Hargate's teaching guide for progression in writing year by year

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Nursery / Reception

(Nursery to focus on oral aspects of text structures, sentence constructions, language and terminology through role play, stories, play partners and modelling etc eg Alan Peat building sentences verbally) Reinforce speaking in **full sentences**, ensuring that sentences make sense.

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

Year 1

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology

Consolidate Reception list
 	
Introduce:
 	
Fiction:
 	
Planning Tools: Story map / story mountain
(Refer to Story-Type grids)
 	
Plan opening around character(s), setting, time of day and type of weather
 	
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,….
	Consolidate Reception list
	(See Connectives and Sentence Signposts doc.)
	Introduce:
	Types of sentences:
	Statements
	Questions
	Exclamations
	
	Simple conjunctions:
	and
	or
	but
	so
	because
	so that
	then
	that
	while
	when
	where
	Also as openers:
	While…
	When…
	Where…
	-'ly' openers Adverbs
	Fortunately,…Unfortunately, Sadly,…
	Simple sentences e.g.
	I went to the park.
	The castle is haunted.
	Embellished simple sentences using adjectives e.g.
		Consolidate Reception list
		
		Introduce:
		Prepositions:
		inside
		outside
		towards
		across
		under
		
		Determiners:
		the a my your an this that his her their some all lots of many more those these
		
		Adjectives to describe
		e.g. *The **old** house…*
		    *The **huge** elephant…*
		
		Alliteration
		e.g. *dangerous dragon*
		    slimy snake
		
		Similes using as….as…
		e.g. *as tall as a house*
		    as red as a radish
		
		Precise, clear language to give information e.g.
		First, switch on the red button.
			Consolidate Reception list
			
			Introduce:
			Capital Letters:
			
			To use **capital letters** for the **personal pronoun** "I", for names and for the first word in a sentence
			
			To begin to use **capital letters** for **proper nouns**, e.g. for people, places, days of the week, personal titles(Mr, Miss), book titles and for headings and emphasis
			
			Full stops
			
			Question marks
			
			Speech bubble
			
			Bullet points
			
			To end a sentence with a **full stop**.
			
			To add **question marks** to questions
			
			To begin to use **exclamation marks**
				Consolidate:
				
				Finger spaces
				
				Letter
				
				Word
				
				Sentence
				
				Full stops
				
				Capital letter
				
				Simile – 'like'
				
				<u>**Introduce:**</u>
				
				Punctuation
				
				Question mark
				
				Exclamation mark
				
				Speech bubble
				
				Bullet points
				
				Singular/ plural

	The giant had an enormous beard. *Red squirrels enjoy eating delicious nuts.*	*Next, wait for the green light to flash...*		Adjective
Non-fiction: **(Refer to Connectives and Sentence Signposts document for Introduction and Endings)**	**Compound sentences** using connectives (coordinating conjunctions) and/or/ but/so e.g.			Verb

Connective |
| **Planning tools:** text map / washing line | *The children played on the swings* **and** *slid down the slide.* *Spiders can be small* **or** *they can be large.* | *Regular* **plural noun suffixes** *–s or –es* *(e.g. dog, dogs; wish, wishes)* | | Alliteration

Simile – 'as' |
Heading	*Charlie hid* **but** *Sally found him.* *It was raining* **so** *they put on their coats.* *Alan Peat BOYS sentence types.*	**Suffixes** *that can be added to* **verbs** *(e.g. helping, helped, helper)*		
Introduction Opening factual statement				
Middle section(s) Simple factual sentences around a *them*	**Complex sentences:** **Use of 'who' (relative clause)** **Reinforce with action during oral storytelling** e.g.	*How the* **prefix** *un– changes the meaning of* **verbs** *and* **adjectives** *(negation, e.g. unkind, or undoing, e.g. untie the boat)*		
Bullet points for instructions	*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.*			
Labelled diagrams	**'Run' - Repetition for rhythm** e.g. *He walked and he walked and he walked.*			
Ending Concluding sentence				
	Repetition for description e.g. *a lean cat, a mean cat* *a green dragon, a fiery dragon*			

Year 2

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Consolidate Year 1 list **Proof reading to check for errors in spelling, grammar and punctuation.** **Reading aloud what they have written with appropriate intonation to make the meaning clear er** **Introduce:** **Fiction** **Secure use of planning tools:** Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids) **Plan opening around** character(s), setting, time of day and type of weather **Understanding 5 parts to a story with more complex vocabulary** **Opening** e.g. *In a land far away….* *One cold but bright morning…..* **Build-up** e.g. *Later that day* **Problem / Dilemma** e.g. *To his amazement* **Resolution** e.g. *As soon as*	**Consolidate Year 1 list** **Introduce:** **(See Connectives and Sentence Signposts doc.)** **Types of sentences:** Statements Questions Exclamations Commands **-'ly' starters Adverbs** e.g. *Usually, Eventually, Finally, Carefully, Slowly, …* **Vary openers** to sentences **Embellished simple sentences using:** **adjectives** e.g. *The boys peeped inside the dark cave.* **adverbs** e.g. *Tom ran quickly down the hill.* **Secure use of compound sentences (Coordination) using connectives:** *and/ or / but / so* (coordinating conjunctions) Alan Peat BOYS sentence type	**Consolidate Year 1 list** **Introduce:** **Prepositions:** *behind above along before between after* **Alliteration** e.g. *wicked witch* *slimy slugs* **Similes using…like…** e.g. *… like sizzling sausages* *…hot like a fire* **Onomatopoeia** **Two adjectives to describe the noun** e.g. *The scary, old woman…* *Squirrels have long, bushy tails.* Alan Peat 2A sentence type **Adverbs for description**	**Consolidate Year 1 list** Use **capital letters** for other purposes e.g. for personal titles (Mr, Miss), headings, book titles, emphasis Use **capital letters**, **full stops**, **question marks** & **exclamation marks** accurately. Begin to use **speech bubble/speech marks** to punctuate direct speech, identify speech marks in reading, understand their purpose, use the term correctly. To use **commas** to separate items **in a list** Alan Peat list sentence type Use **apostrophes** to mark contracted forms in spelling, e.g. *didn't, can't, I'll* etc. Use of **bullet points** to list information Begin to use **commas after**	<u>Consolidate:</u> **Punctuation** - Finger spaces - **Letter** - **Word** - **Sentence** - **Full stops** - **Capital letter** - **Question mark** - **Exclamation mark** - Speech bubble - Bullet points *determiner* *consonant, vowel* **Singular/ plural** Adjective Verb Connective Alliteration Simile – 'as'/ 'like'

Ending e.g. *Luckily, Fortunately,* **Ending** should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation. **Non-Fiction** **(Refer to Connectives and Sentence Signposts document for Introduction and Endings)** **Introduce:** **Secure use of planning tools:** Text map / washing line / 'Boxing –up' grid **Introduction:** Heading Hook to engage reader Factual statement / definition Opening question **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? The consistent use of **present tense**	**Complex sentences (Subordination) using:** **Drop in a relative clause:** **who/which** e.g. Sam, **who** was lost, sat down and cried. The Vikings, **who** came from Scandinavia, invaded Scotland. The Fire of London, **which** started in Pudding Lane, spread quickly. **Additional subordinating conjunctions:** *what/while/when/where/ because/ then/so that/ if/to/until* e.g. ***While*** *the animals were munching breakfast, two visitors arrived* *During the Autumn,* ***when*** *the weather is cold, 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,*	e.g. *Snow fell gently and covered the cottage in the wood.* **Adverbs for information** e.g**.** Lift the pot carefully onto the tray. The river quickly flooded the town. Alan Peat ly sentence **Generalisers for information, e.g.** Most dogs…. Some cats…. **Use of determiners** *a* or *an* according to whether next word begins with a vowel e.g. *a rock, an open box* Formation of **nouns** using **suffixes** such as – ness, –er Formation of **adjectives** using **suffixes** such as – ful, –less (A fuller list of **suffixes** can be found in the spelling appendix.)	**fronted adverbials** e.g. *First, Early one morning, Silently* etc. (-ly opener , e.g. *Fortunately,….Slowly)*	**Introduce:** **Apostrophe (contractions only)** **Commas for description** **'Speech marks'** **Suffix** **Verb /** adverb Bossy verbs **Tense (past, present, future)** **Adjective / noun** Generalisers

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)*	*curly tusks and large ears.* Reinforce use of **Standard English** for subject/verb agreement, e.g. *We were* instead of *We was; I did* instead of *I done; we went* instead of *We gone; are* instead of *is* or *am)*	Use of the **suffixes** –er and –est to form comparisons of **adjectives** and **adverbs**		

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 parts: **Introduction –**should 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 ending should link back to the start, show how the character is feeling, how the character or situation	**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. *Sam was really unhappy.* *Visit the farm now.* **Embellished simple sentences:** **Adverb starters to add detail** e.g. *Carefully, she crawled along the floor of the cave….* 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.* **Compound sentences (Coordination)** using connectives: *and/ or / but / so / for /nor / yet* (coordinating conjunctions)	**Consolidate Year 2 list** **Introduce:** **Prepositions** *Next to by the side of In front of during through throughout because of* **Powerful verbs** e.g. *stare, tremble, slither* **Boastful Language** e.g. *magnificent, unbelievable, exciting!* **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*	**Consolidate Year 2 list** **Introduce:** **Colon** before a list e.g. *What you need:* **Ellipses** to keep the reader hanging on **Secure use of inverted commas for direct speech** Use of commas after **fronted adverbials** (e.g. *Later that day, I heard the bad news.)*	<u>Consolidate:</u> **Punctuation** - Finger spaces - **Letter** - **Word** - **Sentence** - **Full stops** - **Capital letter** - **Question mark** - **Exclamation mark** - Speech bubble - **'Speech marks'** - Bullet points - **Apostrophe (contractions only)** - **Commas for sentence of 3 - description** **Singular/ plural** **Suffix** **Adjective / noun** **Verb /** adverb Bossy verbs

has changed from the beginning. **Non-Fiction** **(Refer to Connectives and Sentence Signposts document for Introduction and Endings)** **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**	**Develop complex sentences (Subordination)** with range of subordinating conjunctions e.g. *when, if, because, although* **(See Connectives and Sentence Signposts doc.)** -**'ing' clauses as starters** e.g. *Sighing, the boy finished his homework.* *Grunting, the pig lay down to sleep.* Alan Peat - ing sentence type **Drop in a relative clause using:** **who/whom/which/whose/ that** e.g. *The girl, **whom** I remember, had long black hair.* *The boy, **whose** name is George, thinks he is very brave.* *The Clifton Suspension bridge, **which** was finished in 1864,is a popular tourist attraction.* **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.	*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* ***Introduce collective nouns (army, flock, crowd etc.)*** ***Identify nouns which can be pluralized and which cannot, e.g. trousers, rain.***		**Tense (past, present, 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

| check what it said. | *Dragons are found across the world.*
 Dialogue –powerful speech verb
 e.g. *"Hello," she whispered.*
 Use of rhetorical questions

 Continue to reinforce use of **Standard English** for subject/verb agreement, e.g. *We were* instead of *We was; I did* instead of *I done; we went* instead of *We gone; are* instead of *is* or *am*) | | | |

Year 4

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
Consolidate Year 3 list **Introduce:** **Secure use of planning tools:** e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids) **Plan opening using:** Description /action **Paragraphs:** to organise each part of story to indicate a change in place or jump in time Build in suspense writing to	**Consolidate Year 3 list** **Introduce:** **Long and short sentences:** **Long sentences** to enhance description or information **Short sentences** to move events on quickly e.g. *It was midnight.* *It's great fun.* **Start with a simile** e.g. *As curved as a ball, the moon shone brightly in the night sky.* *Like a wailing cat, the ambulance screamed down the road.*	**Consolidate Year 3 list** **Introduce:** **Prepositions** *at underneath since towards beneath beyond* **Conditionals** - *could, should, would* **Comparative** and **superlative** adjectives e.g. *small…smaller…sm*	**Consolidate Year 3 list** **Introduce:** **Commas** to mark clauses **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!* **Apostrophes** to	**Consolidate:** **Punctuation** • Finger spaces • **Letter** • **Word** • **Sentence** • **Full stops** • **Capital letter** • **Question mark** • **Exclamation mark** • Speech bubble • **'Speech marks'** • **Direct speech** • **Inverted commas** • Bullet points • **Apostrophe (contractions only)**

introduce the dilemma **Developed 5 parts to story** **Introduction** **Build-up** **Problem / Dilemma** **Resolution Ending** Clear distinction between resolution and ending. Ending should include reflection on events or the characters. **Non-Fiction** **(Refer to Connectives and Sentence Signposts document for Introduction and Endings)** **Introduce:** **Secure use of planning tools:** Text map/ washing line/ 'Boxing –up' 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)**	**Secure use of simple / embellished simple sentences (*using adverbials for time, manner, place - TRaMP*)** **Secure use of compound sentences (Coordination)** using coordinating conjunction *and / or / but / so / for / nor / yet (coordinating conjunctions)* **Develop complex sentences:** **(Subordination)** **Main and subordinate clauses** with range of subordinating conjunctions. **(See Connectives and Sentence Signposts doc.)** **-'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.* **Drop in –'ing' clause** e.g. *Jane, laughing at the teacher, fell off her chair.* *The tornedo, sweeping across the city, destroyed the houses.* **Sentence of 3 for action** e.g. *Sam rushed down the road, jumped on the bus*	*allest* *good...better...best* **Proper nouns**-refers to a particular person or thing e.g. *Monday, Jessica, October, England* **The grammatical difference between plural** and **possessive** –s 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*)	mark singular and **plural possession** (e.g. *the girl's name, the boys' boots*)	• **Commas for sentence of 3 – description, action** • Colon - instructions **Singular/ plural** **Suffix/ Prefix** **Word family** **Consonant/Vowel** **Adjective / noun** **Verb / Adverb** Bossy verbs - imperative **Tense (past, present, 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 - possession**

Ending	and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.			
Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader	**Repetition to persuade** e.g. *Find us to find the fun*			
Appropriate choice of pronoun or noun across sentences	<u>**Dialogue**</u> - <u>verb + adverb</u> - *"Hello," she whispered, shyly.*			
	*Reinforce appropriate choice of **pronoun** or **noun** within a sentence to avoid ambiguity and repetition.* *Use the term **pronoun** appropriately and understand the **function** of pronouns, e.g. distinguishing **personal pronouns**, e.g. I, you, her, him, it, us, they and **possessive pronouns**, e.g. my, yours, hers, his, its, ours, theirs* *Choose **nouns** or **pronouns** appropriately for clarity and cohesion, e.g. The **detective** raced towards the **scene** as soon as **he** heard the **crash**. **It** was a terrible **sight**.*			

Year 5

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
Consolidate Year 4 list	**Consolidate Year 4 list**	**Consolidate Year 4 list**	**Consolidate Year 4 list**	<u>**Consolidate:**</u>
Introduce: **Secure independent use of planning tools** Story mountain /grids/flow diagrams	**Introduce:** **Secure use of simple / embellished simple sentences**	**Introduce:** **Metaphor**	**Introduce:** **Rhetorical question**	**Punctuation** • **Letter/ Word** • **Sentence** • **Full stops/ Capitals**

(Refer to Story Types grids) **Plan opening using:** Description /action/dialogue **Paragraphs:** Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs. **Use 5 part story structure** Writing could start at any of the 5 points. This may include flashbacks **Introduction –**should include action / description -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 –**character could reflect on events, any changes or lessons, look forward to the future ask a question. **Non-Fiction** **(Refer to Connectives and Sentence Signposts document for Introduction and Endings)** **Introduce:** **Independent planning** across all genres and application Secure use of range of layouts	**Secure use of compound sentences** **Develop complex sentences: (Subordination)** **Main and subordinate clauses** with full range of conjunctions: **(See Connectives and Sentence Signposts doc.)** **Expanded –ed clauses as starters** e.g. *Encouraged by the bright weather, Jane set out for a long walk.* *Terrified by the dragon, George fell to his knees.* **Elaboration of starters using adverbial phrases** e.g. *Beyond the dark gloom of the 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	**Personification** **Onomatopoeia** **Empty words** e.g. *someone, somewhere was out to get him* Developed use of **technical language** Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. –ate; –ise; –ify) **Verb prefixes** (e.g. *dis–, de–, mis–, over– and re–*)	Dashes Brackets Colons **Use of commas to clarify meaning or avoid ambiguity**	• **Question mark** • **Exclamation mark** • **'Speech marks'** • **Direct speech** • **Inverted commas** • Bullet points • **Apostrophe contractions/ possession** • **Commas for sentence of 3 – description, action** • Colon - instructions **Singular/ plural** **Suffix/ Prefix** **Word family** **Consonant/Vowel** **Adjective / noun** **Verb / Adverb** Bossy vbs - imperative **Tense (past, present, future)** **Conjunction** / Connective **Preposition** Determiner/ generaliser **Pronoun – relative/ possessive** **Clause** **Subordinate/** relative **clause** **Adverbial** **Fronted adverbial** Alliteration Simile – 'as'/ 'like' Synonyms **Introduce:** • **Relative clause/ pronoun**

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	effect **Moving sentence chunks (how, when, where) around for different effects** e.g. *The siren echoed loudly ….through the lonely streets ….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)***			• **Modal verb** • **Parenthesis** • **Bracket- dash** • **Determiner** • **Cohesion** • **Ambiguity** • Metaphor • Personification • Onomatopoeia • Rhetorical question

Year 6

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
Consolidate Year 5 list **Secure independent planning across story types using 5 part**	**Consolidate Year 5 list** **Secure use of simple / embellished simple**	**Consolidate Year 5 list** Build in literary feature to create effects e.g.	**Consolidate Year 5 list** Use of the semi-colon, colon and dash to indicate a	Consolidate: **Punctuation** • **Letter/ Word**

story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan **Paragraphs** -Secure use of linking ideas within and across paragraphs Secure development of characterisation **Non-fiction:** **Secure** planning across non-fiction genres and application Use a variety of text layouts appropriate to purpose Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions Express balanced coverage of a topic Use different techniques to conclude texts	**sentences** **Secure use of compound sentences** **Secure use of complex sentences:** **(Subordination)** **Main and subordinate clauses** with full range of conjunctions: **(See Connectives and Sentence Signposts doc.)** **Active and passive verbs to create effect** e.g. **Active:** *Tom accidently dropped the glass.* **Passive**: *The glass was accidently dropped by Tom.* **Developed use of rhetorical questions for persuasion** 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	alliteration, onomatopoeia, similes, metaphors The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. *said versus reported, alleged, or claimed in formal speech or writing)*	stronger subdivision of a **sentence** than a comma How hyphens can be used to avoid ambiguity (e.g. *man eating shark versus man-eating shark, or recover versus re-cover*)	• **Sentence** • **Full stops/ Capitals** • **Question mark** • **Exclamation mark** • **'Speech marks'** • **Direct speech** • **Inverted commas** • Bullet points • **Apostrophe contractions/ possession** • **Commas for sentence of 3 – description, action** • Colon – instructions • **Parenthesis** • **Bracket- dash** **Singular/ plural** **Suffix/ Prefix** **Word family** **Consonant/Vowel** **Adjective / noun** **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

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	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)			**Cohesion** **Ambiguity** Alliteration Simile – 'as'/ 'like' Synonyms Metaphor Personification Onomatopoeia **<u>Introduce:</u>** - **Active and passive voice** - **Subject and object** - **Hyphen** - **Synonym** - **Colon/ semi-colon** - **Bullet points**