

Subject Information:

How we teach Writing in our Heritage Coast Federation





Heritage Coast Federation Writing Progression

Developing aspirational, ambitious, creative and fluent writers

Intent

At The Heritage Coast Federation, pupils strive for individual success as aspirational writers through being exposed to a variety of genres, language and vocabulary.

Implementation

Children are encouraged to flourish as successful writers through being exposed to a variety of writing hooks and genres. Teachers encourage the writers in our schools through exposing children to a rich and varied vocabulary and quality grammar lessons. Children are held accountable for their handwriting, presentation and spelling practice and are encouraged to strive as successful and neat writers through following our Federation Presentation Promises.

Impact

Children are able to consistently show progress in grammar, handwriting, spelling and through their individual writing success. This allows pupils to hold themselves accountable and feel proud and successful throughout their writing across all subjects in school.

Instructions

Year 1			Year 2		
Text Structure	Sentence	Vocabulary	Text Structure	Sentence	Vocabulary
Ideas grouped in sentences in time sequence	Use of simple sentences	1, 2, 3, 4, 5	A goal is outlined – a statement about what is to be achieved	Imperative verbs are used to begin sentences	First of all
Written in the imperative (bossy verbs) e.g. sift the flour	Use and to develop/extend sentences	First	Written in sequenced steps to achieve the goal	Use simple adverbs e.g. <i>slowly, quickly</i>	To start with
Use of numbers to signal order	Do not use pronouns	Next	Diagrams and illustrations can be used to make the process clearer	Use simple noun phrases e.g. <i>long stick</i>	Firstly
Chronological order	Use imperative verbs	After	Use numbers to signal order	Use co-ordinating and some subordinating conjunctions to extend sentences: <i>and, but, so, when, then</i>	Lastly
		Cut			Finally
		Move			Carefully
		Fold			Gently
		Stir			Slowly
		Colour			Softly
		Paint			
Year 3			Year 4		
Text Structure	Sentence	Vocabulary	Text Structure	Sentence	Vocabulary
A list of ingredients and equipment needed are outlined clearly	Simple and compound sentences with extra description	Afterwards	A set of ingredients needed are outlined clearly	Variation in sentence structures e.g. <i>While the pastry cooks</i>	Continue by
Organise into clear points in chronological order	Some complex sentences using when, if, as etc.	After than	Sentences include precautionary advice e.g. <i>Be careful not to over whisk</i>	<i>As the sauce thickens...</i>	..
Use numbers to signal order of instructions	Adverbials e.g. <i>when the glue dries, attach the paperclip</i>	To begin with	As ...	Include adverbs to show how often e.g. <i>additionally, frequently, rarely, sometimes</i>	Carry on
Use sub-headings and headings		Begin by	Friendly tips/suggestions are included to heighten the engagement e.g. <i>This dish is served best with a dash of nutmeg</i>		Do this until
Use imperative		Secondly	Use numbers to signal order of instructions		Stop when
		The next step is	Use sub-headings and headings		When you have done this
		With a			Try not to
		Try to			Avoid

Instructions

Year 5			Year 6		
Text Structure	Sentence	Vocabulary	Text Structure	Sentence	Vocabulary
Use clear introduction and conclusion	Sentence length varied e.g. short/long	Don't forget to	Use clear introduction and conclusion	Modifiers are used to intensify or quantify e.g. <i>insignificant amount, exceptionally</i>	Whilst that is
Accurate instructions for complicated processes	Wide range of subordinate conjunctions e.g. whilst, until, despite	Be careful of	Accurate instructions for complicated processes	Sentence length and type varied according to purpose	Focus on
Can write imaginative instructions using flair and humour	Use of relative clauses	Don't worry about	Can write imaginative instructions using flair and humour	Use modals for possibility – <i>if the oven is too high, the pie may burn</i>	Try to make sure that
Use sub-headings and headings	Fronted adverbials used to clarify writers position e.g. <i>if the temperature gets too high</i>	Concentrate on	Use sub-headings and headings	Complex noun phrases used to add detail e.g. The golden pastry can be decorated with smaller pastry petals	When you do, don't
Use numbers to signal order of instructions	Use modal verbs to indicate possibility e.g. this could cause	At this point	Use numbers to signal order of instructions and bullet points to list ingredients	Prepositional phrases are used cleverly e.g. in the event of overcooking	It is suggested
Use imperative verbs			Use appropriate tense		Many people at this stage
			Use imperative verbs		
			Use sub-headings and headings		
			Can write imaginative instructions using flair and humour		

Recount: diary, recount, police reports, sports reports

Year 1			Year 2		
Text Structure	Sentence	Vocabulary	Text Structure	Sentence	Vocabulary
Ideas grouped together in time order 1 st person Past tense Focused on the individual or group <i>e.g. I, we</i>	Simple sentences Use and to link ideas	First Next After Finally The best part The worst part was I liked I didn't like	Brief introduction and may include brief conclusion Past tense <i>e.g. I went</i> 1 st /3 rd person – depending upon recount Main ideas organised in groups/paragraphs Ideas organised in chronological order	Subject/verb <i>e.g. he was; they were; it happened</i> Simple adverbs <i>e.g. quickly, slowly</i> Simple noun phrases <i>e.g. the large tiger</i> Use a range of co-ordinating conjunctions and, but so Use subordinating conjunctions <i>e.g. when, if, that, because</i>	Afterwards After that When Suddenly Just then Next Much later I found it interesting when I found it boring when I didn't expect
Year 3			Year 4		
Text Structure	Sentence	Vocabulary	Text Structure	Sentence	Vocabulary
Clear introduction Organised into paragraphs shaped around key events A closing statement to summarise the overall impact Past tense Appropriate use of 1 st /3 rd person Include some thoughts/feelings	Simple sentences with extra description Some complex sentences using when, if, as Compound sentences Past or present tense is correct and consistent Adverbials/ prepositions for time, place and cause	Last week During our school trip Soon Meanwhile To begin with I was pleased that I didn't expect that It was difficult	Clear introduction and conclusion Links between sentences help to navigate the reader from one idea to another Paragraphs organised correctly around key events Elaboration is used to reveal the writer's thoughts and feelings Consistent use of correct tense Appropriate use of 1 st /3 rd person	Variation in sentence structure <i>e.g. While we watched ...</i> Include adverbs to show how often Use expanded noun phrases Sentences build from a general idea to a more specific Use emotive language to show personal response <i>e.g. fabulous</i>	Later on Before long At that moment Later that day At precisely When this was complete I was gripped by I felt overwhelmed by This has changed

Recount: diary, recount, police reports, sports reports

Year 5			Year 6		
Text Structure	Sentence	Vocabulary	Text Structure	Sentence	Vocabulary
Developed introduction and conclusion including elaborated personal response Description of events are detailed and engaging Uses chronological order with clear signals to the reader about time, place and thoughts/feelings Purpose of the recount revealed in writer's perspective Change tense according to features of genre 1st/3rd person used appropriately and consistently Appropriate use of formal/informal language	Use embedded/relative clauses Sentence length varied e.g. short/long Wide range of subordinating conjunctions e.g. whilst, until, despite Use of modal verbs	As it happened As a result of Consequently Subsequently Unlike the rest of the group, I Presently Meanwhile In conclusion The experience overall	Well developed introduction and conclusion including elaborated personal response The information is organised chronologically with clear signals to the reader about time, place and thoughts/feelings Purpose of the recount revealed in writer's perspective Description of events are detailed and engaging Appropriate tense for genre 1st/3rd person used appropriately and consistently Appropriate use of formal/informal language	Active and passive voice used deliberately to heighten engagement Modifiers are used to intensify or qualify e.g. insignificant amount Fronted adverbials used to clarify writers position e.g. As a consequence Complex noun phrases used to add details Modal verbs Use embedded/relative clauses e.g. Penguins, which	Generally Be careful if I attempted to At the first opportunity Without further hindrance

Non-Chronological Reports

Year 1			Year 2		
Text Structure	Sentence	Vocabulary	Text Structure	Sentence	Vocabulary
Ideas grouped together for similarity Attempts at 3rd person writing Written in the appropriate tense	Simple sentences Use and to link ideas	... are is ... They are The different There is There are These can	Brief introduction and conclusion Written in the appropriate tense – consistent use of past or present Main ideas organised into groups 3rd person	Subject/verb agreement Use simple adverbs, e.g. quickly, slowly Use simple noun phrases Use progressive form Range of conjunctions	They like to They can Like many I am going to They live in The ... have ... but the ... have
Year 3			Year 4		
Text Structure	Sentence	Vocabulary	Text Structure	Sentence	Vocabulary
Clear introduction and brief conclusion Organised into paragraphs shaped around a key topic sentence Use of sub-headings/headings Consistent use of past or present tense	Simple sentences with extra description Some compound and complex sentences Use rhetorical question	The following report They don't It doesn't Sometimes Often Most	Clear introduction and conclusion Links between sentences Paragraphs organised correctly into key ideas Sub-headings are used to organise information Use rhetorical question	Variation in sentence structures Include adverbs to show how often e.g. additionally, frequently Sentences build from a general idea to a more specific Use technical vocabulary to show the writer's expertise	

Non-Chronological Reports

Year 5			Year 6		
Text Structure	Sentence	Vocabulary	Text Structure	Sentence	Vocabulary
Developed introduction and conclusion	Use embedded/relative clauses e.g. Penguins, which	The purpose of this report is to	Developed introduction and conclusion using all the layout features	Active and passive voice used deliberately to heighten engagement	They are unusually They are rarely
Sub-headings & headings	Sentence length varied e.g. short/long	The information presented will	Description of the phenomenon is technical and accurate	Modifiers are used to intensify or qualify e.g. insignificant amount	They are never Generally
Description of the phenomenon is technical and accurate	Wide range of subordinating conjunctions e.g. whilst, until, despite	Some experts believe	The writer understands the impact and thinks about the response	Sentence length and type varied according to purpose	Be careful if you Frequently, they are
Generalised sentences are used to categorise and sort information for the reader. Paragraphs start with topic sentences	Use of modal verbs	This article is designed to	Information is prioritized according to importance	Fronted adverbials used to clarify writers position e.g. As a consequence	I will attempt This article will frame
Purpose of the report is to inform the reader and to describe the way things are	Not only ..., they also	Many specialists consider	Uses topic sentences	Complex noun phrases used to add details	It can be difficult to
Formal and technical language used to engage the reader		Firstly, I will	Formal and technical language used throughout to engage the reader	Modal verbs	
Consistent use of correct tense		It can be difficult	Consistent use of correct tense	Use embedded/relative clauses e.g. Penguins, which	
3 rd person		Unlike	3 rd person	Clever use of prepositional phrases	
Rhetorical question		Despite	Rhetorical question	In the event of ...	
		Although		Comparison sentences e.g. compared to ... Unlike ...	
		Like many		De:de sentences	
				Some; others	

Persuasion – Purpose: advert, leaflet, argument

Year 1			Year 2		
Text Structure	Sentence	Vocabulary	Text Structure	Sentence	Vocabulary
Ideas grouped together for similarity	Simple sentences	It was	Brief introduction and conclusion	Subject/verb agreement	The biggest
Written in first person	Use and to link ideas	Brilliant	Written in the present tense	Use simple adverbs, e.g. yesterday, today	The greatest
		Best			The longest
		Exciting			The tallest
		The most			I think that
Present tense		Super	Main ideas organised into groups	Use simple noun phrases	I believe that
		Fantastic			Extra-
		Great			ordinary
		It will			remarkable
		Now you can try			
Year 3			Year 4		
Text Structure	Sentence	Vocabulary	Text Structure	Sentence	Vocabulary
Clear introduction and brief conclusion	Simple sentences with extra description	Surely	Clear introduction and conclusion	Variation in sentence structures	I believe that
Organised into paragraphs	Some compound and complex sentences using when, if, as	Obviously	Links between key ideas	Include adverbs to show how often e.g. additionally, frequently	It seems to me that
		Clearly			It is clear
Use of sub-headings	Adverbials – when they have a problem	Don't you think	Paragraphs organised correctly into key ideas	Sentences build from a general idea to a more specific	Is it any wonder that
Consistent use of present tense	Start sentences with verbs e.g. imagine, consider	Firstly	Sub-headings are used to organise information	More complicated rhetorical questions e.g. haven't you longed for a ...?	Furthermore
Points about subject/issue	Rhetorical question	Secondly	Topic sentences		As I see it
		Thirdly			I implore you to consider
		My own view			Finally
		My last point is			In conclusion
		My final point			In summary
		Imagine			The evidence presented
		Consider			
		Enjoy			

Persuasion – Purpose: advert, leaflet, argument

Year 5			Year 6		
Text Structure	Sentence	Vocabulary	Text Structure	Sentence	Vocabulary
Arguments are well constructed	Use embedded/ relative clauses	It appears that	Developed introduction and conclusion using all the layout features of an argument or leaflet	Active and passive voice used deliberately to heighten engagement	It strikes me that
Developed introduction and conclusion	Varied sentence length and type	There can be no doubt that	Paragraphs developed with prioritised information using topic sentence	Modifiers are used to intensify or qualify e.g. insignificant amount	There is no doubt that
Use of emotive language	Verb forms are precise e.g. it will be a global crisis if people do not ..	It is critical	Viewpoint is transparent for the reader	Sentence length and type varied according to purpose	I am convinced that
Information is prioritised according to the writer's point of view	Modifiers are used to intensify or quantify e.g. insignificant amount	Fundamentally	Emotive language used throughout to engage the reader	Fronted adverbials used to clarify writers position e.g. As a consequence	It appears
Correct use of tense	Fronted adverbials used to clarify writers position, e.g. As a consequence	How can anyone believe this to be true?	Correct tense throughout	Complex sentences that use well known economic expression e.g. Because of their courageous efforts, all the passengers were saved	In my opinion
Formal language to engage the reader		Does anyone really believe that?	Formal language to engage the reader	Persuasive statements are used to change the reader's opinion e.g. you will never need to	Surely only a fool would consider
1 st person/ impersonal	Complex noun phrases are used to add detail: e.g. the phenomenal impact of using	As everyone knows	1 st person/ impersonal	Rhetorical question	In addition
	Prepositional phrases	I cite, for example ...		De:de sentence	Furthermore
	Rhetorical question	I would draw our attention to		Imagine 3	Moreover
	If ... if ... then sentences	I would refer to		If ... if,... if sentences	My evidence to support this
		On the basis of the evidence presented			On balance
		Phenomenal			Just think how
		Unique			Now you can
		Unmissable			For the rest of your life
		You will be			Unbelievable
		Take a moment to			Outrageous
		Isn't it time to			incredible
		Worried about			

Balanced Argument – Purpose: Speech, Essay, Letter

Year 1			Year 2		
Text Structure	Sentence	Vocabulary	Text Structure	Sentence	Vocabulary
Ideas grouped together for similarity	Simple sentences	But because	Brief introduction and conclusion	Subject/verb agreement	I am going to
Written in first person	Use and to link ideas	some people like	1 st person/ impersonal	Use simple noun phrases	In fact
Present tense		Some people feel	Main ideas organised into groups	Use rhetorical questions	It seems
		Some people believe		Use ambitious adjectives to grab the readers' attention	To sum up
		Other people like			The opposite view
		Other people feel		Range of conjunctions	Not everyone agrees
		Other people believe			
Year 3			Year 4		
Text Structure	Sentence	Vocabulary	Text Structure	Sentence	Vocabulary
Clear introduction and brief conclusion	Simple sentences with extra description	I will begin by	Clear introduction and conclusion	Variation in sentence structures: While we, As we ...	This piece of writing will
Points about an issue/subject organised into paragraphs	Some compound and complex sentences using when, if, as	Maybe	Links between key ideas	Include adverbs to show how often	Feel convinced
Use of sub-headings to organise text	Adverbials – when they have a problem	Firstly	Paragraphs organised correctly into key ideas	Rhetorical questions	I intend to
Consistent use of present tense	Start sentences with verbs e.g. imagine, consider	Many people are concerned	Sub-headings are used to organise information		In addition
1 st /3 rd person		I wonder	Topic sentences		It is surprising that
		Sometimes			On balance
		It could be argued that			Finally
		My overall opinion			My main point
		An example			Having looked at both sides
		It is clear			

Balanced Argument – Purpose: Speech, Essay, Letter

Year 5			Year 6		
Text Structure	Sentence	Vocabulary	Text Structure	Sentence	Vocabulary
Developed introduction and conclusion	Use embedded/relative clauses e.g. Penguins, which	It strikes me that My attention is to	Developed introduction and conclusion using all the layout features	Active and passive voice used deliberately to heighten engagement	Following that, it
Both viewpoints are transparent to the reader	Sentence length varied e.g. short/long	To do this, I will As I see it	Viewpoints are transparent for the reader	Modifiers are used to intensify or qualify e.g. insignificant amount	One argument for this is
Clear 4 paragraphs used to organise view points	Modifiers are used to intensify or quantify e.g. insignificant amount	It appears to me Naturally It is precisely because	The writer understands the impact or the emotive language	Sentence length and type varied according to purpose	Fundamentally flawed
Formal language used throughout to engage the reader	Fronted adverbials used to clarify writers position, e.g. As a consequence	Subsequently Doubtless Nevertheless	Paragraphs developed with prioritised information	Fronted adverbials used to clarify writers position e.g. As a consequence	An easy answer
Precise use of tense (present)		In stark contrast Contrary to this	Formal language used throughout to engage the reader	Complex sentences that use well known economic expression e.g. Because of their courageous efforts, all the passengers were saved	It is countered
Impersonal	Persuasive statements are used to give different opinions. Modal verbs	It would seem logical In conclusion In summary Let us consider the impact The evidence presented leads me to conclude	Precise use of tense (present) Impersonal Some; others	Verb forms are controlled and precise	T seems plausible
					Therefore,
					Moreover
					In point of fact
					The evidence is
					Finally it could be
					Even though there has been a long history

Biography

Year 1			Year 2		
Text Structure	Sentence	Vocabulary	Text Structure	Sentence	Vocabulary
Ideas grouped together in time sequence	Simple sentences	First	Brief introduction and conclusion	Subject/verb agreement	As a child
Written in 3 rd person	Use and to link ideas	Next	3 rd person	Use simple noun phrases	As a teenager
Past tense		After	Past tense	Use ambitious adjectives to grab the readers' attention	At a young age
		Finally	Main ideas organised into groups/paragraphs	Range of conjunctions	Many years later
		A fact about	Chronological order using conjunctions that signal time		Interesting things about
		He/she will be remembered			His/her life
Year 3			Year 4		
Text Structure	Sentence	Vocabulary	Text Structure	Sentence	Vocabulary
Clear introduction and brief conclusion	Simple sentences with extra description	During his/her life	Clear introduction and conclusion	Variation in sentence structures: While we, As we ...	In his/her early years
Organised into paragraphs shaped around key events	Some compound and complex sentences using when, if, as	Soon	Paragraphs organised correctly into key ideas	Include adverbs to show how often	By the time he/she had
3 rd person	Adverbials – when	afterwards	Links between sentences	Use emotive language to show personal response – fabulous, Amazing	In his/her final years
Past tense		Sometimes he	3 rd person		What is clear is that
Chronological order		Strangely	Past tense		Even though he/she was not popular at the time
May use sub-headings but not essential		One of the most remarkable facts	Chronological order		In many ways, it wasn't until
		His/her greatest achievement	Sub-headings can be used to organise information		His/her one regret was

Biography

Year 5			Year 6		
Text Structure	Sentence	Vocabulary	Text Structure	Sentence	Vocabulary
Developed introduction and conclusion	Use embedded/relative clauses e.g. Penguins, which	In .. at the age of	The biography is well constructed and answers the reader's questions with clear intro and conclusion	Active and passive voice used deliberately to heighten engagement	Born in ...
Description of events are detailed/engaging	Sentence length varied e.g. short/long	The time came for	Description of events are detailed/engaging	Sentence length and type varied according to purpose	From an early age
Information is organised chronologically with clear signals to the reader about time, place and personal response	Fronted adverbials used to clarify writers position, e.g. As a consequence	In his/her later years	Information is organised chronologically with clear signals to the reader about time, place and personal response	Fronted adverbials used to clarify writers position e.g. As a consequence	
3 rd person	Use repeated adjectives e.g. He was brave, brave because	Once he/she had		Complex sentences that use well known economic expression e.g. Because of their courageous efforts, all the passengers were saved	
Past tense	Ad, same ad	Nobody is sure why	3 rd person	Verb forms are controlled and precise	
Headings and sub-headings may be used but not essential		In spite of	Past tense	Prepositional phrases used cleverly – e.g. in the event	
Formal language		His/her lasting legacy is that	Headings and sub-headings may be used but not essential		
			Formal language		
			Ad: same ad sentences		
			-		

Newspaper

Year 1			Year 2		
Text Structure	Sentence	Vocabulary	Text Structure	Sentence	Vocabulary
Ideas grouped together in time sequence	Simple sentences	On Monday The accident People felt Happened	Brief introduction and conclusion	Subject/verb agreement	It was a terrible
Attempt at 3 rd person	Use and to link ideas	Angry Upset Then It was	3 rd person	Use simple noun phrases	The scene was
Past tense			Past tense	Use simple adverbs for time	Many passers-by
Begins to describe what happens			Main ideas organised into groups	Use ambitious adjectives to grab the readers' attention	Some children
			Could include a photograph and a caption	Range of conjunctions	Amazing
Year 3			Year 4		
Text Structure	Sentence	Vocabulary	Text Structure	Sentence	Vocabulary
paragraphs	Simple sentences with extra description	While, if, at, when,	paragraphs	Variation in sentence structures: While we, As we ...	Mr. Smith (54) said
1 st para – intro		Witnesses, felt	1 st para – intro		Within minutes
2 nd para – recount in chron order		He reported that	2 nd para – recount	Use embedded/relative clauses	The school confirmed
3 rd para – eyewitness accounts	Some compound and complex sentences using when, if, as	He also claimed	3 rd para – eyewitness accounts	Include adverbs to show how often	She claimed that
Use of 5Ws (who, what, where, when, why)	Adverbials – when	She went on to state	4 th para – bring the reader up-to-date		He continued by informing us
Some newspaper layout including headline		Unfortunately	Use of 5Ws (who, what, where, when, why)		Police were
Past tense		Fortunately	Links between key idea: who what where, when, why		
3 rd person			Information is clear to orientate the reader		
			3 rd person		
			Past tense		
			Eye-catching headline which includes alliteration		

Newspaper

Year 5			Year 6		
Text Structure	Sentence	Vocabulary	Text Structure	Sentence	Vocabulary
paragraphs 1 st para – intro 2 nd para – recount 3 rd para – eyewitness accounts 4 th para – bring the reader up to date Description of events are detailed/engaging 3 rd person Past tense Headings Sub-headings may be used but not essential Formal language used/informal for quotes Quotations are succinct/emotive. Age In brackets	Use embedded/relative clauses e.g. Penguins, which Sentence length varied e.g. short/long Wide range of subordinating conjunctions Complex sentences that use well-known economic expression Brackets or dashes for ages	Until this is resolved Chaos ensued Many panicked when No disputed The parents agreed .. Witnesses Speaking to our reporter Mrs. Smith (54,) a retired teacher, said	Newspaper recount is well constructed using at least 4 paragraphs that answers the reader's questions paragraphs 1 st para – intro 2 nd para – recount 3 rd para – eyewitness accounts 4 th para – bring the reader up to date Description of events are detailed/engaging 3 rd person Past tense Headings/Sub-headings may be used but not essential Formal/informal language appropriately Quotations are succinct/emotive and eyewitness justified Age in brackets -	Active and passive voice used deliberately to heighten engagement Sentence length and type varied according to purpose Fronted adverbials used to clarify writers position e.g. As a consequence Complex sentences that use well known economic expression e.g. Because of their courageous efforts, all the passengers were saved Complex noun phrases used to add detail Verb forms are controlled and precise Prepositional phrases used cleverly – e.g. in the event	Speaking exclusively to our reporter, Mrs. Smith (54), the class teacher, said ... The impact of Despite continued efforts Mrs. Smith emphasized Crisis situation of epic proportions Politicians also revealed

Story

Year 1			Year 2		
Text Structure	Sentence	Vocabulary	Text Structure	Sentence	Vocabulary
Ideas grouped together in time sequence	Simple sentences	Range of colours	Sentences organised chronologically indicated by time related vocabulary	Subject/verb agreement	Range of conjunctions e.g. and, but, so, because
Beginning or end of narrative signalled e.g. One day, Once upon a time	Use and to link ideas	Range of emotive words e.g. Happy	Divisions in narrative may be marked by sections/paragraphs	Use simple noun phrases	Time conjunctions: after, after that, at that moment, the next morning, the end, one day, next morning, as soon as, when, while,
Attempt at 3 rd person		Pronouns – I, she, he, they	Connections between sentences make reference to characters	Use simple adverbs for time	
Written in the appropriate tense		Conjunctions: and	Connections between sentences indicate more information e.g. but they got scared	Use simple noun phrases including ambitious adjectives	
		Prepositions – up, down, in, out, into,		Similes	
		Time conjunctions: then			Adverbs: Slowly, quickly, suddenly, carefully, nervously, happily, lazily, angrily, truthfully

Year 3			Year 4		
Text Structure	Sentence	Vocabulary	Text Structure	Sentence	Vocabulary
Time and place are referenced to guide the reader through the text e.g. in the morning	Simple sentences with extra description	Conjunctions: also, after, just then, furthermore, consequently, as soon as	Link between opening and ending	Variation in sentence structures	Much later
Organised into paragraphs	Some compound and complex sentences using when, if, as	Adverb: very, rather, slightly	Links between sentences helps to navigate the reader from one idea to the next	Include adverbials to show how often or add subtlety of meaning e.g. exactly	In the end
Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her	Adverbials – when		Paragraphs organised correctly	Tense changes appropriate – verbs may vary to show continuous action	In due course
Consistent tense	Dialogue is realistic		Repetition avoided through using different sentence constructions	Use of dialogue including correct punctuation (incl new speaker new line)	Eventually
	Verbs are specific for action e.g rushed, shoved, pushed		Consistent Tense – past and present	Similes	
	Expanded noun phrases		Personification of weather	2A sentences	
	Similes			Emotive comma sentences	
	Double ly ,,,			With a(n) action	
	List sentences			Similes	
				2A sentences	
				Emotive comma sentences	
				With a(n) action	

Story

Story

Year 5			Year 6		
Text Structure	Sentence	Vocabulary	Text Structure	Sentence	Vocabulary
Opening and resolution shape the story	Sentence length is varied – e.g. short/long	Year 5 and 6 ambitious vocabulary	The story is well constructed and raises intrigue	Sentence length and type are varied according to purpose e.g. short sentences for tension, long sentences for description	Year 5 and 6 ambitious vocabulary
Sequence of plot may be disrupted for effect e.g. flashback	Wide range of subordinating conjunctions e.g. despite, whilst, until		Sequence of plot may be disrupted for effect e.g. flashback		
Dialogue used including action	Embedded relative clauses		Dialogue is used to convey character and advance the action	conjunctions, adverbs, pronouns and synonyms create cohesion e.g. despite, whilst, until	
Character, setting and action is described	Repetition is used for effect e.g. the boys ran and ran until they could run no more		Character, setting and atmosphere described	Embedded clauses	
Links are made throughout story					
Paragraphs varied in length and structure	Personification, similes, metaphors		Deliberate ambiguity is set up in the mind of the reader until later in the text	Range of figurative language used to enhance description	
	Ing ... ed				
Pronouns used to hide the doer of the action e.g. it crept into the woods	Verb, person		Tense and formality controlled – informal language for dialogue	Complex noun phrases used to add detail e.g. the distinctive sapphire ring is slowly removed from her slender hand	
	2 ed sentences		Precise and concise use of language	The more .. the more	
	Inside/outside			3 ed sentences	
Figurative language incl. similes, personification, used to build description e.g. the crowd charged like bulls	3 bad – (dash)		Figurative language incl. similes, personification, used to build description e.g. the crowd charged like bulls	2 pairs	
Consistent tense			Consistent tense	G.D. Irony	
1 st or 3 rd person			1 st or 3 rd person		