

# Whole School Progression of Skills and Knowledge in Writing

NB: In the Punctuation and Terminology columns, terms in **bold** are a statutory requirement of the National Curriculum



## EYFS

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Introduce:</b>                      Planning Tool - Story map / story mountain                      Whole class retelling of story</p> <p>Understanding of beginning/middle/end</p> <p>Retell simple 5-part story:                      Once upon a time                      First/Then/Next                      But                      So                      Finally...happily ever after</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><b>Introduce:</b>                      Simple sentences</p> <p>Simple Connectives:                      and                      who                      until                      but</p> <p>Say a sentence, write and read it back to check it makes sense.</p> <p>Compound sentences using connectives (coordinating conjunctions)                      and / but                      'ly' openers                      Luckily / Unfortunately,</p> <p>'Run' -- Repetition for rhythm: e.g.                      He walked and he walked</p> <p>Repetition in description e.g. a lean cat, a mean cat</p>	<p><b>Introduce:</b>                      Determiners                      the                      a                      my                      your                      an                      this                      that                      his                      her                      their                      some                      all</p> <p>Prepositions:                      up                      down                      in                      into                      out to                      onto</p> <p>Adjectives e.g. old, little, big, small, quiet</p> <p>Adverbs e.g. luckily, unfortunately, fortunately</p> <p>Similes s using 'like'</p>	<p><b>Introduce:</b>                      Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p><b>Introduce:</b>                      Finger spaces</p> <p>Letter</p> <p>Word 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><b>Consolidate Reception list</b></p> <p><b>Introduce:</b> Fiction: Planning Tools: Story map/ Story mountain</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding -- beginning /middle /end to a story Understanding -- 5 parts to a story: ✓ Opening - Once upon a time... ✓ Build-up - One day.. ✓ Problem / Dilemma - Suddenly/ Unfortunately.. ✓ Resolution - Fortunately... ✓ Ending - Finally...</p> <p>Non-fiction: Planning tools: text map / washing line ✓ Heading Introduction - Opening factual statement ✓ Middle section(s) - Simple factual sentences around a theme. Bullet points for instructions/Labelled diagrams ✓ Ending - Concluding sentence</p>	<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b> Types of sentences: Statements Questions Exclamations</p> <p>Simple Connectives: and or but so because so that then that while when where</p> <p>Also as openers: While.. When.. Where..</p> <p>-'ly' openers Fortunately... Unfortunately, Sadly...</p> <p>Simple sentences e.g. I went to the park. The castle is haunted.</p> <p>Embellished simple sentences</p>	<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b> Prepositions: inside outside towards across under</p> <p>Determiners: the a my your an this that his her their some all lots of many more those these</p> <p>Adjectives to describe e.g. The old house.. The huge elephant...</p> <p>Alliteration e.g. dangerous dragon slimy snake</p> <p>Similes using as...as.. e.g. as tall as a house as red as a radish</p> <p>Precise, clear language to give information e.g. First, switch on the red</p>	<p><b>Consolidate Reception list</b></p> <p>Introduce: Capital Letters: Capital letter for names</p> <p>Capital letter for the personal pronoun /</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p><b>Consolidate:</b></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>using adjectives e.g.  <i>The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</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.</i>  <i>Next, wait for the green light to flash...</i></p> <p>Regular plural noun suffixes -s or -es  <i>(e.g. dog, dogs; wish, wishes)</i></p> <p>Suffixes that can be added to verbs <i>(e.g. helping, helped, helper)</i></p> <p>How the prefix un- changes the meaning of verbs and adjectives  <i>(negation, e.g. unkind, or undoing, e.g. untie the boat)</i></p>		<p>Adjective</p> <p>Verbs</p> <p>Conjunction</p> <p>Alliteration</p> <p>Simile - 'as'</p>
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## Year 2

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p><b>Consolidate Year 1 list</b> <b>Introduce:</b></p> <p><b>Fiction:</b> Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid</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> <ul style="list-style-type: none"> <li>✓ Opening e.g. <i>In a land far awayk. One cold but bright morning..</i></li> <li>✓ Build-up e.g. <i>later that day</i></li> <li>✓ Problem / Dilemma e.g. <i>To his amazement</i></li> <li>✓ Resolution e.g. <i>as soon as</i></li> <li>✓ Ending e.g. <i>luckily, unfortunately</i></li> <li>✓ Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</li> </ul> <p><b>Non-Fiction</b> <b>Introduce:</b></p> <p>Secure use of planning tools: Text map / washing line / 'Boxing sup' grid</p> <ul style="list-style-type: none"> <li>✓ Introduction: Heading, hook to engage reader, factual statement / definition, opening question</li> <li>✓ Middle section(s) Group related ideas / facts into sections</li> </ul>	<p><b>Consolidate Year 1 list</b> <b>Introduce:</b></p> <p><b>Types of sentences:</b> Statements Questions Exclamations Commands</p> <p><b>-'ly' starters</b> e.g. <i>Usually, Eventually, Finally, Carefully, Slowly..</i></p> <p><b>Vary openers</b> to sentences</p> <p><b>Embellished simple sentences using:</b> <b>adjectives</b> e.g. <i>The boys peeped inside the dark cave.</i> <b>adverbs</b> e.g. <i>Tom ran quickly down the hill.</i></p> <p><b>Secure use of compound sentences (Coordination)</b> using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p><b>Complex sentences (Subordination) using:</b></p> <p><b>Additional subordinating conjunctions:</b> <i>what/while/when/where/ because/ then/so that/ if/to/untik.</i> e.g. <i>While the animals were munching breakfast, two visitors arrived. During the Autumn, when the weather is cold,</i></p>	<p><b>Consolidate Year 1 list</b> <b>Introduce:</b></p> <p><b>Prepositions:</b> <i>behind above along before between after</i></p> <p><b>Alliteration</b> e.g. <i>wicked witch slimy slugs</i></p> <p><b>Similes using..like...</b> e.g. <i>...like sizzling sausages</i> <i>..hot like a fire</i></p> <p><b>Two adjectives to describe the noun</b> e.g. <i>The scary, old womank</i> <i>Squirrels have long, bushy tails.</i></p> <p><b>Adverbs for description</b> e.g. <i>Snow-fell gently and covered the cottage in the wood.</i></p> <p><b>Adverbs for information</b> e.g. <i>Lift the pot carefully onto the tray.</i> <i>The river quickly flooded the town.</i></p>	<p><b>Consolidate Year 1 list</b> <b>Introduce:</b></p> <p><b>Demarcate sentences:</b> Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p><b>Commas to separate items in a list</b></p> <p><b>Comma</b> after -ly opener e.g. <i>Fortunately, Slowly.</i></p> <p><b>Speech bubbles /inverted commas for direct speech</b></p> <p><b>Apostrophes to mark contracted forms in spelling</b> e.g. <i>don't, can't</i></p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Letter</li> <li>• Word</li> <li>• Sentence</li> <li>• Full stops</li> <li>• Capital letter</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• Speech bubble</li> <li>• Bullet points</li> </ul> <p><b>Singular/ plural</b></p> <p>Adjective Verb Connective Alliteration Simile - 'as' / 'like'</p> <p><b>Introduce:</b></p> <p><b>Apostrophe (contractions and singular possession)</b></p> <p><b>Commas</b> for description</p>

Subheadings 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?

*the leaves fall off the trees.*

### Use long and short sentences:

Long sentences to add description or information. Use short sentences for emphasis.

### Expanded noun phrases

e.g. *lots of people, plenty of food*

### List of 3 for description

e.g. *He wore old shoes, a dark cloak and a red hat.*

*African elephants have long trunks, curly tusks and large ears.*

The consistent use of **present tense** versus **past tense** throughout texts

Use of the **continuous** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g. *she is drumming, he was shouting*)

### Generalisers for information, e.g.

Most dogs...

Some cats...

Formation of **nouns** using **suffixes** such as -ness, -er

Formation of **adjectives**

using **suffixes** such as .ful, .less

Use of the **suffixes** -er and -est to form comparisons of **adjectives** and **adverbs**

### Apostrophes to mark singular possession

e.g. *the cat's name*

### Inverted Commas

### Suffix

### Verb / adverb

### Statement

### question

### exclamation

**Command** (Bossy verbs)

**Tense** (past, present, future) *ie* not in bold

**Adjective / noun** **Noun phrases**

Generalisers

# Year 3

Text Structure	Sentence Construction	Word / Language	Punctuation	Terminology
<p><b>Consolidate Year 2 list</b> <b>Introduce:</b></p> <p><b>Fiction:</b> Secure use of planning tools: Story map / story mountain / story grids / 'Boxing-up' grid</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Paragraphs to organise ideas into each story part</p> <p>Extended vocabulary to introduce 5 story parts:</p> <ul style="list-style-type: none"> <li>✓ <b>Introduction</b> - should include detailed description of setting or characters</li> <li>✓ <b>Build-up</b> - build in some suspense towards the problem or dilemma</li> <li>✓ <b>Problem / Dilemma</b> include detail of actions / dialogue</li> <li>✓ <b>Resolution</b> -- should link with the problem</li> <li>✓ <b>Ending</b> - clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</li> </ul>	<p><b>Consolidate Year 2 list</b> <b>Introduce:</b></p> <p>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now.</p> <p>Embellished simple sentences: Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave.</p> <p>Amazingly, small insects can... Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me. Prepositional phrases to place the action: on the mat; behind the tree, in the air</p> <p>Compound sentences (Coordination) using conjunctions: and / or / but / so / for / nor / yet (coordinating conjunctions)</p> <p>Develop complex sentences (Subordination) with range of subordinating conjunctions</p>	<p><b>Consolidate Year 2 list</b> <b>Introduce:</b></p> <p><b>Prepositions</b> Next to by the side of In front of during through throughout because of</p> <p><b>Powerful verbs</b> e.g. stare, tremble, slither</p> <p><b>Boastful Language</b> e.g. magnificent, unbelievable, exciting!</p> <p>More specific / technical vocabulary to add detail e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately.</p>	<p><b>Consolidate Year 2 list</b> <b>Introduce:</b></p> <p>Colon before a list e.g. What you need:</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Letter</li> <li>• Word</li> <li>• Sentence</li> <li>• Statement question exclamation Command</li> <li>• Full stops</li> <li>• Capital letter</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• Speech bubble</li> <li>• Inverted Commas</li> <li>• Bullet points</li> <li>• Apostrophe (contractions only)</li> <li>• Commas for sentence of 3 -- description</li> </ul> <p><b>Singular/ plural Suffix</b></p> <p><b>Adjective / noun / Noun phrases Verb / adverb</b></p> <p>Imperative (Bossy verbs)</p> <p><b>Tense (past, present,</b></p>

## Non-Fiction:

### Introduce:

#### Secure use of planning tools:

e.g. Text map, washing line, 'Boxing - up' grid, story grids

**Paragraphs** to organise ideas around a theme

- ✓ **Introduction** - Develop hook to introduce and tempt reader in  
e.g. *Who...? What...? Where...? Why...? When...? How...?*
- ✓ **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. Bullet points for facts. Flow diagram
- ✓ **Develop Ending** - Personal response. Extra information / reminders e.g. Information boxes / Five Amazing Facts. Wow comment

Use of the perfect form of verbs to mark relationships of time and cause e.g. *I have written it down so I can check what it said.*

Use of present perfect instead of simple past. *He has left his hat behind, as opposed to He left his hat behind.*

'ing' clauses as starters e.g.

*Sighing, the boy finished his homework.*

*Grunting, the pig lay down to sleep.*

**Sentence of 3 for description** e.g.

*The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.*

*Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.*

**Pattern of 3 for persuasion** e.g.

*Visit, Swim, Enjoy!*

**Topic sentences to introduce non-fiction paragraphs** e.g.

*Dragons are found across the world.*

Dialogue - powerful speech verb

e.g. *"Hello," she whispered.*

*Drops of rain pounded on the corrugated, tin roof.*

**Nouns formed from prefixes**

e.g. *auto..*

*super..anti..*

**Word Families based on common words**

e.g. *teacher - teach, beauty - beautiful*

Use of determiners a or an according to whether next word begins with a vowel  
e.g. *a rock, an open box*

future)

Connective

Generalisers

Alliteration

Simile - 'as' / 'like'

### Introduce:

- Word family
- Conjunction
- Adverb
- Preposition
- Direct speech
- Inverted commas
- Prefix
- Consonant/Vowel
- Clause
- Subordinate clause
- Determiner
- Synonyms
- Imperative
- Colon for instructions
- Subordinating conjunction

# Year 4

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b> Secure use of planning tools: e.g. story map / story mountain / story grids / 'Boxing-up' grids</p> <p><b>Plan opening using:</b> Description / action</p> <p><b>Paragraphs:</b> to organise each part of story to indicate a change in place or jump in time</p> <p>Build in suspense writing to introduce the dilemma</p> <p><b>Developed 5 parts to story:</b></p> <ul style="list-style-type: none"> <li>✓ Introduction</li> <li>✓ Build-up</li> <li>✓ Problem / Dilemma</li> <li>✓ Resolution</li> <li>✓ Ending</li> </ul> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b> 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 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</i> (coordinating conjunctions)</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions.</p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b> Prepositions at underneath since towards beneath beyond</p> <p>Conditionals -- <i>could, should, would</i></p> <p>Comparative and superlative 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</p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b> 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 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 mark a plural</p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Letter</li> <li>• Word</li> <li>• Sentence</li> <li>• Statement question exclamation Command</li> <li>• Full stops</li> <li>• Capital letter</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• Speech bubble</li> <li>• Inverted commas</li> <li>• Bullet points</li> <li>• Apostrophe (contractions only)</li> <li>• Commas for sentence of 3 - description, action</li> <li>• Colon -- instructions</li> </ul> <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p>



## Non-Fiction

### Secure use of planning tools:

Text map/ washing line/ 'Boxing sup' grid

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 connectives.

Use of bullet points, diagrams

- ✓ Introduction
- ✓ Middle section(s)
- ✓ Ending

Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader

Appropriate choice of pronoun or noun across sentences to aid cohesion

Consolidate understanding of fronted adverbials (see adverb starters, Year 3, plus ed-ing-ly below)

'ed' clauses as starters e.g.

*Frightened, Tom ran straight home to avoid being caught.*

*Exhausted, the Roman soldier collapsed at his post.*

Expanded 'ing' clauses as starters e.g.

*Grinning menacingly, he slipped the treasure into his rucksack.*

*Hopping speedily towards the pool, the frog dived underneath the leaves.*

'ly' phrases as starters e.g.

*Unfortunately, no chocolate biscuits remained.*

Drop in 'ing' clause e.g.

*Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.*

Sentence of 3 for action e.g.

*Sam rushed down the road, jumped on the bus and sank into his seat.*

*The Romans enjoyed food, loved marching but hated the weather.*

Repetition to persuade e.g.

*Find us to find the fun*

Dialogue --- verb + adverb --- "Hello," she whispered, shyly.

Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition

between plural and possessive ss

Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)

Adjective / noun / noun phrase Verb / Adverb

Bossy verbs --- imperative

Tense (past, present, future)

Conjunction

Preposition

Determiner/ generaliser

Clause - Subordinate clause

Alliteration

Simile - 'as' / 'like'

Synonyms

### Introduce:

- Pronoun
- Possessive pronoun
- Adverbial
- Fronted adverbial
- Apostrophe - plural possession

# Year 5

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b> 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 conjunctions within paragraphs to <del>link</del> cohesion into a paragraph Use change of place, time, and action 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> <ul style="list-style-type: none"> <li>✓ <b>Introduction</b> - should include action / description - character or setting / dialogue</li> <li>✓ <b>Build-up</b> - develop suspense techniques</li> <li>✓ <b>Problem / Dilemma</b> - may be more than one problem to be resolved</li> <li>✓ <b>Resolution</b> - clear links with dilemma</li> <li>✓ <b>Ending</b> - character could reflect on events, any changes or lessons, look</li> </ul>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b> 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) 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</i></p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></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>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. <i>dis-, de-, mis-, over- and re-</i>)</p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></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 ambiguity</p>	<p><b>Consolidate:</b></p> <p>Punctuation</p> <ul style="list-style-type: none"> <li>• Letter/ Word</li> <li>• Sentence</li> <li>• Statement question exclamation Command</li> <li>• Full stops/ Capitals</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• 'Speech marks'</li> <li>• Direct speech</li> <li>• Inverted commas</li> <li>• Bullet points</li> <li>• Apostrophe contractions/ possession</li> <li>• Commas for sentence of 3 - description, action</li> <li>• Colon - instructions</li> <li>• Parenthesis / bracket / dash</li> </ul> <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun / noun phrase</p>

forward to the future ask a question.

### Non-Fiction

#### Introduce:

Independent planning across all genres and application

Secure use of range of layouts suitable to text.

#### Structure:

Introduction / Middle / Ending

#### Secure use of paragraphs:

Use a variety of ways to open texts and draw reader in and make the purpose clear

Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in

Express own opinions clearly

Consistently maintain viewpoint

Summary clear at the end to appeal directly to the reader

*cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.*

#### Drop in '-ed' clause e.g.

*Poor Tim, exhausted by so much effort, ran home.*

*The lesser known Bristol dragon, recognised by purple spots, is rarely seen.*

#### Sentence reshaping techniques

e.g. lengthening or shortening sentence for meaning and /or effect

#### Moving sentence chunks (how, when, where) around for different effects e.g.

*The siren echoed loudly  
k. through the lonely streets k. at  
midnight*

#### Use of rhetorical questions

#### Stage directions in speech

(speech + verb + action) e.g.  
*"Stop!" he shouted, picking up  
the stick and running after the  
thief.*

Indicating degrees of possibility using modal verbs (e.g. *might, should, will, must*) or adverbs (*perhaps, surely*)

### Verb / Adverb

Bossy verbs -- imperative

Tense (past, present, future)

Conjunction / Connective

Preposition

Determiner/ generaliser

Pronoun - relative/ possessive

Clauses - Subordinate/Relative clause

Adverbial

Fronted adverbial

Alliteration

Simile - 'as' / 'like'

Synonyms

#### Introduce:

- Relative clause/ pronoun

- Modal verb

- Parenthesis

- Bracket- dash

- Determiner

- Cohesion

- Ambiguity

- Metaphor

- Personification

- Onomatopoeia

- Rhetorical question

## Year 6

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate Year 5 list</b></p> <p>Secure independent planning across story types using 5-part story structure. 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><b>Paragraphs</b> - Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p><b>Non-fiction:</b> 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,</p>	<p><b>Consolidate Year 5 list</b></p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions:</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom. Active: The class heated the water. Passive: The water was heated.</p> <p>Developed use of rhetorical questions for persuasion</p>	<p><b>Consolidate Year 5 list</b></p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported</i>, <i>alleged</i>, or <i>claimed</i> in formal speech or writing)</p> <p>How words are related as synonyms and antonyms e.g. <i>big</i> / <i>large</i> / <i>little</i></p>	<p><b>Consolidate Year 5 list</b></p> <p>Use of the <b>semi-colon, colon and dash</b> 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 <b>hyphens</b> can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</p>	<p><b>Consolidate:</b></p> <p>Punctuation</p> <ul style="list-style-type: none"> <li>Letter/ Word</li> <li>Sentence</li> <li>Statement</li> <li>question</li> <li>exclamation</li> <li>Command</li> <li>Full stops/ Capitals</li> <li>Question mark</li> <li>Exclamation mark</li> <li>'Speech marks</li> <li>Direct speech</li> <li>Inverted commas</li> <li>Bullet points</li> <li>Apostrophe contractions/ possession</li> <li>Commas for sentence of 3 - description, action, views/opinions, facts</li> <li>Colon - instructions</li> <li>Parenthesis</li> <li>Bracket-dash</li> </ul> <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun / noun phrase</p>

rhetorical questions

Express balanced coverage of a topic

Use different techniques to conclude texts

Use appropriate formal and informal styles of writing

Choose or create publishing format to enhance text type and engage the reader

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

Expanded **noun phrases** to convey complicated information concisely (e.g. *the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day*)

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. *He's your friend, isn't he?*, or the use of the **subjunctive** in some very formal writing and speech) as in *If / were you*.

**Verb / Adverb**

Bossy verbs --- imperative **Tense** (past, present, future) modal verb

**Conjunction**

**Preposition Determiner/**

generaliser

**Pronoun - relative/ possessive**

**Clause**

**Subordinate / Relative clause**

**Adverbial**

**Fronted adverbial**

Rhetorical question

**Cohesion**

**Ambiguity**

Alliteration

Simile - 'as' / 'like'

Synonyms

Metaphor

Personification

Onomatopoeia

**Introduce:**

- Active and passive voice
- Subject and object
- Hyphen
- Synonym, antonym
- Colon/ semi-colon
- Bullet points
- Ellipsis
- Subjunctive
- Tense: present and past progressive; present perfect; past perfect

