



# Progression in Writing at Wicklewood Primary School

Foundation Stage				
Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology*
<p><b>Introduce:</b>  <b>Planning Tool</b> –Story map /story mountain</p> <p><b>Whole class retelling of story</b></p> <p><b>Understanding of beginning/ middle / end</b></p> <p><b>Retell simple 5-part story:</b>  <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><b>Non-fiction:</b>  <b>Factual writing closely linked to a story.</b>  <b>Simple factual sentences based around a theme.</b>  Names  Labels  Captions  Lists  Diagrams  Message</p>	<p><b>Introduce:</b>  <b>Simple sentences</b></p> <p><b>Simple Conjunctions:</b>  <i>and</i>  <i>who?</i>  <i>until</i>  <i>but</i></p> <p><b>Say a sentence, write and read it back to check it makes sense.</b></p> <p><b>Compound sentences using conjunctions (coordinating conjunctions)</b>  <i>and / but</i>  <b>-‘ly’ openers</b>  <i>Luckily / Unfortunately,</i></p> <p><b>‘Run’ - Repetition for rhythm:</b>  e.g.  <i>He walked and he walked.</i></p> <p><b>Repetition in description</b> e.g.  <i>a lean cat, a mean cat</i></p>	<p><b>Introduce:</b>  <b>Determiners</b>  <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><b>Prepositions:</b>  <i>up</i>  <i>down</i>  <i>in</i>  <i>into</i>  <i>out</i>  <i>to</i>  <i>onto</i></p> <p><b>Adjectives</b> e.g. <i>old, little, big, small, quiet</i></p> <p><b>Adverbs</b> e.g. <i>luckily, unfortunately, fortunately</i></p> <p><b>Similes</b> – using ‘like’</p>	<p><b>Introduce:</b>  Finger spaces</p> <p>Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p><b>Introduce:</b>  Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letters</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></p> <p><b>Fiction:</b></p> <p><b>Planning Tools:</b> Story map / story mountain (Refer to Story-Type grids)</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Understanding</b> - beginning /middle /end to a story</p> <p><b>Understanding</b> - 5 parts to a story:</p> <p><b>Opening</b> <i>Once upon a time...</i></p> <p><b>Build-up</b> <i>One day...</i></p> <p><b>Problem / Dilemma</b> <i>Suddenly,../ Unfortunately,..</i></p> <p><b>Resolution</b> <i>Fortunately,..</i></p> <p><b>Ending</b></p>	<p><b>Consolidate Reception list (See Conjunctions and Sentence Signposts doc.)</b></p> <p><b>Introduce:</b></p> <p><b>Types of sentences:</b> Statements Questions Exclamations</p> <p><b>Simple Conjunctions:</b> <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><b>Also as openers:</b> <i>While...</i> <i>When...</i> <i>Where...</i></p> <p><b>-‘ly’ openers</b> <i>Fortunately,..Unfortunately,</i> <i>Sadly,..</i></p> <p><b>Simple sentences</b> e.g. <i>I went to the park.</i> <i>The castle is haunted.</i></p>	<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b></p> <p><b>Prepositions:</b> <i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i></p> <p><b>Determiners:</b> <i>the a my your an this that his her their some all lots of many more those these</i></p> <p><b>Adjectives</b> to describe e.g. <i>The <b>old</b> house...</i> <i>The <b>huge</b> elephant...</i></p> <p><b>Alliteration</b> e.g. <i>dangerous dragon</i> <i>slimy snake</i></p> <p><b>Similes using as....as...</b> e.g. <i>as tall as a house</i> <i>as red as a radish</i></p> <p><b>Precise, clear language to give information</b> e.g.</p>	<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b> Capital Letters: <b><i>Capital letter for names</i></b></p> <p><b><i>Capital letter for the personal pronoun I</i></b></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><b>Finger spaces</b></p> <p><b>Letter</b></p> <p><b>Word</b></p> <p><b>Sentence</b></p> <p><b>Full stops</b></p> <p><b>Capital letter</b></p> <p>Simile – ‘like’</p> <p><b><u>Introduce:</u></b></p> <p><b>Punctuation</b></p> <p><b>Question mark</b></p> <p><b>Exclamation mark</b></p> <p>Speech bubble</p> <p>Bullet points</p> <p><b>Singular/ plural</b></p>



<p><i>Finally,....</i></p> <p><b>Non-fiction:</b> <b>(Refer to Conjunctions and Sentence Signposts document for Introduction and Endings)</b></p> <p><b>Planning tools:</b> text map / washing line</p> <p><b>Heading</b></p> <p><b>Introduction</b> Opening factual statement</p> <p><b>Middle section(s)</b> Simple factual sentences around a <i>them</i></p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p><b>Ending</b> Concluding sentence</p>	<p><b>Embellished simple sentences using adjectives</b> e.g. <i>The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</i></p> <p><b>Compound sentences</b> using conjunctions (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings <b>and</b> slid down the slide. Spiders can be small <b>or</b> they can be large. Charlie hid <b>but</b> Sally found him. It was raining <b>so</b> they put on their coats.</i></p> <p><b>Complex sentences: Use of ‘who’ (relative clause)</b> e.g. <i>Once upon a time there was a little old woman <b>who</b> lived in a forest. There are many children <b>who</b> like to eat ice cream.</i></p> <p><b>‘Run’ - Repetition for rhythm</b> e.g. <i>He walked and he walked and he walked.</i></p> <p><b>Repetition for description</b> e.g. <i>a lean cat, a mean cat a green dragon, a fiery dragon</i></p>	<p><i>First, switch on the red button. Next, wait for the green light to flash...</i></p> <p><b>Regular plural noun suffixes</b> –s or –es (e.g. dog, dogs; wish, wishes)</p> <p><b>Suffixes that can be added to verbs</b> (e.g. helping, helped, helper)</p> <p>How the <b>prefix un-</b> changes the meaning of <b>verbs and adjectives</b> (negation, e.g. unkind, or undoing, e.g. untie the boat)</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> <b>Secure use of planning tools:</b> Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids)</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Understanding 5 parts to a story with more complex vocabulary</b></p> <p><b>Opening</b> e.g. <i>In a land far away....</i> <i>One cold but bright morning.....</i></p> <p><b>Build-up</b> e.g. <i>Later that day</i></p> <p><b>Problem / Dilemma</b> e.g. <i>To his amazement</i></p> <p><b>Resolution</b> e.g. <i>As soon as</i></p> <p><b>Ending</b> e.g. <i>Luckily, Fortunately,</i></p> <p><b>Ending</b> should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p>	<p><b>Consolidate Year 1 list</b> <b>Introduce:</b> <b>(See Conjunctions and Sentence Signposts doc.)</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 conjunctions: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p><b>Complex sentences (Subordination) using:</b> <b>Drop in a relative clause:</b></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</i> <i>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 woman...</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.</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</b> to separate items in a list</p> <p><b>Comma</b> after –ly opener e.g. <i>Fortunately,....Slowly,....</i></p> <p><b>Speech bubbles /speech marks for direct speech</b></p> <p><b>Implicitly</b></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 Conjunction Alliteration Simile – ‘as’/ ‘like’</p> <p><b>Introduce:</b></p> <p><b>Apostrophe (contractions and singular possession)</b></p>



<p><b>Non-Fiction</b> (Refer to Conjunctions and Sentence Signposts document for Introduction and Endings)</p> <p><b>Introduce:</b> <b>Secure use of planning tools:</b> Text map / washing line / 'Boxing –up' grid</p> <p><b>Introduction:</b> Heading Hook to engage reader Factual statement / definition Opening question</p> <p><b>Middle section(s)</b> 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</p> <p><b>Ending</b> Make final comment to reader Extra tips! / Did-you-know? facts / True or false?</p> <p>The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts</p> <p>Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p><b>who/which</b> e.g. Sam, <b>who</b> was lost, sat down and cried.</p> <p>The Vikings, <b>who</b> came from Scandinavia, invaded Scotland.</p> <p>The Fire of London, <b>which</b> started in Pudding Lane, spread quickly.</p> <p><b>Additional subordinating conjunctions:</b> <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. <b>While</b> the animals were munching breakfast, two visitors arrived <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p><b>Use long and short sentences:</b> Long sentences to add description or information. Use short sentences for emphasis.</p> <p><b>Expanded noun phrases</b> e.g. <i>lots of people, plenty of food</i></p> <p><b>List of 3 for description</b> 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>Lift the pot carefully onto the tray. The river quickly flooded the town.</p> <p><b>Generalisers for information, e.g.</b> Most dogs.... Some cats....</p> <p>Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less</p> <p>(A fuller list of <b>suffixes</b> can be found in the spelling appendix.)</p> <p>Use of the <b>suffixes</b> –er and –est to form comparisons of <b>adjectives</b> and <b>adverbs</b></p>	<p><b>understand how to change from indirect to 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>Apostrophes to mark singular possession</b> e.g. <i>the cat's name</i></p>	<p><b>Commas</b> for description</p> <p><b>'Speech marks'</b></p> <p><b>Suffix</b></p> <p><b>Verb / adverb</b></p> <p><b>Statement question exclamation Command</b> (Bossy verbs)</p> <p><b>Tense (past, present, future)</b> i.e. not in bold</p> <p><b>Adjective / noun</b></p> <p><b>Noun phrases</b></p> <p>Generalisers</p> <p>Subordinating conjunctions</p>
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## 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> <b>Secure use of planning tools:</b> Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids)</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Paragraphs</b> to organise ideas into each story part</p> <p><b>Extended vocabulary</b> to introduce 5 story parts: <b>Introduction</b> –should include detailed description of setting or characters <b>Build-up</b> –build in some suspense towards the problem or dilemma <b>Problem / Dilemma</b> –include detail of actions / dialogue <b>Resolution</b> - should link with the problem <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.</p> <p><b>Non-Fiction</b> <b>(Refer to Conjunctions and Sentence</b></p>	<p><b>Consolidate Year 2 list</b> <b>Introduce:</b></p> <p><b>Vary long and short sentences:</b> <b>Long sentences</b> to add description or information. <b>Short sentences</b> for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i></p> <p><b>Embellished simple sentences:</b> <b>Adverb starters to add detail</b> e.g. <i>Carefully, she crawled along the floor of the cave....</i> Amazingly, small insects can.... <b>Adverbial phrases</b> used as a 'where', 'when' or 'how' starter (<b>fronted adverbials</b>) <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> <b>Prepositional phrases to place the action:</b> <i>on the mat; behind the tree, in the air</i></p> <p><b>Compound sentences (Coordination)</b> using conjunctions: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions)</p> <p><b>Develop complex sentences.</b></p>	<p><b>Consolidate Year 2 list</b></p> <p><b>Introduce:</b></p> <p><b>Prepositions</b> <i>Next to by the side of</i> <i>In front of during through throughout because of</i></p> <p><b>Powerful verbs</b> e.g. <i>stare, tremble, slither</i></p> <p><b>Boastful Language</b> e.g. <i>magnificent, unbelievable, exciting!</i></p> <p><b>More specific / technical vocabulary to add detail</b> e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone</i></p>	<p><b>Consolidate Year 2 list.</b> <b>Introduce:</b></p> <p><b>Colon</b> before a list e.g. <i>What you need:</i></p> <p><b>Ellipses</b> to keep the reader hanging on.</p> <p><b>Secure use of inverted commas for direct speech</b></p> <p>Use of commas after <b>fronted adverbials</b> (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• <b>Finger spaces</b></li> <li>• <b>Letter</b></li> <li>• <b>Word</b></li> <li>• <b>Sentence</b></li> <li>• <b>Statement question exclamation Command</b></li> <li>• <b>Full stops</b></li> <li>• <b>Capital letter</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark</b></li> <li>• <b>Speech bubble</b></li> <li>• <b>Inverted comma &amp; 'speech marks'</b></li> <li>• <b>Bullet points</b></li> <li>• <b>Apostrophe (contractions only)</b></li> <li>• <b>Commas for sentence of 3 - description</b></li> </ul> <p><b>Singular/ plural Suffix</b></p> <p><b>Adjective / noun / Noun phrases Verb / adverb</b></p>



<p><b>Signposts document for Introduction and Endings)</b></p> <p><b>Introduce:</b>  <b>Secure use of planning tools:</b>          e.g. Text map, washing line, 'Boxing –up' grid, story grids  <b>Paragraphs</b> to organise ideas around a theme  <b>Introduction</b>          Develop hook to introduce and tempt reader in e.g. <i>Who....?</i>  <i>What....? Where....?</i>  <i>Why....? When....? How....?</i>  <b>Middle Section(s)</b>          Group related ideas /facts into paragraphs          Subheadings to introduce sections / paragraphs          Topic sentences to introduce paragraphs          Lists of steps to be taken          Bullet points for facts <span style="float:right">Flow diagram</span>  <b>Develop Ending</b> <span style="float:right">Personal response</span>  <span style="float:right">Extra information</span>          / reminders e.g. Information boxes/ Five Amazing Facts <span style="float:right">Wow comment</span>  <b>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></b>  <b>Use of present perfect instead of simple past. <i>He has left his hat behind,</i> as opposed to <i>He left his hat behind.</i></b></p>	<p><b>(Subordination)</b> with range of subordinating conjunctions  <b>(See Conjunctions and Sentence Signposts doc.)</b>  <b>-‘ing’ clauses as starters</b> e.g.  <i>Sighing, the boy finished his homework.</i>  <i>Grunting, the pig lay down to sleep.</i></p> <p><b>Drop in a relative clause using: who/whom/which/whose/that</b> e.g.  <i>The girl, <b>whom</b> I remember, had long black hair.</i>  <i>The boy, <b>whose</b> name is George, thinks he is very brave.</i>  <i>The Clifton Suspension bridge, <b>which</b> was finished in 1864, is a popular tourist attraction.</i></p> <p><b>Sentence of 3 for description</b> e.g.  <i>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.</i></p> <p><b>Pattern of 3 for persuasion</b> e.g.  <i>Visit, Swim, Enjoy!</i></p> <p><b>Topic sentences to introduce non-fiction paragraphs</b> e.g.  <i>Dragons are found across the world.</i>  <b>Dialogue –powerful speech verb</b>          e.g. <i>“Hello,” she whispered.</i></p>	<p><i>immediately.</i></p> <p><i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p><b>Nouns formed from prefixes</b>          e.g. <i>auto...</i>  <i>super...anti...</i></p> <p><b>Word Families based on common words</b>          e.g. <i>teacher –teach, beauty – beautiful</i></p> <p><b>Use of determiners or an according to whether next word begins with a vowel</b>          e.g. <i>a rock, an open box</i></p>	<p>Imperative (bossy) verbs  <b>Tense (past, present, future)</b>          Conjunction          Generalisers</p> <p>Alliteration          Simile – ‘as’/ ‘like’</p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Word family</b></li> <li>• <b>Coordinating conjunction</b></li> <li>• <b>Subordinating Conjunction</b></li> <li>• <b>Adverb</b></li> <li>• <b>Preposition</b></li> <li>• <b>Direct speech</b></li> <li>• <b>Inverted commas</b></li> <li>• <b>Prefix</b></li> <li>• <b>Consonant/Vowel</b></li> <li>• <b>Clause</b></li> <li>• <b>Subordinate clause</b></li> <li>• <u>Determiner</u></li> <li>• <u>Synonyms</u></li> <li>• <u>Relative clause</u></li> <li>• <u>Relative pronoun</u></li> <li>• <u>Imperative</u></li> <li>• Colon for instructions</li> </ul>
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Year 4				
Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p><b>Consolidate Year 3 list.</b></p> <p><b>Introduce:</b> <b>Secure use of planning tools:</b> e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types 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> <b>Introduction</b> <b>Build-up</b> <b>Problem / Dilemma</b> <b>Resolution Ending</b></p> <p>Clear distinction between resolution and ending. Ending should include reflection on</p>	<p><b>Consolidate Year 3 list.</b></p> <p><b>Introduce:</b> <b>Standard English for verb inflections instead of local spoken forms</b></p> <p><b>Long and short sentences:</b> <b>Long sentences</b> to enhance description or information.</p> <p><b>Short sentences</b> to move events on quickly. e.g. <i>It was midnight.</i> <i>It's great fun.</i></p> <p><b>Start with a simile.</b> 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><b>Secure use of simple / embellished simple sentences.</b></p> <p><b>Secure use of compound sentences (Coordination)</b> using coordinating conjunction <i>and / or / but / so / for / nor / yet (coordinating conjunctions)</i></p> <p><b>Develop complex sentences: (Subordination)</b></p>	<p><b>Consolidate Year 3 list.</b></p> <p><b>Introduce:</b> <b>Prepositions</b> <i>at underneath since towards beneath beyond</i></p> <p><b>Conditionals -</b> <i>could, should, would</i></p> <p><b>Comparative and superlative</b> adjectives e.g. <i>small...smaller...smallest</i> <i>good...better...best</i></p> <p><b>Proper nouns-</b> refers to a particular person or thing. e.g. <i>Monday, Jessica, October, England</i></p> <p><b>The grammatical</b></p>	<p><b>Consolidate Year 3 list.</b></p> <p><b>Introduce:</b> <b>Commas</b> to mark clauses and to mark off fronted adverbials.</p> <p><b>Full punctuation for direct speech:</b> 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><b>Apostrophes</b> 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>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• <b>Letter</b></li> <li>• <b>Word</b></li> <li>• <b>Sentence</b></li> <li>• <b>Statement question exclamation Command</b></li> <li>• <b>Full stops</b></li> <li>• <b>Capital letter.</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark</b></li> <li>• Speech bubble</li> <li>• <b>'Speech marks'</b></li> <li>• <b>Direct speech</b></li> <li>• <b>Inverted commas</b></li> <li>• Bullet points</li> <li>• <b>Apostrophe (contractions only)</b></li> <li>• <b>Commas for sentence of 3 – description, action</b></li> <li>• Colon - instructions</li> </ul> <p><b>Singular/ plural</b> <b>Suffix/ Prefix</b> <b>Word family</b></p>



<p>events or the characters.</p> <p><b>Non-Fiction</b> <b>(Refer to Conjunctions and Sentence Signposts document for Introduction and Endings)</b></p> <p><b>Introduce:</b> <b>Secure use of planning tools:</b> Text map/ washing line/ 'Boxing –up' grid</p> <p><b>Paragraphs</b> 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 conjunctions. Use of bullet points, diagrams</p> <p><b>Introduction</b></p> <p><b>Middle section(s)</b></p> <p><b>Ending</b></p> <p>Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader.</p> <p><b>Appropriate choice of pronoun or noun across sentences to aid cohesion</b></p>	<p><b>Main and subordinate clauses</b> with range of subordinating conjunctions. <b>(See Conjunctions and Sentence Signposts doc.)</b></p> <p><b>-‘ed’ clauses as starters</b> 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><b>Expanded -‘ing’ clauses as starters</b> 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><b>Drop in -‘ing’ clause</b> e.g. <i>Jane, laughing at the teacher, fell off her chair.</i> <i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p><b>Sentence of 3 for action</b> 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><b>Repetition to persuade</b> e.g. <i>Find us to find the fun.</i></p> <p><b>Dialogue - verb + adverb</b> - <i>“Hello,” she whispered, shyly.</i></p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition</p>	<p><b>difference between plural and possessive –s</b></p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p>		<p><b>Consonant/Vowel</b></p> <p><b>Adjective / noun / noun phrase Verb / Adverb</b> Bossy verbs - imperative <b>Tense (past, present, future)</b> Conjunction <b>Coordinating conjunction</b> <b>Subordinating Conjunction</b> <b>Preposition</b> <b>Determiner/ generaliser</b> <b>Clause</b> <b>Subordinate clause</b> Relative clause Relative pronoun</p> <p>Alliteration Simile – ‘as’/ ‘like’ Synonyms</p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Pronoun</b></li> <li>• <b>Possessive pronoun</b></li> <li>• <b>Adverbial</b></li> <li>• <b>Fronted adverbial</b></li> <li>• <b>Apostrophe – plural possession</b></li> </ul>
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Year 5				
Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate Year 4 list.</b></p> <p><b>Introduce:</b>  <b>Secure independent use of planning tools</b>                      Story mountain /grids/flow diagrams  <b>(Refer to Story Types grids)</b></p> <p><b>Plan opening using:</b>                      Description /action/dialogue</p> <p><b>Paragraphs:</b> Vary conjunctions within paragraphs to build cohesion into a paragraph                      Use change of place, time and action to link ideas across paragraphs.</p> <p><b>Use 5-part story structure</b>                      Writing could start at any of the 5 points.                      This may include flashbacks.  <b>Introduction</b> –should include action / description -character or setting / dialogue.  <b>Build-up</b> –develop suspense techniques.  <b>Problem / Dilemma</b> –may be more than one problem to be resolved.  <b>Resolution</b> –clear links with dilemma  <b>Ending character</b> could reflect on</p>	<p><b>Consolidate Year 4 list.</b></p> <p><b>Introduce:</b>  <b>Relative clauses beginning with</b> <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p><b>Secure use of simple / embellished simple sentences.</b></p> <p><b>Secure use of compound sentences</b></p> <p><b>Develop complex sentences: (Subordination)</b>  <b>Main and subordinate clauses</b> with full range of conjunctions:  <b>(See Conjunctions and Sentence Signposts doc.)</b></p> <p><b>Expanded –ed clauses as starters</b>                      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><b>Elaboration of starters using adverbial phrases</b> e.g.</p>	<p><b>Consolidate Year 4 list.</b></p> <p><b>Introduce:</b></p> <p><b>Metaphor</b></p> <p><b>Personification</b></p> <p><b>Onomatopoeia</b></p> <p><b>Empty words</b>                      e.g. <i>someone, somewhere was out to get him.</i></p> <p>Developed use of <b>technical language</b></p> <p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. <i>–ate; –ise; –ify</i>)</p> <p><b>Verb prefixes</b> (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><b>Rhetorical question</b></p> <p><b>Dashes</b></p> <p><b>Brackets/dashes/commas for parenthesis</b></p> <p><b>Colons</b></p> <p><b>Use of commas to clarify meaning or avoid ambiguity</b></p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></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><b>Singular/ plural</b>  <b>Suffix/ Prefix</b>  <b>Word family</b>  <b>Consonant/Vowel</b></p>

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



<p>events, any changes or lessons, look forward to the future ask a question.</p> <p><b>Non-Fiction</b> <b>(Refer to Conjunctions and Sentence Signposts document for Introduction and Endings)</b></p> <p><b>Introduce:</b> <b>Independent planning</b> across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p><b>Structure:</b> Introduction / Middle / Ending</p> <p><b>Secure use of paragraphs:</b> Use a variety of ways to open texts and draw reader in and make the purpose clear.</p> <p>Link ideas within and across paragraphs using a full range of conjunctions 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>Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</i></p> <p><b>Drop in –‘ed’ clause</b> 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><b>Sentence reshaping techniques</b> e.g. lengthening or shortening sentence for meaning and /or effect</p> <p><b>Moving sentence chunks (how, when, where) around for different effects</b> e.g. <i>The siren echoed loudly ....through the lonely streets ....at midnight.</i></p> <p><b>Use of rhetorical questions</b></p> <p><b>Stage directions in speech</b> (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i></p> <p><b>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</b></p>			<p><b>Adjective / noun / noun phrase</b> <b>Verb / Adverb</b> Bossy verbs - <b>imperative</b> <b>Tense (past, present, future)</b> <b>PROGRESSIVE</b> <b>Conjunction / Conjunction</b> <b>Preposition</b> <b>Determiner/</b> generaliser <b>Pronoun – relative/ possessive</b> <b>Clause</b> <b>Subordinate/ relative clause</b> <b>Adverbial</b> <b>Fronted adverbial</b></p> <p>Alliteration Simile – ‘as’/ ‘like’ Synonyms</p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Relative clause/ pronoun</b></li> <li>• <b>Modal verb</b></li> <li>• <b>Parenthesis</b></li> <li>• <b>Bracket- dash</b></li> <li>• <b>Determiner</b></li> <li>• <b>Cohesion</b></li> <li>• <b>Ambiguity</b></li> <li>• Metaphor</li> <li>• Personification</li> <li>• Onomatopoeia</li> <li>• Rhetorical question</li> </ul>
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Year 6				
Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate Year 5 list.</b></p> <p><b>Secure independent planning across story types using 5-part story structure.</b> Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5-part structure 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></p> <p><b>Secure</b> 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,</p>	<p><b>Consolidate Year 5 list.</b></p> <p><b>Secure use of simple / embellished simple sentences.</b></p> <p><b>Secure use of compound sentences</b></p> <p><b>Secure use of complex sentences:</b> <b>(Subordination)</b> <b>Main and subordinate clauses</b> with full range of conjunctions: <b>(See Conjunctions and Sentence Signposts doc.)</b></p> <p><b>Active and passive verbs to create effect and to affect presentation of information</b> e.g. <b>Active:</b> <i>Tom accidentally dropped the glass.</i> <b>Passive:</b> <i>The glass was accidentally dropped by Tom.</i> <b>Active:</b> <i>The class heated the water.</i> <b>Passive:</b> <i>The water was heated.</i></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 versus reported, alleged, or 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><b>Consolidate Year 5 list.</b></p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma. Use of colon to introduce a list and semi-colons within lists.</p> <p><b>Punctuation</b> of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• <b>Letter/ Word</b></li> <li>• <b>Sentence</b></li> <li>• <b>Statement question exclamation Command</b></li> <li>• <b>Full stops/ Capitals</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark</b></li> <li>• <b>‘Speech marks’</b></li> <li>• <b>Direct speech</b></li> <li>• <b>Indirect speech</b></li> <li>• <b>Inverted commas</b></li> <li>• <b>Bullet points</b></li> <li>• <b>Apostrophe contractions/ possession</b></li> <li>• <b>Commas for sentence of 3 – description, action, views/opinions, facts</b></li> <li>• <b>Colon – instructions</b></li> <li>• <b>Parenthesis</b></li> <li>• <b>Bracket- dash</b></li> </ul> <p><b>Singular/ plural</b> <b>Suffix/ Prefix</b> <b>Word family</b></p>

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<p>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 or create publishing format to enhance text type and engage the reader.</p> <p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>:  semantic <b>cohesion</b> (e.g. repetition of a <b>word</b> or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence), and <b>elision</b>  Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p><b>Developed use of rhetorical questions for persuasion</b></p> <p>Expanded <b>noun phrases</b> 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. <i>He's your friend, isn't he?</i> or the use of the <b>subjunctive</b> in some very formal writing and speech) as in <i>If I were you.</i></p>			<p><b>Consonant/Vowel</b></p> <p><b>Adjective / noun / noun phrase</b>  <b>Verb / Adverb</b>  Bossy verbs - imperative  <b>Tense (past, present, future)</b>  <b>Progressive</b>  <b>Present perfect / Past perfect modal verb</b>  <b>Conjunction / Conjunction</b>  <b>Preposition</b>  <b>Determiner/ generaliser</b>  <b>Pronoun – relative/ possessive Clause</b>  <b>Subordinate / relative clause</b>  <b>Adverbial &amp; Fronted adverbial</b>  Rhetorical question</p> <p><b>Cohesion</b>  <b>Ambiguity</b>  Alliteration  Simile – ‘as’/ ‘like’  Synonyms  Metaphor  Personification  Onomatopoeia</p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Active and passive voice</b></li> <li>• <b>Subject and object</b></li> <li>• <b>Hyphen</b></li> <li>• <b>Synonym, antonym</b></li> <li>• <b>Colon/ semi-colon</b></li> <li>• <b>Ellipsis</b></li> <li>• <b>Subjunctive</b></li> </ul>
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