	Nursery and Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text structure	**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**	**Consolidate Reception list** **Introduce:** **Fiction:** **Planning Tools:** Story map / story mountain **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…*	**Consolidate Yr 1 list** **Introduce:** **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 **Understanding 5 parts to a story with more complex vocabulary** **Opening** e.g.	**Consolidate Yr 2 list** **Introduce:** **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	**Consolidate Yr 3 list** **Introduce:** **Secure use of planning tools:** e.g. story map/ story mountain/ story grids/ 'Boxing-up' 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 Yr 4 list** **Introduce:** **Secure independent use of planning tools** Story mountain /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	**Consolidate Yr 5 list** **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

	Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Message	**Problem / Dilemma** *Suddenly,../* *Unfortunately,…* **Resolution** *Fortunately,…* **Ending** *Finally,….* **<u>Non-fiction:</u>** **Planning tools:** text map / washing line **Heading** **Introduction** Opening factual statement **Middle section(s)** Simple factual sentences around a *them* Bullet points for instructions Labelled diagrams **Ending** Concluding sentence	*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* **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. **<u>Non-Fiction</u>** **Introduce:** **Secure use of planning tools:** Text map / washing line / 'Boxing –up' grid **Introduction:** Heading Hook to engage reader Factual statement / definition	**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. **<u>Non-Fiction</u>** **Introduce:**	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. **<u>Non-Fiction</u>** **Secure use of planning tools:** Text map/ washing line/ 'Boxing –up' grid **Paragraphs** to organise ideas around a theme Logical organisation Group related paragraphs	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	**Paragraphs -** Secure use of linking ideas within and across paragraphs Secure development of characterisation **<u>Non-fiction:</u>** **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

			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	**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	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***	forward to the future ask a question. **<u>Non-Fiction</u>** **Introduce: 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	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,

			of **verbs** in the **present** and **past tense** to mark actions in progress (e.g. *she is drumming, he was shouting)*	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.*		Express own opinions clearly Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader	sub-headings, columns, bullets, or tables, to structure text
Sentence construction	**Introduce:** **Simple sentences** **Simple Connectives:** *and* *who* *until*	**Consolidate Reception list** **Introduce:** **Types of sentences:** Statements Questions	**Consolidate Yr 1 list** **Introduce:** **Types of sentences:** Statements	**Consolidate Yr 2 list** **Introduce:** **Vary long and short sentences:**	**Consolidate Yr 3 list** **Introduce:** **Standard English for verb inflections**	**Consolidate Yr 4 list** **Introduce:** **Relative clauses beginning with** *who, which, that,*	**Consolidate Yr 5 list** **Secure use of simple / embellished simple sentences**

	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*	Exclamations **Simple Connectives:** *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** e.g. *I went to the park. The castle is haunted.* **Embellished simple sentences using adjectives** e.g. *The giant had an enormous beard. Red squirrels*	Questions Exclamations Commands **-'ly' starters** 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) **Complex 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.*	**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. *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.* **Secure use of simple / embellished simple sentences** **Secure use of compound sentences (Coordination**) using coordinating	*where, when, whose* 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: **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.*	**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:** *Tom accidently dropped the glass.* **Passive**: *The glass was accidently dropped by Tom.* **Active:** *The class heated the water.* **Passive:** *The water was heated.* **Developed use of rhetorical**

		enjoy eating delicious nuts. **Compound sentences** using connectives (coordinating conjunctions) and/or/ but/so e.g. *The children played on the swings **and** slid down the slide.* *Spiders can be small **or** they can be large.* *Charlie hid **but** Sally found him.* *It was raining **so** they put on their coats.* **Complex sentences: Use of 'who' (relative clause)** e.g. *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.* **'Run' - Repetition for rhythm** e.g. *He walked and he walked and he walked.*	**(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	***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 **-'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:**	conjunction *and / or / but / so / for / nor / yet (coordinating conjunctions)* **Develop complex sentences: (Subordination) Main and subordinate clauses** with range of subordinating conjunctions. **-'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,*	**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 effect **Moving sentence chunks (how, when, where) around for different effects**	**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 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) as in *If I were you*.

		Repetition for description e.g. *a lean cat, a mean cat* *a green dragon, a fiery dragon*	or information. Use short sentences for emphasis. **Expanded noun phrases** e.g. ***l****ots 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, curly tusks and large ears.*	**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.* **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.*	*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 and sank into his seat.* *The Romans enjoyed food, loved marching but hated the weather.* **Repetition to persuade** e.g. *Find us to find the fun* **Dialogue** - verb + adverb - *"Hello," she whispered, shyly.*	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)***	

				Dialogue – powerful speech verb e.g. *"Hello," she whispered.*	*Appropriate choice of **pronoun** or **noun** within a **sentence** to avoid ambiguity and repetition*		
Word structure/ language	**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*	**Consolidate Reception list** **Introduce: Prepositions:** *inside* *outside* *towards* *across* *under* **Determiners:** *(see reception list)* *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	**Consolidate Yr 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* **Two adjectives to describe the noun** e.g. *The scary, old woman…* *Squirrels have long, bushy tails.* **Adverbs for description**	**Consolidate Yr 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*	**Consolidate Yr 3 list** **Introduce: Prepositions** *at underneath since towards beneath beyond* **Conditionals** - *could, should, would* **Comparative** and **superlative** adjectives e.g.*small…smaller…smallest* **Proper nouns**- refers to a particular person or thing e.g. *Monday, Jessica, October, England* **The grammatical difference**	**Consolidate Yr 4 list** **Introduce: Metaphor** **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–)*	**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. *said versus reported, alleged, or claimed in formal speech or writing)* How words are related as synonyms and

	Adverbs e.g. *luckily, unfortunately, fortunately* **Similes** – using 'like'	**Precise, clear language to give information e**.g. *First, switch on the red button. Next, wait for the green light to flash...* *Regular **plural noun suffixes** –s or –es (e.g. dog, dogs; wish, wishes)* ***Suffixes** that can be added to **verbs** (e.g. helping, helped, helper)* *How the **prefix** un– changes the meaning of **verbs** and **adjectives** (negation, e.g. unkind, or undoing, e.g. untie the boat)*	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. **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 Use of the **suffixes** –er and –est to form comparisons of **adjectives** and **adverbs**	*creature and turn it to stone immediately.* ***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*	**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*)		antonyms e.g. *big/ large / little*

Punctuation	**Introduce:** Finger spaces Full stops Capital letters	**Consolidate Reception list** **Introduce:** Capital Letters: ***Capital letter for names*** ***Capital letter for the personal pronoun I*** Full stops Question marks Exclamation marks Speech bubble Bullet points	**Consolidate Yr 1 list** **Introduce:** **Demarcate sentences:** Capital letters Full stops Question marks Exclamation marks **Commas** to separate items in a list **Comma** after –ly opener e.g.*Fortunately,…. Slowly,….* **Speech bubbles /speech marks for direct speech** *Implicitly understand how to change from indirect speech to direct speech* ***Apostrophes to mark contracted forms in spelling*** e.g. *don't, can't*	**Consolidate Yr 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.)*	**Consolidate Yr 3 list** **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. *"It's late," gasped Cinderella!* **Apostrophes** to mark singular and **plural possession** (e.g. *the girl's name, the boys' boots)* as opposed to s to mark a plural	**Consolidate Yr 4 list** **Introduce: Rhetorical question** **Dashes** **Brackets/dashes /commas for parenthesis** **Colons** **Use of commas to clarify meaning or avoid ambiguity**	**Consolidate Year 5 list** 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. *man eating shark versus man-eating shark, or recover versus re-cover*)

			Apostrophes to mark singular possession e.g. *the cat's name*				
Terminology	**Introduce:** Finger spaces Letter Word Sentence Full stops Capital letter Simile – 'like'	**Consolidate Reception Terminology:** **Introduce: Punctuation** **Question mark** **Exclamation mark*** Speech bubble Bullet points **Singular/ plural** Adjective Verbs Connective Alliteration Simile – 'as'	**Consolidate Yr 1:** **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**	**Consolidate: 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**	**Consolidate Yr3: Punctuation** **Direct speech** **Inverted commas** **Colon - instructions** **Adjective / noun / noun** **phrase Verb / Adverb** Bossy verbs - imperative **Tense (past, present, future)** Connective **Conjunction** **Preposition** **Determiner**/ generaliser **Clause**	**Consolidate Yr4: Punctuation** **Introduce: Relative clause/ pronoun** Modal verb Parenthesis **Bracket- dash** Determiner Cohesion Ambiguity Metaphor Personification Onomatopoeia Rhetorical question **Tense: *present and past progressive;***	**Consolidate: 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

			Noun phrases **Generalisers** ***Subordinating conjunctions***	**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*** Clause **Subordinate clause** Adverb Preposition Direct speech Inverted commas Prefix Consonant/Vowel Determiner Synonyms Relative clause Relative pronoun Imperative	**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**		**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***

Key Skills

To write using a variety of genres using accurate grammar, punctuation and interesting vocabulary and sentence structure.

To use legible, joined handwriting.

				Colon for instructions			**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***

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Writing