



Hunloke Park Primary School

English Writing Whole School Progression Document

EYFS & Year 1 Rotation 1 & 2					
National Curriculum: Pupils Should be taught to:		EYFS Write: short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read: what they have written to check that it makes sense.			Handwriting (Y1) - Pupils should be taught to: - sit correctly at a table, holding a pencil comfortably and correctly - begin to form lower-case letters in the correct direction, starting and finishing in the right place - form capital letters - form digits 0-9 - understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.
		YEAR 1 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 aloud their writing clearly enough to be heard by their peers and the teacher.			
Fiction Text Structure		Sentence Construction	Word Structure/Language	Punctuation	Terminology
Planning Tool –Story map /story mountain Whole class retelling of story Understanding - beginning /middle /end to a story		Simple sentences e.g. <i>I went to the park.</i> <i>The castle is haunted.</i> Embellished simple sentences Simple Connectives: <i>and or but so because so that then that while when where</i> Compound sentences using connectives (coordinating conjunctions) <i>and / but -‘ly’</i> openers <i>Luckily / Unfortunately / Sadly</i> Also as openers: <i>While...</i> <i>When...</i> <i>Where...</i> ‘Run’ - Repetition for rhythm: e.g. <i>He walked and he walked</i> Repetition in description e.g. <i>a lean cat, a mean cat</i>	Determiners: <i>the a my your an this that his her their some all lots of many more those these</i> Introduce: Prepositions: <i>up down in into out to onto inside outside towards across under</i> Adjectives e.g. <i>old, little, big, small, quiet</i> Adverbs e.g. <i>luckily, unfortunately, fortunately</i> Similes – using ‘like’ ‘as’ Alliteration e.g. <i>dangerous dragon</i> <i>slimy snake</i> Precise, clear language to give information e.g. <i>First, switch on the red</i>	Finger spaces Full stops Capital letter at the beginning of a sentence, Capital letter for names, Capital letter for the personal pronoun I Exclamation marks Speech bubble Bullet points	Consolidate: Finger spaces Letter Word Sentence Full stops Capital letter Simile – ‘like’ ‘as’ Introduce: Punctuation Question mark Exclamation mark Speech bubble Bullet points Singular/ plural
5 parts to a story					
EYFS Retell simple 5-part story: <i>Once upon a time</i> <i>First / Then / Next</i> <i>But</i> <i>So</i> <i>Finally,.....happily ever after</i>	Year 1 Opening <i>Once upon a time...</i> Build-up <i>One day...</i> Problem / Dilemma <i>Suddenly,.../ Unfortunately,...</i> Resolution <i>Fortunately,...</i> Ending <i>Finally,....</i>				
Non-Fiction Text Structure					
EYFS Factual writing closely linked to a story Simple factual sentences based around a theme - Names - Labels - Captions - Lists - Diagrams - Message	Year 1 Heading Introduction - Opening factual statement Middle section(s) - Simple factual sentences around a <i>them</i> - Bullet points for instructions - Labelled diagrams Ending - Concluding sentence				

Year 2 Rotation 1 & 2					
National Curriculum: 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; re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form; proof-reading 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			Handwriting Pupils should be taught to: ▪ form lower-case letters of the correct size relative to one another ▪ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ▪ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ▪ use spacing between words that reflects the size of the letters.	
	Fiction Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
	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. <i>In a land far away....</i> <i>One cold but bright morning.....</i> Build-up e.g. <i>Later that day</i> Problem / Dilemma e.g. <i>To his amazement</i> Resolution e.g. <i>As soon as</i> Ending e.g. <i>Luckily, Fortunately,</i> Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.	Types of sentences: Statements Questions Exclamations Commands -‘ly’ starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i> Vary openers to sentences Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i> adverbs e.g. <i>Tom ran quickly down the hill.</i> Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions) 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: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. <i>While the animals were munching breakfast, two visitors arrived</i> <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i> Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis. Expanded noun phrases e.g. <i>lots of people, plenty of food</i> List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat.</i> <i>African elephants have long trunks, curly tusks and large ears.</i>	Prepositions: <i>behind above along before between after</i> Alliteration e.g. <i>wicked witch slimy slugs</i> Similes using...like... e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i> Two adjectives to describe the noun e.g. <i>The scary, old woman... Squirrels have long, bushy tails.</i> Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i> Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town. Generalisers for information, e.g. Most dogs.... Some cats.... Formation of nouns using suffixes such as –ness, –er Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the spelling appendix.) Use of the suffixes –er and –est to form comparisons of adjectives and adverbs	Demarcate sentences: Capital letters Full stops Question marks Exclamation marks Commas to separate items in a list Comma after –ly opener e.g. <i>Fortunately,.Slow ly,....</i> Speech bubbles /speech marks for direct speech implicitly understand how to change from indirect speech to direct speech <i>Apostrophes to mark contracted forms in spelling</i> e.g. <i>don’t, can’t</i> <i>Apostrophes to mark singular possession</i> e.g. <i>the cat’s name</i>	Consolidate: Punctuation Finger spaces Letter Word Sentence Full stops Capital letter Question mark Exclamation mark Speech bubble Bullet points Singular/ plural Adjective Verb Connective Alliteration Simile – ‘as’/ ‘like’ Introduce: Apostrophe (contractions and singular possession) Commas for description ‘Speech marks’ Suffix Verb / adverb Statement question exclamation Command (Bossy verbs) Tense (past, present, future) ie not in bold Adjective / noun Noun phrases Generalisers Subordinating conjunctions
	Non-Fiction Text Structure				
	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 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. <i>she is drumming, he was shouting</i>)				

Year 3 & Year 4 Rotation 1

National Curriculum: Pupils Should be taught to:	Plan 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, progressively building a varied and rich vocabulary and an increasing range of sentence structures; organising paragraphs around a theme; create settings, characters and plot. Evaluate and edit by: assessing the effectiveness of their own and other’s writing and suggest improvements. 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 he meaning is clear.			Handwriting Pupils should be taught to: ▪ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ▪ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
	Fiction Text Structure	Sentence Construction	Word Structure/Language	Punctuation
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 has changed from the beginning.	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. Prepositional phrases to place the action: on the mat; behind the tree, in the air Compound sentences (Coordination) using connectives: and/ or / but / so / for /nor / yet (coordinating conjunctions) Develop complex sentences (Subordination) with range of subordinating conjunctions (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. 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. Dragons are found across the world. Dialogue –powerful speech verb e.g. “Hello,” she whispered.	Prepositions Next to by the s 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 to stone immediately. Drops of rain pounded on the corrugated, tin roof. Nouns formed from prefixes e.g. auto... super...anti... Word Families based on common words e.g. teacher –teach, beauty – beautiful Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box	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.)	Punctuation Finger spaces Letter Word Sentence Statement question Exclamation Command 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 / Noun phrases Verb / adverb Bossy verbs Tense (past, present future) Connective Generalisers Alliteration Simile – ‘as’ / ‘like’ Introduce: Word family Conjunction coordinating conjunction Subordinating conjunction Adverb Preposition Direct speech Inverted commas Prefix Consonant/Vowel Clause Subordinate clause Determiner Synonyms Relative clause Relative pronoun Imperative Colon for instructions
Non-Fiction Text Structure				
Secure use of planning tools: e.g. Text map, washing line, ‘Boxing –up’ grid, story grids Paragraphs to organise ideas around a theme Introduction Develop hook to introduce and tempt reader in e.g. Who.....? What.....? Where.....? Why.....? When.....? How.....? Middle Section(s) Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram Develop Ending Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said. Use of present perfect instead of simple past. He has left his hat behind, as opposed to He left his hat behind				

National Curriculum: Pupils Should be taught to:		Plan 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, progressively building a varied and rich vocabulary and an increasing range of sentence structures; organising paragraphs around a theme; create settings, characters and plot. Evaluate and edit by: assessing the effectiveness of their own and other’s writing and suggest improvements. 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 he meaning is clear.			Handwriting Pupils should be taught to: ▪ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ▪ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Fiction Text Structure		Sentence Construction	Word Structure/Language	Punctuation	Terminology
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 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.		Consolidate Year 3 list Introduce: Standard English for verb inflections instead of local spoken forms Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. <i>It was midnight.</i> <i>It’s great fun.</i> Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i> Secure use of simple / embellished simple sentences Secure use of compound sentences (Coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet (coordinating conjunctions)</i> 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. <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> Drop in –‘ing’ clause e.g. <i>Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</i> Sentence of 3 for action 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> Repetition to persuade e.g. <i>Find us to find the fun</i> Dialogue - verb + adverb - <i>“Hello,” she whispered, shyly.</i> <i>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</i>	Introduce: Prepositions <i>at underneath since towards beneath beyond</i> Conditionals - <i>could, should, would</i> Comparative and superlative adjectives e.g. <i>small...smaller...smallest</i> <i>good...better...best</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 inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)	Introduce: Commas to mark clauses and to mark off fronted adverbials Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>“It’s late,” gasped Cinderella!</i> Apostrophes 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	Consolidate: Punctuation Finger spaces Letter Word Sentence Statement Question Exclamation Command Full stops Capital letter Question mark Exclamation mark Speech bubble ‘Speech marks’ Direct speech Inverted commas Bullet points Apostrophe (contractions only) Commas for sentence of 3 – description, action Colon - instructions Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Connective Conjunction Preposition Determiner/ generaliser Clause Subordinate clause Relative clause Relative pronoun Coordinating conjunction Subordinating conjunction Alliteration Simile – ‘as’/ ‘like’ Synonyms Introduce: Pronoun Possessive pronoun Adverbial Fronted adverbial Apostrophe – plural possession
Non-Fiction Text Structure					
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) Ending Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader Appropriate choice of pronoun or noun across sentences to aid cohesion					

Year 5 & Year 6 Rotation 1				
National Curriculum: 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; précising 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; 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 Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.			Handwriting Pupils should be taught to: ▪ write legibly, fluently and with increasing speed by: ▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ▪ choosing the writing implement that is best suited for a task.
	Fiction Text Structure	Sentence Construction	Word Structure/Language	Punctuation
Fiction Secure independent use of planning tools Story mountain /grids/flow diagrams (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.	Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun. 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: (See Connectives and Sentence Signposts doc.) 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. <i>Beyond the dark gloom of the cave, Zach saw the wizard move. 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 spots, is rarely seen.</i>	Metaphor Personification Onomatopoeia Empty words e.g. <i>someone, somewhere was out to get him</i> Developed use of technical language Converting nouns or adjectives into verbs using suffixes (e.g. – <i>ate</i>; –<i>ise</i>; –<i>ify</i>) Verb prefixes (e.g. <i>dis–, de–, mis–, over– and re–</i>)	Consolidate Year 4 list Introduce: Rhetorical question Dashes Brackets/dashes/commas for parenthesis Colons Use of commas to clarify meaning or avoid ambiguity	Consolidate: Punctuation Letter/ Word Sentence Statement question exclamation Command 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 Verb / Adverb Bossy verbs - 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 Modal verb Parenthesis Bracket- dash Determiner Cohesion Ambiguity Metaphor Personification Onomatopoeia Rhetorical question Tense: present and past progressive;
Non-Fiction Text Structure	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 siren echoed loudly through the lonely streetsat midnight</i> Use of rhetorical questions Stage directions in speech (speech + verb + action) 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. <i>might, should, will, must</i>) or adverbs (perhaps, surely)			
Independent planning across all genres and application Secure use of range of layouts suitable to text. Structure: Introduction / Middle / Ending Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in Express own opinions clearly Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader				

Year 5 & Year 6 Rotation 2

National Curriculum: Pupils Should be taught to:		Handwriting Pupils should be taught to: ▪ write legibly, fluently and with increasing speed by: ▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ▪ choosing the writing implement that is best suited for a task.		
Fiction Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Fiction Secure independent planning across story types using 5-part 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	Secure use of simple / embellished simple sentences Secure use of compound sentences Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: Active and passive verbs to create effect and to affect presentation of information e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: <i>The class heated the water.</i> Passive: <i>The water was heated.</i>	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 versus reported, alleged, or claimed in formal speech or writing</i>) How words are related as synonyms and antonyms e.g. <i>big/ large / little</i>	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)	Punctuation Letter/ Word Sentence Statement question exclamation Command Full stops/ Capitals Question mark Exclamation mark ‘Speech marks’ Direct speech Indirect speech Inverted commas Bullet points Apostrophe contractions/ possession Commas for sentence of 3 – description, action, views/opinions, facts Colon – instructions Parenthesis Bracket- dash Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase 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 Present and past progressive present perfect; past perfect Cohesion Ambiguity Alliteration Simile – ‘as’/ ‘like’ Synonyms Metaphor Personification Onomatopoeia Introduce: Active and passive voice Subject and object Hyphen Synonym, antonym Colon/ semi-colon Bullet points Ellipsis Subjunctive
Non-Fiction Text Structure	Developed use of rhetorical questions for persuasion Secure use of simple / embellished simple sentences Secure use of compound sentences Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: Active and passive verbs to create effect and to affect presentation of information e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: <i>The class heated the water.</i> Passive: <i>The water was heated.</i> Developed use of rhetorical questions for persuasion			
Non-fiction: Secure planning across nonfiction 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 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				