

Teaching guide for progression in writing year by year

developed with the South2together writing project

Note: In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England

Reception

Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology*
<p>Introduce: Planning Tool –Story map /story mountain</p> <p>Whole class retelling of story</p> <p>Understanding of beginning/ middle / end</p> <p>Retell simple 5-part story: <i>Once upon a time</i> <i>First / Then / Next</i> <i>But</i> <i>So</i> <i>Finally,.....happily ever after</i></p> <p>Non-fiction: Factual writing closely linked to a story Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Message</p>	<p>Introduce: Simple sentences</p> <p>Simple Connectives: <i>and</i> <i>who</i> <i>until</i> <i>but</i></p> <p>Say a sentence, write and read it back to check it makes sense.</p> <p>Compound sentences using connectives (coordinating conjunctions) <i>and / but</i> -‘ly’ openers <i>Luckily / Unfortunately,</i></p> <p>‘Run’ - Repetition for rhythm: e.g. <i>He walked and he walked</i> Repetition in description e.g. <i>a lean cat, a mean cat</i></p>	<p>Introduce: Determiners <i>the</i> <i>a</i> <i>my</i> <i>your</i> <i>an</i> <i>this</i> <i>that</i> <i>his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i></p> <p>Prepositions: <i>up</i> <i>down</i> <i>in</i> <i>into</i> <i>out</i> <i>to</i> <i>onto</i></p> <p>Adjectives e.g. <i>old, little, big, small, quiet</i> Adverbs e.g. <i>luckily, unfortunately, fortunately</i> Similes – using ‘like’</p>	<p>Introduce: Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p>Introduce: Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p>

Year 1

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p>Consolidate Reception list</p> <p>Introduce:</p> <p>Fiction:</p> <p>Planning Tools: Story map / story mountain (Refer to Story-Type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding - beginning /middle /end to a story</p> <p>Understanding - 5 parts to a story:</p> <p>Opening <i>Once upon a time...</i></p> <p>Build-up <i>One day...</i></p> <p>Problem / Dilemma <i>Suddenly,../ Unfortunately,...</i></p> <p>Resolution <i>Fortunately,...</i></p> <p>Ending <i>Finally,....</i></p>	<p>Consolidate Reception list (See Connectives and Sentence Signposts doc.)</p> <p>Introduce:</p> <p>Types of sentences: Statements Questions Exclamations</p> <p>Simple Connectives: <i>and</i> <i>or</i> <i>but</i> <i>so</i> <i>because</i> <i>so that</i> <i>then</i> <i>that</i> <i>while</i> <i>when</i> <i>where</i></p> <p>Also as openers: <i>While...</i> <i>When...</i> <i>Where...</i></p> <p>-‘ly’ openers <i>Fortunately,...Unfortunately,</i> <i>Sadly,...</i></p> <p>Simple sentences e.g. <i>I went to the park.</i> <i>The castle is haunted.</i></p> <p>Embellished simple sentences</p>	<p>Consolidate Reception list</p> <p>Introduce:</p> <p>Prepositions: <i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i></p> <p>Determiners: <i>the a my your an this</i> <i>that his her their some</i> <i>all lots of many more</i> <i>those these</i></p> <p>Adjectives to describe e.g. <i>The old house...</i> <i>The huge elephant...</i></p> <p>Alliteration e.g. <i>dangerous dragon</i> <i>slimy snake</i></p> <p>Similes using as....as... e.g. <i>as tall as a house</i> <i>as red as a radish</i></p> <p>Precise, clear language to give information e.g. <i>First, switch on the red</i></p>	<p>Consolidate Reception list</p> <p>Introduce: Capital Letters: <i>Capital letter for names</i></p> <p><i>Capital letter for the personal pronoun I</i></p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p>Consolidate:</p> <p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p> <p>Introduce:</p> <p>Punctuation</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Speech bubble</p> <p>Bullet points</p> <p>Singular/ plural</p>

<p>Non-fiction: (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Planning tools: text map / washing line</p> <p>Heading</p> <p>Introduction Opening factual statement</p> <p>Middle section(s) Simple factual sentences around a <i>them</i></p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending Concluding sentence</p>	<p>using adjectives e.g. <i>The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</i></p> <p>Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.</i></p> <p>Complex sentences: Use of 'who' (relative clause) e.g. <i>Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.</i></p> <p>'Run' - Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i></p> <p>Repetition for description e.g. <i>a lean cat, a mean cat a green dragon, a fiery dragon</i></p>	<p><i>button. Next, wait for the green light to flash...</i></p> <p><i>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)</i></p> <p><i>Suffixes that can be added to verbs (e.g. helping, helped, helper)</i></p> <p><i>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</i></p>		<p>Adjective</p> <p>Verbs</p> <p>Connective</p> <p>Alliteration</p> <p>Simile – 'as'</p>
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Year 2

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p>Consolidate Year 1 list Introduce:</p> <p>Fiction Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. <i>In a land far away....</i> <i>One cold but bright morning.....</i></p> <p>Build-up e.g. <i>Later that day</i></p> <p>Problem / Dilemma e.g. <i>To his amazement</i></p> <p>Resolution e.g. <i>As soon as</i></p> <p>Ending e.g. <i>Luckily, Fortunately,</i></p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p>	<p>Consolidate Year 1 list Introduce: (See Connectives and Sentence Signposts doc.)</p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>-‘ly’ starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i> adverbs e.g. <i>Tom ran quickly down the hill.</i></p> <p>Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p>Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g.</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Prepositions: <i>behind above along before between after</i></p> <p>Alliteration e.g. <i>wicked witch</i> <i>slimy slugs</i></p> <p>Similes using...like... e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p> <p>Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g. Lift the pot carefully onto</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Demarcate sentences: Capital letters Full stops Question marks Exclamation marks</p> <p>Commas to separate items in a list Comma after -ly opener e.g. <i>Fortunately,....Slowly,....</i></p> <p>Speech bubbles /speech marks for direct speech</p> <p>Apostrophes to mark contracted forms in spelling e.g. <i>don’t, can’t</i></p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • Bullet points <p>Singular/ plural</p> <p>Adjective Verb Connective Alliteration Simile – ‘as’/ ‘like’</p> <p>Introduce:</p> <p>Apostrophe (contractions and singular possession)</p>

<p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce: Secure use of planning tools: Text map / washing line / 'Boxing –up' grid</p> <p>Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false?</p> <p>The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Sam, who was lost, sat down and cried.</p> <p>The Vikings, who came from Scandinavia, invaded Scotland.</p> <p>The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. While the animals were munching breakfast, two visitors arrived <i>During the Autumn, when</i> the weather is cold, the leaves fall off the trees.</p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. <i>lots of people, plenty of food</i></p> <p>List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat.</i></p> <p><i>African elephants have long trunks, curly tusks and large ears.</i></p>	<p>the tray. The river quickly flooded the town.</p> <p>Generalisers for information, e.g. Most dogs.... Some cats....</p> <p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>(A fuller list of suffixes can be found in the spelling appendix.)</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p> <p><i>Spell correctly common inflections, including plurals, tenses (-ing, -ed), words with double letters and common prefixes.</i></p>	<p>Apostrophes to mark singular possession e.g. <i>the cat's name</i></p>	<p>Commas for description and separating items in a list.</p> <p>'Speech marks'</p> <p>Suffix</p> <p>Verb / adverb</p> <p>Statement question exclamation Command (Bossy verbs)</p> <p>Tense (past, present, future) ie not in bold and imperative</p> <p>Adjective / noun</p> <p>Noun phrases</p> <p>Generalisers</p>
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Listening and Responding	<ul style="list-style-type: none"> Listen to others in class, ask relevant questions and follow instructions Listen to talk by an adults, remember some specific points and identify what they have learned Respond to presentations by describing characters, repeating some highlight and commenting constructively.
Group discussion and interaction	<ul style="list-style-type: none"> Ensure everyone contributes, allocate tasks, and consider alternatives and reach agreement Work effectively in groups by ensuring each group member takes a turn challenging, supporting and moving on. Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member.
Drama	<ul style="list-style-type: none"> Consider how mood and atmosphere are created in live or recorded performance.
Creating Shaping texts.	<ul style="list-style-type: none"> Draw on knowledge and experience of texts in deciding and planning what and how to write. Sustain form in narrative, including use of person and time. Make adventurous word and language choices appropriate to style and purpose of text. Select from different presentational features to suit particular writing purposes on paper and on screen.

Year 3

Text Structure	Sentence Construction	Word / Language	Punctuation	Terminology
Consolidate Year 2 list Introduce: Fiction Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids) Plan opening around character(s), setting, time of day and type of weather Paragraphs to organise ideas into each story part Extended vocabulary to introduce 5 story	Consolidate Year 2 list Introduce: Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i> Embellished simple sentences: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave....</i> Amazingly, small insects can....	Consolidate Year 2 list Introduce: Prepositions <i>Next to by the side of</i> <i>In front of during through throughout because of</i> Powerful verbs e.g. <i>stare, tremble, slither</i>	Consolidate Year 2 list Introduce: Colon before a list e.g. <i>What you need:</i> Ellipses to keep the reader hanging on Secure use of inverted commas for direct speech	Consolidate: Punctuation <ul style="list-style-type: none"> Finger spaces Letter Word Sentence Statement question exclamation Command Full stops Capital letter Question mark Exclamation mark Speech bubble

<p>parts:</p> <p>Introduction –should include detailed description of setting or characters</p> <p>Build-up –build in some suspense towards the problem or dilemma</p> <p>Problem / Dilemma –include detail of actions / dialogue</p> <p>Resolution - should link with the problem</p> <p>Ending – 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>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce: Secure use of planning tools: e.g. Text map, washing line, ‘Boxing –up’ grid, story grids</p> <p>Paragraphs to organise ideas around a theme</p> <p>Introduction Develop hook to introduce and tempt reader in e.g. <i>Who....? What....? Where....?</i> <i>Why....? When....? How....?</i></p> <p>Middle Section(s) Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken</p>	<p>Adverbial phrases 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> Prepositional phrases to place the action: <i>on the mat; behind the tree, in the air</i></p> <p>Compound sentences (Coordination) using connectives: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions)</p> <p>Develop complex sentences (Subordination) with range of subordinating conjunctions (See Connectives and Sentence Signposts doc.) -‘ing’ clauses as starters e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p> <p>Drop in a relative clause using: who/whom/which/whose/ that e.g. <i>The girl, whom I remember, had long black hair.</i> <i>The boy, whose name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864,is a popular tourist attraction.</i></p> <p>Sentence of 3 for description e.g.</p>	<p>Boastful Language e.g. <i>magnificent, unbelievable, exciting!</i></p> <p>More specific / technical vocabulary to add detail 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>Nouns formed from prefixes e.g. <i>auto... super...anti...</i></p> <p>Word Families based on common words e.g. <i>teacher –teach, beauty – beautiful</i></p> <p>Use of determiners a or an according to</p>	<p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<ul style="list-style-type: none"> • ‘Speech marks’ • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 - description <p>Singular/ plural Suffix</p> <p>Adjective / noun / Noun phrases Verb / adverb</p> <p>Bossy verbs Tense (past, present, future) Connective Generalisers</p> <p>Alliteration Simile – ‘as’/ ‘like’</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Word family • Conjunction • Adverb • Preposition • Direct speech • Inverted commas • Prefix • Consonant/Vowel • Clause • Subordinate
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<p>Bullet points for facts diagram</p> <p>Develop Ending response information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment</p> <p>Use of the perfect form of verbs to mark relationships of time and cause e.g. <i>I have written it down so I can check what it said.</i></p> <p>Use of present perfect instead of simple past. <i>He has left his hat behind, as opposed to He left his hat behind.</i></p>	<p>Flow</p> <p>Personal</p> <p>Extra</p> <p>Information</p> <p><i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i></p> <p><i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p>Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i></p> <p>Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i></p> <p><u>Dialogue –powerful speech verb</u> e.g. <i>“Hello,” she whispered.</i></p>	<p>whether next word begins with a vowel e.g. <i>a rock, an open box</i></p>		<p>clause</p> <ul style="list-style-type: none"> • <u>Determiner</u> • <u>Synonyms</u> • <u>Relative clause</u> • <u>Relative pronoun</u> • <u>Imperative</u> • Colon for instructions
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Year 4

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Consolidate Year 3 list</p> <p>Introduce: Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)</p> <p>Plan opening using: Description /action</p> <p>Paragraphs: to organise each part of story to indicate a change in place or</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Standard English for verb inflections instead of local spoken forms</p> <p>Long and short sentences: Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly e.g. <i>It was midnight.</i> <i>It's great fun.</i></p> <p>Start with a simile</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Prepositions <i>at underneath since towards beneath beyond</i></p> <p>Conditionals - <i>could, should, would</i></p> <p>Comparative and superlative</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Commas to mark clauses and to mark off fronted adverbials</p> <p>Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and</p>	<p><u>Consolidate:</u></p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Statement question exclamation Command • Full stops • Capital letter • Question mark • Exclamation mark

<p>jump in time</p> <p>Build in suspense writing to introduce the dilemma</p> <p>Developed 5 parts to story</p> <p>Introduction</p> <p>Build-up</p> <p>Problem / Dilemma</p> <p>Resolution Ending</p> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce:</p> <p>Secure use of planning tools: Text map/ washing line/ 'Boxing –up' grid</p> <p>Paragraphs 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</p>	<p>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>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet (coordinating conjunctions)</i></p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions. (See Connectives and Sentence Signposts doc.)</p> <p>-‘ed’ clauses as starters 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>Expanded -‘ing’ clauses as starters 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>Drop in –‘ing’ clause e.g. <i>Jane, laughing at the teacher, fell off her chair.</i> <i>The tornado, sweeping across the city, destroyed</i></p>	<p>adjectives e.g. <i>small...smaller...smallest</i> <i>good...better...best</i></p> <p>Proper nouns- refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p>	<p>reporting clause e.g. <i>“It’s late,” gasped Cinderella!</i></p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl’s name, the boys’ boots</i>) as opposed to s to mark a plural</p>	<ul style="list-style-type: none"> • Speech bubble • ‘Speech marks’ • Direct speech • Inverted commas • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 – description, action • Colon - instructions <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>Introduce:</p>
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<p>connectives. Use of bullet points, diagrams</p> <p>Introduction</p> <p>Middle section(s)</p> <p>Ending</p> <p>Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p>	<p><i>the houses.</i></p> <p>Sentence of 3 for action 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>Repetition to persuade e.g. <i>Find us to find the fun</i></p> <p>Dialogue - verb + adverb - <i>“Hello,” she whispered, shyly.</i></p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p>			<ul style="list-style-type: none"> • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural possession
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Year 5

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate Year 4 list</p> <p>Introduce: Secure independent use of planning tools Story mountain /grids/flow diagrams (Refer to Story Types grids)</p> <p>Plan opening using: Description /action/dialogue</p> <p>Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action</p>	<p>Consolidate Year 4 list</p> <p>Introduce: Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination)</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words e.g. <i>someone, somewhere was out to get him</i></p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Rhetorical question</p> <p>Dashes</p> <p>Brackets/dashes/commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Letter/ Word • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • ‘Speech marks’ • Direct speech • Inverted commas

<p>to link ideas across paragraphs.</p> <p>Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks</p> <p>Introduction –should include action / description -character or setting / dialogue</p> <p>Build-up –develop suspense techniques</p> <p>Problem / Dilemma –may be more than one problem to be resolved</p> <p>Resolution –clear links with dilemma</p> <p>Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce: Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p>Structure: Introduction / Middle / Ending</p> <p>Secure use of paragraphs: Use a variety of ways to open texts</p>	<p>Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.)</p> <p>Expanded –ed clauses as starters 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>Elaboration of starters using adverbial phrases 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>Drop in –‘ed’ clause 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>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g.</p>	<p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</p> <p>Verb prefixes (e.g. dis–, de–, mis–, over– and re–)</p>	<p>ambiguity</p>	<ul style="list-style-type: none"> • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action • Colon – instructions • Parenthesis / bracket / dash <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> <p>Introduce:</p> <ul style="list-style-type: none"> • Relative clause/
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<p>and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader</p>	<p><i>The siren echoed loudlythrough the lonely streetsat midnight</i></p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i></p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>			<p>pronoun</p> <ul style="list-style-type: none"> • Modal verb • Parenthesis • Bracket- dash • Determiner • Cohesion • Ambiguity • Metaphor • Personification • Onomatopoeia • Rhetorical question
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Year 6

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate Year 5 list</p> <p><i>Creating and shaping texts- Using paper and screens- Set own challenges to extend achievement and experience in writing. Integrate words, images and sounds imaginatively for different purposes.</i></p> <p>Secure independent planning across story types using 5 part story structure.</p>	<p>Consolidate Year 5 list</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination)</p> <p>Main and subordinate clauses with full range of conjunctions:</p>	<p>Consolidate Year 5 list</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</i></p>	<p>Consolidate Year 5 list</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g.</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Letter/ Word • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • ‘Speech marks’ • Direct speech • Inverted commas

<p>Include suspense, cliff hangers, flashbacks/forwards, time slips</p> <p>Start story at any point of the 5 part structure</p> <p>Maintain plot consistently working from plan</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p>Non-fiction:</p> <p>Secure 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 <i>(and maintain view point)</i></p> <p>Use different techniques to conclude texts</p>	<p>(See Connectives and Sentence Signposts doc.)</p> <p>Active and passive verbs to create effect and to affect presentation of information</p> <p>e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: <i>The class heated the water.</i> Passive: <i>The water was heated.</i></p> <p>Developed use of rhetorical questions for persuasion</p> <p>Expanded noun phrases 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.</p>	<p><i>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><i>Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words.</i></p> <p><i>Use a range of appropriate strategies to edit, proofread and correct spelling in own work, on paper and screen.</i></p>	<p><i>man eating shark versus man-eating shark, or recover versus re-cover)</i></p>	<ul style="list-style-type: none"> • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action, views/opinions, facts • Colon – instructions • Parenthesis • Bracket- dash <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 Alliteration Simile – ‘as’/ ‘like’ Synonyms</p>
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<p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p><i>He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you.</i></i></p> <p><i>Express subtle distinctions of meaning, including hypotheses speculation and supposition, by constructing sentences in varied ways.</i></p>			<p>Metaphor Personification Onomatopoeia</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Active and passive voice • Subject and object • Hyphen • Synonym, antonym • Colon/ semi-colon • Bullet points • Ellipsis
<p>Listening and Responding</p>	<ul style="list-style-type: none"> • Make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose. • Analyse and evaluate how speakers present points effectively through use of language and gesture. 			
	<ul style="list-style-type: none"> • 			