

Early Years				
Text Structure	Sentence Construction	Word Structure /Language	Punctuation	Terminology
Fiction	Simple sentences	Determiners <i>the / a</i> <i>my your an</i> <i>this that his her their</i> <i>some</i> <i>all</i> Prepositions: <i>up down</i> <i>in into out to</i> <i>onto</i> Adjectives e.g. <i>old,</i> <i>little, big,</i> <i>small, quiet</i>	Finger spaces Full stops Capital letters	Finger spaces Letter Word Sentence Full stops Capital letter Simile – ‘like’
Introduce: Planning Tool –Story map /story mountain Whole class retelling of story Understanding of beginning/ middle / end Retell simple 3-part story: <i>Once upon a time/One day</i> <i>But/then</i> <i>In the end</i>	Simple Connectives: <i>and who until but</i> Say a sentence, write and read it back to check it makes sense. Compound sentences using conjunctions (coordinating conjunctions) and / but ‘Run’ - Repetition for rhythm: e.g. <i>He walked and he walked</i>			
Non-fiction:				
Factual writing closely linked to a story. Simple factual sentences based around a theme Names, Labels, Captions, Lists, Diagrams, Message Poetry: Invent silly sentences, playing with words and rhymes Look carefully at interesting objects / photos or talk about experiences, make word collections and choose words to describe Use simple repeating pattern				

Year 1				
Text Structure	Sentence Construction	Word Structure /Language	Punctuation	Terminology
Fiction	Types of sentences: Statements Questions Exclamations	Prepositions: <i>inside</i> <i>outside</i> <i>toward</i> <i>across</i> <i>under</i>	Capital Letters: <i>Capital letter for names</i> <i>Capital letter for the personal pronoun I</i>	Question mark Exclamation mark Speech bubbles Bullet points Singular/ plural Adjective Verbs
Planning Tools: Story map / story mountain	Simple conjunctions: <i>and</i> <i>or but so because</i> <i>so that then that</i> <i>while when where</i>	Determiners: <i>the a my your an this</i> <i>that his her their</i> <i>some all lots of</i> <i>many more</i> <i>those these</i>	Full stops Question marks Exclamation marks Bullet points	Conjunctions Alliteration Simile – ‘as’
Plan opening around character(s), setting, time of day and type of weather	Also as openers: <i>While...</i> <i>When...</i> <i>Where...</i>	Adjectives to describe e.g. <i>The old house...</i>		
Understanding - beginning /middle/end to a story	-‘ly’ openers <i>Fortunately,...Unfortunately,</i> <i>Sadly, ...</i>	Alliteration e.g. <i>dangerous dragon</i>		
Understanding - 5 parts to a story:	Simple sentences e.g. <i>I went to the park.</i> <i>The castle is haunted.</i>	Similes using as....as...		
Opening <i>Once upon a time...</i>	Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i>	Precise, clear language to give information e.g. <i>First, switch on the red button.</i> <i>Next, wait for ...</i>		
Build-up <i>One day...</i>	Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g.	Regular plural noun suffixes –s or –es (e.g. <i>dog,</i>		
Problem / Dilemma <i>Suddenly,.../ Unfortunately,...</i>				
Resolution <i>Fortunately,...</i>				
Ending <i>Finally,....</i>				

Non-fiction:	<p><i>The children played on the swings and slid down the slide.</i> <i>Spiders can be small or they can be large.</i> <i>Charlie hid but Sally found him.</i> <i>It was raining so they put on their coats.</i></p> <p>Complex sentences: Use of ‘who’ (relative clause) e.g. <i>Once upon a time there was a little old woman who lived in a forest.</i> <i>There are many children who like to eat ice cream.</i></p> <p>‘Run’ - Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i></p> <p>Repetition for description e.g. <i>a lean cat, a mean cat</i> <i>a green dragon, a fiery dragon</i></p>	<p><i>dogs; wish, wishes)</i></p> <p>Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>		
<p>Planning tools: text map / washing line</p> <p>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</p> <p>Poetry: Invent impossible ideas, e.g. magical wishes; experiment with words to find humorous combinations</p> <p>Observe details of first-hand experiences, objects and photos using the senses;</p> <p>Use a repeating pattern</p>				

Year 2				
Text Structure	Sentence Construction	Word Structure /Language	Punctuation	Terminology
Fiction	Types of sentences: Statements Questions Exclamations Commands	Prepositions: <i>behind above along before between after</i>	Demarcate sentences: Capital letters Full stops Question marks Exclamation marks	Apostrophe (contractions and singular possession)
Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing up' grid (Refer to Story Types grids)	-‘ly’ starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i>	Alliteration e.g. <i>wicked witch slimy slugs</i>	Commas to separate items in a list	Commas for description Inverted Commas
Plan opening around: character(s), setting, time of day and type of weather	Vary openers to sentences	Similes using...like... e.g. <i>... like sizzling sausages ...hot like a fire</i>	Comma after –ly opener e.g. <i>Fortunately,....Slowly,....</i>	Suffix Verb / adverb
Understanding 5 parts to a story with more complex vocabulary	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>	Two adjectives to describe the noun e.g. <i>The scary, old woman... Squirrels have long, bushy tails.</i>	Inverted commas for direct speech <i>Implicitly understand how to change from indirect speech to direct speech</i>	Statement, question exclamation, command (Bossy verbs)
Opening e.g. <i>In a land far away.... One cold but bright morning.....</i>	Secure use of compound sentences (Coordination) using: <i>and/ or / but / so</i> (coordinating conjunctions)	Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i>	Apostrophes to mark contracted forms in spelling e.g. don't, can't	Tense (past, present, future)
Build-up e.g. <i>Later that day</i>	Complex sentences (Subordination) using:	Adverbs for information e.g.	Apostrophes to mark singular possession e.g. the cat's name	Adjective / noun Noun phrases
Problem/ Dilemma e.g. <i>To his amazement</i>	Drop in a relative clause: who/which e.g. <i>Sam, who was lost, sat down and cried.</i>			Generalisers
Resolution e.g. <i>As soon as</i> Ending e.g. <i>Luckily, Fortunately,</i>	The Vikings, who came from Scandinavia, invaded Scotland.			Subordinating conjunctions

Non Fiction				
<p>Secure use of planning tools: Text map / washing line / 'Boxing –up' grid</p> <p>Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>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</p> <p>Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false?</p> <p>The consistent use of present tense versus past tense throughout texts</p> <p>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>)</p>	<p>The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. While the animals were munching <i>breakfast, two visitors arrived</i> <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. <i>lots of people, plenty of food</i></p> <p>List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat.</i></p> <p><i>African elephants have long trunks, curly tusks and large ears.</i></p>	<p>Lift the pot carefully onto the tray. The river quickly flooded the town.</p> <p>Generalisers for information, e.g. Most dogs.... Some cats....</p> <p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>(A fuller list of suffixes can be found in the spelling appendix.)</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>		

<p>Poetry:</p> <p>Invent impossible ideas, e.g. magical wishes; experiment with words to find humorous and surprising combinations</p> <p>Observe details of first-hand experiences, objects and photos using the senses; make adventurous word choices;</p> <p>Use a repeating pattern</p>				
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Year 3				
Text Structure	Sentence Construction	Word Structure /Language	Punctuation	Terminology
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. <i>Sam was really unhappy. Visit the farm now.</i> Embellished simple sentences: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave....</i> Adverbial phrases used as a ‘where’, ‘when’ or ‘how’ starter (fronted adverbials) <i>A few days ago, we discovered a hidden box. At the back of the eye, is the retina.</i> Prepositional phrases to place the action: <i>on the mat; behind the tree, in the air</i> Compound sentences (Coordination) using conjunctions: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions) Develop complex sentences (Subordination) with range of subordinating conjunctions -‘ing’ clauses as starters e.g.	Prepositions <i>Next to by the side of</i> <i>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 to stone immediately. Drops of rain pounded on the corrugated, tin roof.</i> Nouns formed from prefixes e.g. <i>auto... super...anti...</i>	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>)	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 Colon for instructions

<p>Non Fiction</p> <p>Secure use of planning tools: e.g. Text map, washing line, 'Boxing –up' grid, story grids</p> <p>Paragraphs</p> <p>Introduction Develop hook to introduce and tempt reader in e.g. <i>Who....? What....? Where....?</i> <i>Why....? When....? How....?</i></p> <p>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 diagram</p> <p>Develop Ending Personal response Extra Info / reminders e.g. Information boxes/ Five Amazing Facts Wow comment</p> <p>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.</p> <p>Poetry Invent fresh combinations, descriptions and phrases. Use words to show first-hand experience; creating a mood</p> <p>Write free verse; borrow or create a repeating pattern; experiment with simple forms such as haiku</p>	<p><i>Sighing, the boy finished his homework.</i></p> <p>Drop in a relative clause using: who/whom/which/whose/ that e.g. <i>The girl, whom I remember, had long black hair.</i> <i>The boy, whose name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p>Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i></p> <p><i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p>Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy!</p> <p>Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i></p> <p>Dialogue –powerful speech verb e.g. <i>"Hello," she whispered.</i></p>	<p>Word Families based on common words e.g. <i>teacher –teach, beauty – beautiful</i></p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. <i>a rock, an open box</i></p>		
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Year 4				
Text Structure	Sentence Construction	Word Structure /Language	Punctuation	Terminology
Fiction	Standard English for verb inflections instead of local spoken forms	Prepositions <i>at underneath since towards beneath beyond</i>	Commas to mark clauses and to mark off fronted adverbials	Pronoun Possessive pronoun Adverbial Fronted adverbial Apostrophe – plural possession
Introduce: Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids) Plan opening using: Description /action Paragraphs: to organise each part of story to indicate a change in place or jump in time Build in suspense writing to 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	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.)	Conditionals - <i>could, should, would</i> Comparative and superlative adjectives e.g. <i>small...smaller...smallest 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	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	
Non Fiction				
Secure use of planning tools: Text map/ washing line/ 'Boxing –up' grid Paragraphs to organise ideas	- '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>	Standard English forms for verb inflections instead of local spoken forms		

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<p>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</p> <p>Introduction Middle section(s) Ending</p> <p>Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p><i>Appropriate choice of pronoun or noun across sentences to aid cohesion</i></p> <p>Poetry Invent fresh combinations, descriptions and phrases, avoiding clichés.</p> <p>Use well-chosen words to illuminate first-hand experience; begin to create an impression, mood or atmosphere</p> <p>Write free verse; borrow or create a repeating pattern; experiment with simple forms such as haiku.</p>	<p>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></p> <p>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></p> <p>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></p> <p>Repetition to persuade e.g. <i>Find us to find the fun</i></p> <p>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></p>			
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Year 5				
Text Structure	Sentence Construction	Word Structure /Language	Punctuation	Terminology
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.</i> <i>Throughout the night, the wind howled like an injured creature.</i> Drop in –‘ed’ clause e.g.	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; –ise; –ify</i>) Verb prefixes (e.g. <i>dis–, de–, mis–, over– and re–</i>)	Rhetorical question Dashes Brackets/dashes/commas for parenthesis Colons Use of commas to clarify meaning or avoid ambiguity	Relative clause/ pronoun Modal verb Parenthesis Bracket- dash Determiner Cohesion Ambiguity Metaphor Personification Onomatopoeia Rhetorical question Tense: <i>present and past progressive</i> ;

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Non Fiction				
<p>Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p>Structure: Introduction / Middle / Ending</p> <p>Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>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</p> <p>Poetry:</p> <p>Invent nonsense words; experiment with unexpected word combinations; use language imaginatively to create inventive poems;</p> <p>Use carefully observed details and apt images to bring subject matter alive; avoid clichés; use ‘sound’ of words for effect.</p> <p>Write free verse; borrow patterns or forms to match meaning and own voice.</p>	<p><i>Poor Tim, exhausted by so much effort, ran home.</i></p> <p><i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudly through the lonely streetsat midnight</i></p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i></p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>			

Year 6				
Text Structure	Sentence Construction	Word Structure /Language	Punctuation	Terminology
Fiction	Consolidate Year 5 list	Consolidate Year 5 list	Consolidate Year 5 list	<u>Introduce:</u>
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</i> versus <i>reported, alleged, or claimed</i> in formal speech or writing) 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</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>)	<u>Introduce:</u> Active and passive voice Subject and object Hyphen Synonym, antonym Colon/ semi-colon Bullet points Ellipsis Subjunctive
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	Developed use of rhetorical questions for persuasion Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)			

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<p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>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</p> <p>Poetry: Invent nonsense words and situations; experiment with unexpected word combinations; use language imaginatively to create surreal and inventive poems; Use carefully observed details and apt images to bring subject matter alive; avoid clichés; compress word choices; use repetition and ‘sound’ of words for effect.</p> <p>Write free verse; borrow or invent patterns or forms to match meaning and own voice.</p>	<p>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. <i>He’s your friend, isn’t he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you</i>.</p>			
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