

Progression in Writing: Text Structure (Fiction and Non-Fiction)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Fiction</p> <p>5-part story:</p> <ul style="list-style-type: none"> Once upon a time First/then/next But So Finally,....happily ever after <p>Non-fiction</p> <p>Factual writing closely linked to a story</p> <p>Simple factual sentences based around a theme</p> <p>Names</p> <p>Labels</p> <p>Messages</p> <p>Captions</p> <p>Lists</p> <p>Diagrams</p>	<p>Fiction</p> <p>Plan opening around character/s, setting, time of day and weather</p> <p>5-part story:</p> <ul style="list-style-type: none"> Opening (once upon a time) Build Up (one day/early one morning etc) Problem/Dilemma (Suddenly/unfortunately) Resolution (Fortunately/luckily) Ending (Finally) <p>Non-fiction</p> <p>4-part structure</p> <ul style="list-style-type: none"> Heading Introduction (opening factual statement) Middle section (simple factual statements, bullet points for instructions, labelled diagrams) Ending (concluding sentence) 	<p>Fiction</p> <p>Plan opening around: character, setting, time of day and type of weather.</p> <p>Introducing more complex vocab to a 5-part story:</p> <ul style="list-style-type: none"> Opening (In a land far away/One cold but bright morning) Build Up (Later that day) Problem/Dilemma (To his amazement) Resolution (As soon as...) Ending (Luckily/fortunately) – should now be a section not final sentence, and suggest how main character is feeling in the final situation <p>Non-fiction</p> <p>3-part structure</p> <ul style="list-style-type: none"> Introduction (heading, hook to engage reader, factual statement/definition, opening question) Middle section (Group related ideas/facts into sentences, subheadings to introduce sentences/sections, use of lists e.g. 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>Fiction</p> <p>Plan opening around: character, setting, time of day and type of weather.</p> <p>Use paragraphs to organise ideas in each story part</p> <p>Extended vocabulary to introduce 5-part story:</p> <ul style="list-style-type: none"> Introduction (to include detailed description of setting or characters) Build-up (build in some suspense towards the problem or dilemma) Problem/Dilemma (include detail of actions/dialogue) Resolution (Should link with the problem) Ending (clear end, should link back to the start, show how the character is feeling and how the character or situation has changed from the beginning) <p>Non-fiction</p> <p>Paragraphs to organize ideas around a themes</p> <p>3-part structure</p> <ul style="list-style-type: none"> Introduction (develop hook to introduce and tempt reader in e.g. who? What? Where? Why? When? How?) Middle section (related ideas/facts grouped into paragraphs, subheadings to introduce sections/paragraphs, topic sentences to introduce paragraphs, list of steps to be taken, bullet points for facts, flow diagram) Ending (Personal response, extra information/reminders e.g. information boxes/five amazing facts, Wow comment) 	<p>Fiction</p> <p>Plan opening using description/action</p> <p>Use paragraphs to organize each part of the story to indicate change in place or jump in time.</p> <p>Build in suspense writing to introduce the dilemma.</p> <p>Developed 5-part story</p> <p>Clear distinction between resolution and ending. Ending should include a reflection on events or the characters.</p> <p>Non-fiction</p> <p>Paragraphs to organise ideas around a theme.</p> <p>Logical organisation</p> <p>Group related paragraphs</p> <p>Develop use of topic sentence</p> <p>Link information within paragraphs with a range of connectives</p> <p>Use of bullet points and diagrams</p> <p>3-part structure</p> <ul style="list-style-type: none"> Introduction Middle Ending <p>Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p>	<p>Fiction</p> <p>Plan opening using description/action/dialogue</p> <p>Vary connectives within paragraphs to build cohesion into paragraph. Use change of time, place and action to link ideas across paragraphs</p> <p>5-part story structure BUT writing could start at any of the point – may include use of flashbacks</p> <ul style="list-style-type: none"> Introduction (should include action/description of character or setting/dialogue) Build-up (develop suspense techniques) Problem/Dilemma (may be more than one problem to be resolved) Resolution (clear links with dilemma) Ending (clear end, should character could reflect on events, any changes or lessons, look forward to the future, ask a question) <p>Non-fiction</p> <p>Secure use of paragraphs: use a variety of ways to open texts and draw reader in and make purpose clear</p> <p>Link ideas within and across paragraphs using a full range f connectives and signposts</p> <p>Use rhetorical questions to draw reader in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>3-part structure</p> <ul style="list-style-type: none"> Introduction Middle Ending <p>Summary clear at the end to appeal directly to the reader</p>	<p>Fiction</p> <p>Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterization</p> <p>5-part story structure including:</p> <ul style="list-style-type: none"> Suspense, cliff hangers, flashbacks/forwards, time slips Start story at any of the 5-part structure Maintain plot consistently working from plan <p>Non-fiction</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use a range of techniques to involve the reader; comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose to create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices:</p> <ul style="list-style-type: none"> Semantic cohesion (e.g. repetition of a word or phrase) Grammatical connections (e.g. use of adverbials such as ‘on the other hand’, ‘in contrast’, or ‘as a consequence’) <p>Layout devices such as: headings, subheadings, columns, bullets, or tables to structure a text</p>

Progression in Writing: Sentence Construction

Consolidate learning from prior year group before introducing new learning

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Introduce:</p> <ul style="list-style-type: none"> Simple sentences Simple connectives (and, who, until, but) Say a sentence, write and read it back to me to check it makes sense Compound sentences using connectives (and/but) -ly openers e.g. luckily/ Unfortunately 'Run' (this is repetition for rhythm e.g. he walked and he walked) Repetition in description (e.g. a lean cat, a mean cat) 	<p>Introduce:</p> <p>Types of sentences:</p> <ul style="list-style-type: none"> Statements Questions Exclamations <p>Simple Connectives:</p> <ul style="list-style-type: none"> And Or But So Because So that Then That While When Where <p>Also as openers:</p> <ul style="list-style-type: none"> While... When... Where... -ly openers (fortunately/ unfortunately sadly etc) <p>Simple sentences (e.g. I went to the park, The castle is haunted)</p> <p>Embellished simple sentences using adjectives (e.g. The giant had an enormous beard. Red squirrels may enjoy eating lovely nuts)</p> <p>Compound sentences using connectives (coordinating conjunctions): and/but/so e.g. Charlie hid but Sally found him</p> <p>Complex sentences: Use of 'who' (relative clause) e.g. There are many children who like ice-cream 'Run' (repetition for rhythm) e.g. He walked and he walked Repetition for description (a green dragon, a fiery dragon)</p>	<p>Introduce:</p> <p>Types of sentences:</p> <ul style="list-style-type: none"> Statements Questions Exclamations Commands <p>-ly starters (e.g. usually, eventually, finally, carefully)</p> <p>Vary openers to sentences</p> <p>Embellish simple sentences using adjectives and adverbs</p> <p>Secure use of compound sentences (coordination) using connectives (and/but/or/so)</p> <p>Complex sentences (subordination) using:</p> <ul style="list-style-type: none"> Drop in a relative clause e.g. who/which – 'Sam, who was lost, sat down and cried') Additional subordinating conjunctions (what, while, when, where, because, then, so that, if, to, until e.g. 'During the Autumn, when the weather is cold, the leavers fall off the trees') <p>Use long and short sentences; long sentences to add description or information, short sentences for emphasis</p> <p>Expanded noun phrases e.g. lots of people, plenty of food</p> <p>List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat</p>	<p>Introduce:</p> <p>Vary long and short sentences; long sentences to add description or information, short sentences for emphasis and making key points</p> <p>Embellished short sentences:</p> <ul style="list-style-type: none"> Adverb starters to add detail e.g. Carefully she crawled along the floor of the cave Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbial) e.g. A few days ago we..., At the back of the eye, is the retina <p>Compound sentences (coordination) using connectives (and/but/or/so)</p> <p>Develop complex sentences (subordination) with range of subordinating conjunctions</p> <p>-ing clauses as starters e.g. Sighing, the boy finished his homework</p> <p>Drop in a relative clause using: who/whom/which/whose e.g. The girl, whom I remember, had long black hair.</p> <p>Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</p> <p>Pattern of 3 for persuasion e.g. Visit, swim, enjoy!</p> <p>Topic sentences to introduce non-fiction paragraphs e.g. Dragons are found across the world.</p> <p>Dialogue – powerful speech verb e.g. "Hello", she whispered.</p>	<p>Introduce:</p> <p>Standard English for verb inflections instead of local spoken forms</p> <p>Long and short sentences; long sentences to enhance description or information, short sentences to move events on quickly e.g. It was midnight.</p> <p>Start with a simile e.g. Like a wailing cat, the ambulance screamed down the road.</p> <p>Secure use of simple/embellished sentences</p> <p>Secure use of compound (coordination) sentences using coordinating conjunctions and/or/but /so/for/nor/yet (coordinating conjunctions)</p> <p>Develop complex sentences (subordination):</p> <ul style="list-style-type: none"> Main and subordinate clauses with range of subordinating conjunctions -ed clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught Expanded -ing clauses as starters e.g, Grinning menacingly, he hid the treasure in his rucksack Drop in -ing clause e.g. Jane, laughing at the teacher, fell off her chair <p>Sentence of 3 for action e.g. Sam rushed down the road, jumped on a bus and sank into his seat</p> <p>Repetition to persuade e.g. Find us to find the fun.</p> <p>Dialogue – verb+adverb "Hello" she whispered shyly</p> <p>Appropriate use of pronoun or noun within a sentence to avoid ambiguity and repetition</p>	<p>Introduce:</p> <p>Relative clauses beginning with; who, which, that, where, when, whose or an omitted relative pronoun</p> <p>Secure use of simple/embellished sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences (subordination)</p> <p>Main and subordinate clauses with full range of conjunctions</p> <p>Expanded -ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk</p> <p>Elaboration of starters using adverbial phrases e.g. Beyond the dark cave, Ben saw the wizard move</p> <p>Drop in -ed clause e.g. Poor Tim, exhausted by so much effort, ran home.</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. The siren echoes loudly...through the lonely streets...at midnight</p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech+verb+action) e.g. "Stop!" he shouted, picking up the stick and running after the thief</p> <p>Indicating degrees of possibility using modal verbs e.g. might, should, will, must or adverbs e.g. perhaps, surely</p>	<p>Secure use of simple/embellished sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (ubordination) - Main and subordinate clauses with full range of conjunctions</p> <p>Active and passive verbs to create effect and the affect presentation of information e.g:</p> <ul style="list-style-type: none"> Active: Tom accidentally dropped the glass Passive: The glass was accidentally dropped by Tom <p>Developed use of rhetorical questions for persuasion</p> <p>Expanded noun phrases to convey complicated information concisely e.g. the boy that jumped over the fence is over there</p> <p>The difference between structures typical 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? Of the use of the subjunctive in very formal writing and speech) as in 'If I were you'</p>

Progression in Writing: Word Structure/Language

Consolidate learning from prior year group before introducing new learning

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Introduce:</p> <p>Determiners:</p> <ul style="list-style-type: none"> a my your an this that his her their some all <p>Prepositions:</p> <ul style="list-style-type: none"> up down in into out to onto <p>Adjectives: e.g. old, little, big, small, quiet</p> <p>Adverbs: e.g. luckily, unfortunately, fortunately</p> <p>Similes: Using 'like'</p>	<p>Introduce:</p> <p>Prepositions:</p> <ul style="list-style-type: none"> inside outside towards across under <p>Determiners:</p> <ul style="list-style-type: none"> the my your an this that his her their some all lots of many more those these <p>Adjectives: to describe e.g. the old house</p> <p>Alliteration: e.g. the dangerous dragon, slimy snake</p> <p>Similes using as e.g. as tall as a house</p> <p>Precise, clear language to give information e.g. first, switch on the red button. Next, wait for the green light to flash</p> <p>Regular plural suffixes -s or -es (e.g. dog, dogs; wish, wishes)</p> <p>Suffixes that can be added to verbs e.g. helping, helper, helped</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation e.g. unkind, untie, undoing)</p>	<p>Introduce:</p> <p>Prepositions:</p> <ul style="list-style-type: none"> behind above along before between after <p>Alliteration e.g. wicked witch, slimy slugs</p> <p>Similes using 'like' e.g. like sizzling sausages</p> <p>Two adjectives to describe a noun e.g. The scary, old woman</p> <p>Adverbs for description e.g. Snow fell gently and covered the cottage in the wood</p> <p>Adverbs for information e.g. Lift the pot carefully onto the tray</p> <p>Generalisers for information e.g. most dog, some cats</p> <p>Formation of nouns using suffixes such as -ness, -er</p> <p>Formation of adjectives</p> <p>Using suffixes such as -ful, -less</p> <p>Use of the suffixes -er and -est to form comparisons of adjectives and adverbs</p>	<p>Introduce:</p> <p>Prepositions:</p> <ul style="list-style-type: none"> next to by the side of in front of during through throughout because of <p>Powerful verbs e.g. stare, tremble, slither</p> <p>Boastful language e.g. magnificent, unbelievable</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/ Drops of rain pounded on the corrugated, tin roof</p> <p>Nouns formed from prefixes e.g. auto, super, anti</p> <p>Word families based on common words e.g. teacher – teach, beauty – beautiful</p> <p>Use of determiners a or an according whether next word begins with a vowel e.g. a rock, an open box</p>	<p>Introduce:</p> <p>Prepositions:</p> <ul style="list-style-type: none"> at underneath since towards beneath beyond <p>Conditionals: could, should, would</p> <p>Comparative and superlative adjectives e.g. small...smaller...smallest</p> <p>Proper nouns – referring to a particular person or thing e.g. Monday, Jessica</p> <p>The grammatical difference between between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms e.g. 'we were' instead of 'we was'</p>	<p>Introduce:</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words e.g. someone, somewhere was out to get him</p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify e.g. congratulate, manipulate, compromise, beautify)</p> <p>Verb prefixes (e.g. dis-, de-, mis-, over-, re-)</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. 'said' versus 'reported', 'alleged' or 'claimed'</p> <p>How words are related as synonyms and antonyms e.g. big/large/little</p>

Progression in Writing: Punctuation

Consolidate learning from prior year group before introducing new learning

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Introduce:</p> <p>Finger spaces</p> <p>Capital letters</p> <p>Full stops</p>	<p>Introduce:</p> <p>Capital letters – capital letters for names</p> <p>Capital letter for the personal pronoun I</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p>Introduce:</p> <p>Demarcate sentences: Capital letters, full stops, question marks, exclamation marks</p> <p>Commas to separate items in a list</p> <p>Comma after -ly opener e.g. Fortunately,...</p> <p>Speech bubbles/speech marks for direct speech</p> <p>Apostrophes to mark contracted forms in spellings e.g. e.g. don't, can't</p> <p>Apostrophes to mark singular possession e.g. the cat's name</p>	<p>Introduce:</p> <p>Colon before a list e.g. What you need:</p> <p>Ellipses to keep the reader hanging on</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>Introduce:</p> <p>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. "It's late," gasped Cinderella!</p> <p>Apostrophes to mark singular and plural possession e.g. the girl's name, the boys' boots as opposed to s to mark a plural</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 ambiguity</p>	<p>Introduce:</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</p> <p>Use of a 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. man eating shark versus man-eating shark, or recover versus re-cover</p>

Progression in Writing: Terminology

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Introduce: Finger spaces Letter Word Sentence Full stops Capital letter Simile – ‘Like’	Consolidate: Finger spaces Letter Word Sentence Full stops Capital letter Simile – ‘Like’ Introduce: Punctuation Question mark Exclamation mark Speech bubble Bullet points Singular/plural Adjective Verbs Connective Alliteration Simile – ‘as’	Consolidate: Punctuation Finger spaces Letter Word Sentence Full stops Capital letter Simile – ‘Like’ and ‘as’ Question mark Exclamation mark Speech bubble Bullet points Singular/plural Adjective Verbs Connective Alliteration Introduce: Apostrophe (contractions and singular possession) Commas for description Speech marks Suffix Verb/adverb Statement Question Exclamation Command (bossy verbs) Tense (past, present, future) Adjective/noun Noun phrases Generalisers	Consolidate: Punctuation Finger spaces Letter Word Sentence Statement Question Exclamation Command (bossy verbs) Full stops Capital letter Question mark Exclamation mark Speech bubble Speech marks Bullet points Apostrophe (contractions only) Commas for sentence of three – description Singular/plural Suffix Adjective/noun/noun phrase/verb/adverb Bossy verbs Tense (past, present and 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 Relative clause Relative pronoun Imperative Colon for instructions	Consolidate: Finger spaces Letter Word Sentence Statement Question Exclamation Command (bossy verbs) Full stops Capital letter Question mark Exclamation mark Speech bubble Speech marks Direct speech Inverted commas Bullet points Apostrophe (contractions only) Commas for sentence of three – description Colon for instructions Singular/plural Suffix/prefix Word family Consonant/vowel Adjective/noun/noun phrase/verb/adverb Bossy verbs - imperative Tense (past, present and future) Connective Conjunction Preposition Determiner/generaliser Clause Subordinate clause Relative clause Relative pronoun Alliteration Simile – as/like Synonyms Introduce: Pronoun Possessive pronoun Adverbial Fronted adverbial Apostrophe – plural possession	Consolidate: Letter Word Sentence Statement Question Exclamation Command Full stops Capital letter Question mark Exclamation mark Speech marks Direct speech Inverted commas Bullet points Apostrophe (contractions/possession) Commas for sentence of three – description, action Colon for instructions Singular/plural Suffix/prefix Word family Consonant/vowel Adjective/noun/noun phrase/verb/adverb Bossy verbs - imperative Tense (past, present and future) Connective Conjunction Preposition Determiner/generaliser Pronoun – relative/possessive Clause Subordinate/relative clause Adverbial Fronted adverbial Alliteration Simile – as/like Synonyms Introduce: Parenthesis/bracket/dash Relative clause/pronoun Modal verb Determiner Cohesion Ambiguity Metaphor Personification Onomatopoeia Rhetorical question	Consolidate: Letter/Word/Sentence Statement/Question/Exclamation/Command Full stops/Capital letter Question mark/Exclamation mark Speech marks Direct speech Inverted commas Bullet points Apostrophe (contractions/possession) Commas for sentence of three – description, action, views/opinions, facts Colon for instructions Parenthesis/bracket/dash Singular/plural Suffix/prefix Word family Consonant/vowel Adjective/noun/noun phrase/verb/adverb Bossy verbs - imperative Tense (past, present and future) Modal verb Connective 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 point Ellipsis