



English Writing Progression Guide

Developing Together for Tomorrow's World

Year 1

National Curriculum – Composition

National Curriculum – Vocabulary, grammar and punctuation

Pupils should be taught to:

write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher

Pupils should be taught to develop their understanding of English concepts by:
leaving spaces between words

- joining words and joining clauses using 'and'
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- use the grammatical terminology in discussing their writing

Text Structure

Sentence Construction

Word Structure / Language

Punctuation

Terminology

Fiction –

Planning tools – story map, washing line

Understanding – beginning, middle, end of a story

5-parts to a story

- Opening – *Once upon a time*
- Build-up – *One day*
- Problem / Dilemma – *Suddenly / Unfortunately*
- Resolution – *Fortunately*
- Ending – *Finally*

Non-Fiction –

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

Fortunately... Unfortunately... Sadly...

Simple Sentences

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

Eg – The *old* house.

Alliteration

Capital letters:

- For names
- For the personal pro-noun

Full stops

Question marks ?

Exclamation marks !

Bullet points

Spaces between words

Letter

Word

Sentence

Full stop

Capital letter

Simile – like

Punctuation

Question mark

Exclamation mark

Bullet point

Singular / plural

Adjective

Verb

Connective

Planning tools — text map, box it up and washing line Headings Address when writing letters Introduction — Opening factual statement, overview paragraph Middle Section — Simple factual sentences around a theme, event for diary entry Ending — Concluding sentence Bullet points for instructions Labelled diagrams	The cat climbed the tree. I went to the castle. <u>Embellished Simple Sentence using adjectives:</u> The giant had an enormous beard Red squirrels enjoy eating delicious nuts. Compound sentences using connectives (<i>coordinating conjunctions</i> — <i>and, or, so, but</i>) The children played on the swings <i>and</i> slid down the slide. Spiders can be small <i>or</i> they can be large. Charlie hid <i>but</i> Sally found him. It was raining <i>so</i> they put their coats on. <u>Complex sentences using relative clauses (<i>who</i>)</u> Once upon a time there was a little old man <u>who</u> lived in a forest. Run — Repetition for rhythm e.g.: He walked and he walked and he walked. Repetition for description: A lean cat, a mean cat A green dragon, a fiery dragon	E.g.: <i>dangerous dragon, slimy snake</i> Similes using as... <i>as tall as a house</i> <i>as red as a radish</i> Precise, clear language to give information e.g. <i>First</i>, sit on the chair. <i>Next</i>, get out your pencil. Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>) Prefix — <i>un</i> — changes the meaning of the verbs and adjectives. e.g. <i>unkind, untie, undoing</i>	Conjunction Alliteration Simile - as
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Year 2				
National Curriculum – Composition		National Curriculum – Vocabulary, grammar and punctuation		
Pupils should be taught to: develop positive attitudes towards and stamina for writing by: - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes - consider what they are going to write before beginning by: - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) - read aloud what they have written with appropriate intonation to make the meaning clear		Pupils should be taught to: develop their understanding of English concepts: - learning how to use both familiar and new punctuation correctly - <i>including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</i> learn how to use: - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify [for example, the blue butterfly] - the present and past tenses correctly and consistently, including the progressive form subordination (<i>using when, if, that, or because</i>) and co-ordination (<i>using or, and, or but</i>) - some features of written Standard English - use and understand the grammatical terminology in discussing writing		
Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<u>Consolidate Year 1 list</u>	<u>Consolidate Year 1 list</u> <u>Types of sentences:</u>	<u>Consolidate Year 1 List</u> <u>Prepositions:</u>	<u>Consolidate Year 1</u> Demarcate	noun noun phrase

Fiction – Planning tools – story map, box it up and washing line Plan opening around, character(s) setting, time of day and type of weather Understanding 5-parts to a story with more complex vocabulary Opening – <i>In a far away land... One cold but bright morning...</i> Build-up – <i>Later that day...</i> Problem / Dilemma – <i>To his amazement...</i> Resolution – <i>As soon as...</i> Ending– <i>Luckily, Fortunately,</i> Ending needs to be a section rather than one final sentence. Could suggest how the main character felt at the end? Non-Fiction – Planning tools – text map, box it up and washing line Introduction Headings Hook to engage reader	Statements Questions Exclamations Commands <u>Subordinating Conjunctions:</u> - 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 term, when the weather is cold, the leavers fall off the trees. <u>'ly' Openers</u> Usually, eventually, finally, carefully, slowly <u>Embellished Simple Sentence using:</u> Adjectives - The boys peeped inside the dark cave. Adverbs – Tom ran quickly down the hill. Secure compound sentences using connectives (<i>coordinating conjunctions – and, or, so, but</i>) <u>Complex sentences – subordination using:</u>	<i>Behind, above, along, before, between, after</i> <u>Adjectives to describe</u> Eg – The <i>old</i> house. <u>Alliteration</u> E.g. wicked witch, slimy slugs <u>Similes using like...</u> <i>...like sizzling sausages</i> <i>...hot like fire.</i> Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails...</i> Adverbs for description e.g. Snow fell <i>gently</i> and covered the cottage in the wood. Adverbs for information e.g.	- Full stops - Question marks ? - Exclamation marks ! - Comma to separate items in a list - Comma after -ly opener e.g. Fortunately, Slowly, - Apostrophes to mark contracted forms in spelling e.g. don't, can't Speech bubbles / speech marks for direct speech.	statement question exclamation command compound suffix adjective adverb verb tense (past, present) apostrophe comma generalisers
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Factual statement / definition Opening question – <i>Are you sick of feeling tired and hungry?</i> Middle Section Group related ideas / facts into section Subheadings to introduce sentences / sections Use of list – lists using a comma Ending Make final comment to reader Extra tips – <i>Did you know?</i> True or False? The consistent use of present and past 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)	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. Use long and short sentences: Long sentences to add description or information. Short sentences for emphasis. Expanded noun phrases E.g. lots of people, plenty of food List of three 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. Run – Repetition for rhythm e.g.: He walked and he walked and he walked. Repetition for description: A lean cat, a mean cat A green dragon, a fiery dragon	Lift the pot <i>carefully</i> onto the tray. The river <i>quickly</i> flooded the town. Generalisers for information, e.g. <i>Most</i> dogs... <i>Some</i> cats... Formation of nouns using suffixes such as -ness, -er Formation of adjectives Using suffixes such as -ful, -less (See Spelling) Use of the suffixes – er and – est to form comparisons of adjectives and adverbs	
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Year 3				
National Curriculum – Composition		National Curriculum – Vocabulary, grammar and punctuation		
Pupils should be taught to: plan their writing by: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors		Pupils should be taught to: develop their understanding of the concepts of English by: - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - using the present perfect form of verbs in contrast to the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - learning the grammar for years 3 indicate grammatical and other features by: - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech - use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading		

- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<u>Consolidate Year 2 list</u> Fiction – Secure use of planning tools: Story map / story mountain / story grids / 'boxing up' grid 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	<u>Consolidate Year 2 list</u> Vary long and short sentences: Long sentence – add description or information. Short sentence for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now!</i> <u>Embellished simple sentences using:</u> Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave...</i> <i>Amazingly, small insect can...</i> Adverbial phrases used a 'where', 'when', or 'how' starter (fronted adverbials) E.g. Where – Behind the door, stood an angry, grizzly bear. When – Yesterday, I ate a delicious chocolate donut. How – Without emotion, Jack stood up and walked out.	<u>Consolidate Year 2 List</u> <u>Prepositions:</u> <i>Next to, By the side, In front of, During, Through, Throughout, Because of</i> Powerful verbs: e.g. <i>stare, tremble, slither</i> Boastful Language: e.g. <i>magnificent, unbelievable, exciting</i> More specific / technical vocabulary to add detail: e.g. <i>A few dragons of this variety can breathe on any creature and turn it in to stone immediately</i>	<u>Consolidate Year 2</u> Colon before a list e.g. <i>What you need:</i> Ellipses to keep the reader hanging on Secure use of inverted commas for direct speech Use of commas after fronted adverbials e.g. <i>Later that day, I heard the bad news.</i>	Punctuation: - finger spaces - letter - word - sentence - full stops - capital letter - question mark - exclamation mark - speech bubble - inverted commas - bullet points - apostrophe (contractions only) - comma for sentence of three – description Singular / plural Suffix Adjective Noun Verb Adverb

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 has changed from the beginning. Non-Fiction — Secure use of planning tools: — text map, box it up and washing line Paragraphs to organise ideas around a theme Introduction Develop hook to introduce and tempt reader in e.g. <i>Who...? What...? Where...? Why...?</i> <i>When...? How...?</i> Middle Section Group related ideas / facts into paragraphs Subheadings to introduce sections / paragraphs	Compound sentences (coordination) using coordinating conjunctions: and/or/but/so/for/nor/yet (coordinating conjunctions) <u>Develop complex sentences - subordination</u> using: with a range of subordinating conjunctions - 'ing' clauses as starters e.g. <i>Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</i> Drop in a relative clause Who/Whom/Which/Whose e.g. <i>The girl, whom I remember, had long black hair.</i> <i>The boy, whose name was George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i> Sentence of three for description — <i>E.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i>	<i>Drops of rain pounded on the corrugated, tin roof.</i> <u>Nouns formed from prefixes</u> e.g. <i>auto... super... anti...</i> Word families based on common words: e.g. <i>teacher</i> — <i>teach, beauty</i> — <i>beautiful</i> Use of determiners 'a' or 'an' according to whether next word begins (or sounds) with a vowel.	Imperative verb Tense — past, present and future Connective Generalisers Alliteration Simile — 'as' / 'like' Introduce: - word family - conjunction - adverb - preposition - direct speech - inverted commas - Prefix - Consonant/vowels - Clause - Subordinate clause - Determiner - Synonyms - Relative clause - Relative pronoun - Imperative - Colon for instructions
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Topic sentences to introduce paragraphs List 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 comments Use of the <i>perfect form of verbs</i> to mark relationships of time and cause e.g. I have written it down so I can check what it said.	<i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i> Pattern of three for persuasion e.g. <i>Visit, Swim, Enjoy!</i> Topic sentence to introduce non-fiction paragraphs. <i>E.g. Dragons are found across the world.</i> Dialogue – powerful speech verbs <i>E.g. "Hello," she whispered.</i> <i>"You're late," snapped Grandma.</i>			
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Year 4				
National Curriculum – Composition		National Curriculum – Vocabulary, grammar and punctuation		
Pupils should be taught to: plan their writing by: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements		Pupils should be taught to: develop their understanding of the concepts of English by: - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - using the present perfect form of verbs in contrast to the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - learning the grammar for years 4 indicate grammatical and other features by: - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech - use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading		

- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear -				
Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<u>Consolidate Year 3 list</u> <u>Fiction</u> – Secure use of planning tools: Story map / story mountain / story grids / 'boxing up' grid Plan opening around – Description / action Paragraphs: -to organise each part of the story To indicate a change in place or jump in time Build in suspense writing to introduce dilemma Develop 5 story parts: Introduction	<u>Consolidate Year 3 list</u> Long and short sentences: Long sentences to enhance description or information. Short sentence to move events on quickly. <i>E.g. It was midnight.</i> <i>It's great fun.</i> Start sentences with simile: <i>e.g. 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> Secure the use of simple / embellished simple sentences Secure use of compound sentences (coordination) using coordinating conjunctions:	<u>Consolidate Year 3 List</u> <u>Prepositions:</u> <i>At, underneath, since, towards, beneath, beyond</i> Conditionals – <i>could, should, would</i> <i>E.g. If the weather had of been sunny, we could have gone for a walk.</i> <i>If dinosaurs hadn't become extinct, they would have grown even bigger.</i> Comparative and superlative adjectives <i>e.g. small... smaller...smallest</i> <i>Good... better... best</i>	<u>Consolidate Year 3</u> Commas to mark clauses Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause <i>e.g. "It's late," gasped Cinderella.</i> Apostrophes to mark singular and plural possession. <i>E.g. the girl's name, the boys' boots.</i>	<u>Consolidate</u> Punctuation: - finger spaces - letter - word - sentence - full stops - capital letter - question mark - exclamation mark - speech bubble - inverted commas - bullet points - apostrophe (contractions only) - comma for sentence of three – description Singular / plural Suffix

Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters. Non-Fiction — Secure use of planning tools: — text map, box it up and washing line 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 and diagrams Consolidate and develop — Introduction Develop hook to introduce and tempt reader in e.g. <i>Who...? What...? Where...? Why...?</i> <i>When...? How...?</i>	and/or/but/so/for/nor/yet (coordinating conjunctions) Develop complex sentences – subordination Main and subordinate clauses with range of subordination conjunctions - ‘ed’ clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post</i> - Expanded – ‘ing’ clauses as starters e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i> <i>Jane, laughing at the teacher, fell off her chair.</i> <i>The tornado, sweeping across the city, destroyed the houses.</i> Sentence of three for action e.g. <i>Sam rushed down the road, jumped on the bus into his seat.</i> <i>The romans enjoyed food, loved marching but hated the weather.</i>	Proper nouns — refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i> The grammatical difference between plural and possessive -s Standard English forms for verb inflection instead of local spoken form. E.g. <i>we were instead of we was, or I did instead of I done</i>		Adjective Noun Verb Adverb Imperative verb Tense — past, present and future Connective Generalisers Alliteration Simile — ‘as’ / ‘like’ Word family Conjunction Adverb Preposition Direct speech Inverted commas Prefix Consonant/vowels Clause Subordinate clause Determiner Synonyms Relative clause Relative pronoun Imperative
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Middle Section (s) Group related ideas / facts into paragraphs Subheadings to introduce sections / paragraphs Topic sentences to introduce paragraphs List 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 comments Ending could include, personal opinion, response, extra information, reminders, question, warning, encouragement to the reader. Develop and consolidate use of the <i>perfect form of verbs</i> to mark relationships of time and cause e.g. <i>I</i>	Repetition to persuade e.g. <i>Find us to find the fun.</i> Dialogue – verb + adverb e.g. “Hello,” she whispered, shyly. Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition			Colon for instructions <u>Introduce:</u> Pronoun Possessive noun Adverbial Fronted adverbial Apostrophe - possession
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<i>have written it done so I can check what it said.</i> Appropriate choice of pronoun or noun across sentences				
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Year 5	
National Curriculum – Composition	National Curriculum – Vocabulary, grammar and punctuation
Pupils should be taught to: plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - precisising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: - assessing the effectiveness of their own and others' writing	Pupils should be taught to: develop their understanding of the concepts of English: - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - learning the grammar for years 5 indicate grammatical and other features by: - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - punctuating bullet points consistently

- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors		- use and understand the grammatical terminology in English accurately and appropriately in discussing their writing and reading		
Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
Consolidate Year 4 list Introduce: Secure independent use of planning tools (Story mountains / grids / flow diagrams) 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 five-part story structure:	Consolidate Year 4 list Introduce: Secure use of simple / embellished simple sentences Secure use of compound sentences Develop complex sentences: (subordination) Main and subordinate clauses with full range of conjunctions: 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> Elaboration of starters using adverbial phrases e.g.	Consolidate Year 4 list Introduce: Metaphor e.g. <i>You are my sunshine.</i> <i>He is a walking encyclopaedia.</i> Personification: e.g. <i>The wind howled in the night.</i> <i>Lightening danced across the night sky.</i> Onomatopoeia: e.g. <i>My teeth chattered as I walked through the snow.</i> <i>The leaves crunched under my feet as a tiptoed through the woods.</i>	Consolidate Year 4 list Introduce: Rhetorical question e.g. Dashes e.g. <i>It was a hot day – possibly the hottest day of the year.</i> Brackets e.g. <i>Prince William (who is a member of the royal family) helped open the new hospital.</i> Colons:	Consolidate Year 4 list Consolidate Punctuation: - finger spaces - letter - word - sentence - full stops - capital letter - question mark - exclamation mark - speech bubble - inverted commas - bullet points - apostrophe (contractions only) - comma for sentence of three – description

Writing could start at any of the five 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 <i>*Refer to Connective and Sentence Signposts document for Introduction and Endings*</i> Non-Fiction: - Independent planning across genres and application. - Secure use or range of layouts suitable to text. Structure: Introduction / Middle / Ending Secure use of paragraphs:	<i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i> Drop in — 'ed' clause e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple shorts, is rarely seen.</i> 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. <i>The sirens echoed loudly... through the lonely streets... at midnight</i> Use of rhetorical questions e.g. <i>Why not visit our restaurant?</i> Stage directions in speech: (speech + verb + action)	Empty words: e.g. <i>Someone, somewhere was out to get him.</i> Converting nouns or adjectives into verbs using suffixes (-ate: -ise: -ify) e.g. <i>captivate, orientate, characterise, fertilise, terrify, purify</i> Verb prefixes (dis-, mis-, over- and re-) <i>E.g. dismiss, miscalculate, override, reinvent</i>	<i>The rain poured down: it made a huge puddle in the middle of the pitch.</i> Use of comma to clarify meaning or ambiguity <i>"Careful, children!" shouted the teacher.</i>	Singular / plural Suffix Adjective Noun Verb Adverb Imperative verb Tense — past, present and future Connective Generalisers Alliteration Simile — 'as' / 'like' Word family Conjunction Adverb Preposition Direct speech Inverted commas Prefix Consonant/vowels Clause Subordinate clause Determiner Synonyms Relative clause Relative pronoun
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- Use a variety of ways to open texts and draw the 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.	e.g. <i>"Stop!" he shouted, picking up the stick and running after the thief.</i> Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely) E.g. <i>I might become a teacher. I could learn to play the piano.</i> <i>Perhaps you could show me how to play football.</i> <i>Surely you're not going to go out in the rain?</i>			Imperative Colon for instructions Pronoun Possessive noun Adverbial Fronted adverbial Apostrophe – possession <u>Introduce:</u> Relative clause / pronoun Modal verb Parenthesis Bracket – dash Cohesion Ambiguity Metaphor Personification Onomatopoeia Rhetorical question
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Year 6				
National Curriculum – Composition		National Curriculum – Vocabulary, grammar and punctuation		
Pupils should be taught to: plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - precisising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: - assessing the effectiveness of their own and others' writing		Pupils should be taught to: develop their understanding of the concepts of English: - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - learning the grammar for years 6 indicate grammatical and other features by: - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - punctuating bullet points consistently		

- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors		- use and understand the grammatical terminology in English accurately and appropriately in discussing their writing and reading		
Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
Consolidate Year 5 list Secure independent planning across story types using five-part story structure. - Include suspense, cliff hangers, flashbacks/forwards, timeslips. - Start story at any point of the five-part story structure. - Maintain plot consistently working from plan. Paragraphs — secure use of linking ideas within and across paragraphs. Secure development of characterisation Non-Fiction:	Consolidate Year 5 list Secure use of simple / embellished sentences Secure use of compound sentences. Secure use of complex sentences (subordination) Main and subordination clauses with full range of conjunctions. Active and passive verbs to create effect e.g. <i>Active: Tom accidentally dropped the glass.</i> <i>Passive: The glass was accidentally dropped by Tom.</i> Developed use of rhetorical questions for persuasion. <i>e.g. Who wouldn't want to be a millionaire?</i>	Consolidate Year 5 list Build in literary feature to create effects e.g. Alliteration, onomatopoeia, similes, metaphors. 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)	Consolidate Year 5 Use of semi-colon, colon and dash to indicate a stronger subdivision of a sentence and comma How hyphens can be used to avoid ambiguity E.g. <i>a man eating shark</i> versus, <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i> or <i>small business advisor</i> versus <i>small-business advisor</i>)	Consolidate Year 5 list <u>Consolidate</u> Punctuation: - finger spaces - letter - word - sentence - full stops - capital letter - question mark - exclamation mark - speech bubble - inverted commas - bullet points - apostrophe - contractions and possessions - comma for sentence of three — description and action

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 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 phrases)	Expanded noun phrases to convey complicated information concisely <i>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.</i> The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, <i>e.g. He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech)			Singular / plural Suffix Adjective Noun Verb Adverb Imperative verb Tense — past, present and future Connective Generalisers Alliteration Simile — 'as' / 'like' Word family Conjunction Adverb Preposition Direct speech Inverted commas Prefix Consonant/vowels Clause Subordinate clause Determiner Synonyms Relative clause
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- Grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence) - Elision layout devises, such as heading sub-heading, columns, bullets, or tables, to structure				Relative pronoun Imperative Colon for instructions Pronoun Possessive noun Adverbial Fronted adverbial Apostrophe – possession Relative clause / pronoun Modal verb Parenthesis Bracket – dash Cohesion Ambiguity Metaphor Personification Onomatopoeia Rhetorical question
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