sentence Pack
		Using conjunctions to express time and cause.	Stage 4 — Treasure (film) Stage 4 — The Journey of Eli and Ella (picture)				
		Using adverbs to express time and cause.	Stage 4 — Magic in the Park (picture) Stage 4 — Invasion (film)				
		Using prepositions to express time and cause.	Stage 4 — The Windmill Farmer (film) Stage 4 — The Mystery at the Train Station (picture)				
Stage 4 Introduced Terminology: Determiner, pronoun, possessive pronoun, adverbial							



# Shed Sentences: Whole School Progression Map. Vocabulary, Grammar and Punctuation Progression through Stages

Stage 5							
Word Level	Shed Sentence Pack	Sentence Level	Shed Sentence Pack	Text Level	Shed Sentence Pack	Punctuation	Shed Sentence Pack
Converting nouns or adjectives into verbs using suffixes [for example, —ate; —ise; —ify]	<b>Stage 5 — Improving Children's Lives! (picture)</b> <b>Stage 5 — Brave (film)</b> <b>Stage 6 — Dracula's Whitby (film)</b>	Relative clauses beginning with who, which, where, that, when, whose  + or an omitted relative pronoun.	<b>Stage 5 — The Lighthouse (film)</b> <b>Stage 6 — Beyond the Lines (film)</b>  <b>Stage 5 — The Twilight Bazaar (picture)</b>	Devices to build cohesion within a paragraph. [For example, then, after, that, this, firstly].	<b>Stage 5 — The Colourless World (picture)</b> <b>Stage 5 — Anchored (film)</b> <b>Stage 6 — The Enchanted Blue Doorway (film) (conjunctive adverbs)</b>	Brackets, dashes and commas to indicate parenthesis	<b>Stage 5 — The Alchemist's Letter (film)</b> <b>Stage 5 — Day of the Dead / Día de Muertos (picture)</b> <b>Stage 6 — Pedals in the Clouds (picture)</b>
Verb prefixes [for example, dis-, de-, mis-, over- and re-]	<b>Stage 5 — The Infinite Playground (picture)</b> <b>Stage 5 — Brave (film)</b> <b>Stage 6 — Beyond the Lines (film)</b>	Indicating degrees of possibility using adverbs [for example, perhaps, surely]	<b>Stage 5 — The Edge of Creation (picture)</b> <b>Stage 5 — Flight (film)</b> <b>Stage 6 — Dracula's Whitby (film)</b>	Linking ideas across paragraphs using adverbials of time [for example, later] place [for example, nearby] and number [for example, secondly].	<b>Stage 5 — Stairway to the Sun (picture)</b> <b>Stage 6 — The Enchanted Blue Doorway (film) (conjunctive adverbs)</b>	Use of commas to clarify meaning and avoid ambiguity	<b>Stage 5 — Oktapodi (film)</b> <b>Stage 5 — Choose Your Path (picture)</b> <b>Stage 6 — Floating Glass Island (picture)</b>
		Indicating degrees of possibility using modal verbs [for example might, should, will, must]	<b>Stage 5 — High Diving Giraffes (film)</b> <b>Stage 5 — Against the Current (picture)</b> <b>Stage 6 — Ancient Egypt (film)</b>	Linking ideas across paragraph using tense choices [for example, he <i>had</i> seen her before].	<b>Stage 5 — Pandora — film (past perfect, present perfect and future perfect verb forms)</b> <b>Stage 5 — The Return — picture (picture) (past perfect verb form)</b> <b>Stage 6 — Ancient Egypt (film) (past perfect verb form)</b>	Using a colon to introduce a list	<b>Stage 5 — The Ghosts of Pere Lachaise — (film)</b> <b>Stage 5 — Into the Heart of the Temple (picture)</b>
		Using expanded noun phrases to convey complicated information concisely.	<b>Stage 5 — Wing (film)</b> <b>Stage 5 — Where the Dragon Watches (picture)</b> <b>Stage 5 — Monkey Symphony (film)</b>	In narratives, describing characters and settings and atmosphere.	<b>Stage 5 — Lily and the Snowman (film)</b> <b>Stage 5 — Seeds of Strength (picture)</b> <b>Stage 5 — She was the Change (film)</b>	Use of inverted commas and other punctuation to indicate direct speech	<b>Stage 5 — Improving Children's Lives! (picture)</b> <b>Stage 5 — French Roast (film)</b> <b>Stage 5 — Stuck at the Top (picture)</b>
				Write effectively for a range of purposes and audiences.	<b>Stage 5 — Perilous Heights (picture)</b> <b>Stage 5 — Passing Through (film)</b>		
Stage 5 Introduced Terminology: Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity							

## Shed Sentences: Whole School Progression Map. Vocabulary, Grammar and Punctuation Progression through Stages

Stage 6							
Word Level	Shed Sentence Pack	Sentence Level	Shed Sentence Pack	Text Level	Shed Sentence Pack	Punctuation	Shed Sentence Pack
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> — <i>discover</i> ; <i>ask for</i> — <i>request</i> ; <i>go in</i> — <i>enter</i> ]	<b>Stage 6 — The Dreadful Menace (film)</b>  <b>Stage 6 — The Interview Mix-Up (picture)</b>	Use of the passive to affect how the information is presented in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i> ].	<b>Stage 6 — The One for All (film)</b>  <b>Stage 6 — The City Under Siege (picture)</b>	Linking ideas across paragraphs using a wide 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</i> , <i>in contrast</i> , or <i>as a consequence</i> ], and ellipsis.	<b>Stage 6 — The Last Letter (picture) (repetition of a word or phrase)</b> <b>Stage 6 — The Discovery (picture) (repetition of a word or phrase)</b> <b>Stage 6 — The Christmas Truce (film) (adverbials)</b>  <b>Stage 6 — Road's End (film) (adverbials — conjunctive adverbs)</b>  <b>Stage 6 — Maux Dits (film) (ellipsis)</b>	The use of a semi-colon, colon and dash to mark the boundary between independent clauses	<b>Stage 6 — Faded (film) (semi-colon, colon and dash)</b>  <b>Stage 6 — The Mirror Between (picture) (semi-colon only)</b>  <b>Stage 6 — Two Bags, One Story (picture) (colon only)</b>
How words are related by meaning as synonyms and antonyms [for example, <i>big large, little</i> ]	<b>Stage 6 — The Forgotten Machine (picture)</b>  <b>Stage 6 — The Epic Pet Parade (picture)</b>	The difference between structures typical of informal speech and structures appropriate for formal speech and writing.	<b>Stage 6 — The Dreadful Menace (film)</b>  <b>Stage 6 — The Interview Mix-Up (picture)</b>	In narratives, describing characters and settings and atmosphere	<b>Stage 6 — Not Ready to Go (picture)</b> <b>Stage 6 — The Piano (film)</b>	Use of the colon to introduce a list and the use of semi-colon within lists	<b>Stage 6 — The Library of Lost Stories (picture)</b>  <b>Stage 6 — The Tale of the Three Brothers (film)</b>
		The use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> , used in some very formal writing and speech.	<b>Stage 6 — Three Little Pigs (film)</b>	Write effectively for a range of purposes and audiences	<b>Stage 6 — The Ridge (film)</b>	Punctuation of bullet points to list information	<b>Stage 6 — Biography of Charles Dickens (film)</b>

## Shed Sentences: Whole School Progression Map. Vocabulary, Grammar and Punctuation Progression through Stages

Stage 6 Continued							
Word Level	Shed Sentence Pack	Sentence Level	Shed Sentence Pack	Text Level	Shed Sentence Pack	Punctuation	Shed Sentence Pack
		Distinguish between the language of speech and writing and choose the appropriate register	<b>Stage 6 — Listen: The Planet is Talking (picture)</b>	Integrating dialogue to convey character and advance the action	<b>Stage 6 — Broken (film)</b>  <b>Stage 6 — Little Freak (film)</b>	Using commas to clarify meaning and avoid ambiguity in writing  +discussion of the Oxford comma	<b>Stage 6 — Titanium (film)</b>  <b>Stage 6 — Punctuation Party Panic! (picture)</b>
		Using expanded noun phrases to convey complicated information concisely	<b>Stage 6 — The Present (film)</b>  <b>Stage 6 — The Power of Your Words (picture)</b>			How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i> ]	<b>Stage 6 — The Eye of the Storm (film)</b>  <b>Stage 6 — It Came from the Clouds (picture)</b>
<b>Stage 6 Introduced Terminology:</b> subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points							