

CHRIST CHURCH NEW MALDEN **BECOMING THE PEOPLE GOD MADE US TO BE**

**ENGLISH**

# WRITING SKILLS PROGRESSION



# CHRIST CHURCH NEW MALDEN **WRITING SKILLS PROGRESSION**

**KEY**

This document sets out the progression of English writing skills taught at Christ Church New Malden. It includes:

- Text Structure
  - Fiction
  - Non-Fiction
- Sentence Construction
  - Sentence Types
  - Conjunctions
  - Fronted words, phrases or clauses
- Word Structure/Language
- Punctuation
- Terminology

It should be used alongside the English National Curriculum Programmes of Study.

Each year should consolidate previous years.

It also shows the term in which the skill is taught in.

**Autumn**

**Spring**

**Summer**

Text Structure		Sentence Construction			Word Structure/ Language	Punctuation	Terminology
Fiction	Non Fiction	Sentence Types	Conjunctions	Fronted words, phrases or clauses			
<p><b>Introduce:</b> <b>Planning Tool</b> – Story map /story mountain/story hands</p> <p><b>Whole class retelling of story</b></p> <p><b>Understanding of beginning/ middle / end</b></p> <p><b>Retell simple 5- part story:</b> <i>Once upon a time First / Then / Next But So Finally.....happily ever after</i></p>	<p><b>Non-fiction:</b></p> <p><b>Factual writing closely linked to a story</b></p> <p><b>Simple factual sentences based around a theme</b></p> <p>Names Labels Captions Lists Diagrams Messages e.g. post- its, labels etc.</p>	<p><b>Introduce:</b></p> <p><b>Simple sentences</b></p> <p><b>Say a sentence, write and read it back to check it makes sense.</b></p> <p><b>Compound sentences using coordinating conjunctions</b></p> <p><b>Repetition for rhythm in story making:</b> e.g. <i>He walked and he walked</i></p>	<p><b>Simple Coordinating Conjunctions:</b> <i>and but</i></p> <p><b>Subordinating Conjunctions for storytelling: who until</b></p>	<p><b>When Adverbs</b> <i>Then... Next... Finally...</i></p> <p><b>When Adverbial phrases</b> <i>Once upon a time... Early one morning...</i></p> <p><b>How Adverbs</b> <i>Unluckily... Unfortunately...</i></p>	<p><b>Introduce:</b> <b>Determiners</b> <i>The, a my your an this that his her their some all</i></p> <p><b>Where Prepositions:</b> <i>up down in into out to onto</i></p> <p><b>Adjectives (<i>describe the thing</i>)</b> e.g. <i>old, little, big, small, quiet</i></p> <p><b>Adverbs</b> e.g. <i>luckily, unfortunately, fortunately</i></p> <p><b>Similes</b> – using ‘like’</p> <p><b>Repetition in phrases for description</b> e.g. <i>a lean cat, a mean cat</i></p>	<p><b>Introduce:</b> Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p><b>Introduce:</b> Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p>

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<p><b>Planning Tools:</b> Story map / story mountain</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Understanding -</b> beginning /middle /end to a story <b>Understanding -</b> 5 parts to a story:</p> <p><b>Opening</b> <i>Once upon a time...</i></p> <p><b>Build-up</b> <i>One day...</i></p> <p><b>Problem / Dilemma</b> <i>Suddenly,.../ Unfortunately,...</i></p> <p><b>Problem Solved</b> <i>Fortunately,...</i></p> <p><b>Ending</b> <i>Finally,....</i></p>	<p><b>Planning tools:</b> text map / washing line</p> <p><b>Heading</b></p> <p><b>Introduction</b> Question to hook the reader/ Opening factual statement</p> <p><b>Middle section(s)</b> Simple factual sentences around a theme</p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p><b>Ending</b> Concluding sentence</p>	<p><b>Types of sentences:</b> Statements Questions Exclamations Commands</p> <p><b>Simple sentences</b> e.g. <i>I went to the park.</i> <i>The castle is haunted.</i></p> <p><b>Embellished simple sentences using adjectives</b> e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p> <p><b>Compound sentences using coordinating conjunctions</b> e.g. <i>The children played on the swings <b>and</b> slid down the slide</i> <i>Spiders can be small <b>or</b> they can be large.</i> <i>Charlie hid <b>but</b> Sally found him.</i> <i>It was raining <b>so</b> they put on their coats.</i></p> <p><b>Complex sentences using subordinating clauses</b> e.g. The wolf crept in <b>while</b> Grandma was asleep in bed.</p> <p><b>Use of 'who' relative clause at the end of a main clause.</b> e.g.</p>	<p><b>Simple Coordinating Conjunctions:</b> <i>or</i> <i>so</i></p> <p><b>Simple Subordinating Conjunctions:</b> <i>who</i> <i>because</i> <i>so that</i> <i>while</i> <i>when</i></p>	<p><b>Using conjunctions for fronted when adverbial clauses:</b> <i>While...</i> <i>When...</i></p> <p><b>When Adverbs</b> Soon, First, Now, Suddenly, Immediately, <i>Then</i> <i>Afterwards</i></p> <p><b>When Adverbial Phrases</b> At that moment... In the end... By the next morning... As soon as...</p> <p><b>How Adverbs</b> <i>Fortunately,...</i> <i>Unfortunately,...</i> <i>Sadly,...</i></p>	<p><b>Prepositions (where):</b> <i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i></p> <p><b>Determiners (determine the noun):</b> <i>the an a (articles)</i> <i>my your this that his her their some all lots of many more those these</i></p> <p><b>Adjectives to describe</b> e.g. <i>The <b>old</b> house...</i>  <i>The <b>huge</b> elephant...</i></p> <p><b>Alliteration</b> e.g. <i>dangerous dragon</i> <i>slimy snake</i></p> <p><b>Similes using as....as...</b> e.g. <i>as tall as a house</i> <i>as red as a radish</i></p> <p><b>Onomatopoeia</b> e.g. splash splash</p>	<p>Capital Letters: <b>Capital letter for names</b></p> <p><b>Capital letter for the personal pronoun I</b></p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p><b>Punctuation</b></p> <p><b>Question mark</b></p> <p><b>Exclamation mark</b></p> <p>Speech bubble</p> <p>Bullet points</p> <p><b>Singular/ plural</b></p> <p>Adjective</p> <p>Verbs</p> <p>Conjunction</p> <p>Alliteration</p> <p>Simile - 'as'</p> <p>Onomatopoeia</p> <p>Consonant</p>

*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.*

**Precise, clear language to give information** e.g.  
*First, switch on the red button.  
Next, wait for the green light to flash...*

**Repetition for description**  
e.g.  
*a lean cat, a mean cat  
a green dragon, a fiery dragon*

**Use of appropriate pronouns**  
e.g. *he, she, it, they*

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<p>The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts</p> <p>Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p> <p><i>Appropriate choice of pronoun or noun across sentences to aid cohesion</i></p>		<p><b>Embellished simple sentences using:</b> <b>adjectives</b> e.g. <i>The boys peeped inside the dark cave.</i> <b>how adverbs</b> e.g. <i>Tom ran quickly down the hill.</i></p> <p><b>Simple sentence of 3 noun phrases for description</b> 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></p> <p><b>Secure use of compound sentences using coordinating conjunctions</b></p> <p><b>Complex sentences where the subordinating clause is moved for effect.</b> <i>During the Autumn, as the weather turns colder, the leaves fall off the trees.</i></p> <p><b>Embedded relative who/which clause:</b> e.g. Sam, <b>who</b> was lost, sat down and cried.</p> <p>The Vikings, <b>who</b> came from Scandinavia, invaded Scotland.</p>	<p><b>Secure use of Coordinating Conjunctions:</b> <i>or</i> <i>so</i> <i>but</i> <i>and</i></p> <p><b>Broader use of Subordinating Conjunctions including mastery of:</b> <i>as</i> <i>before</i> <i>to</i> <i>until</i> <i>which</i> <i>if</i> <i>that</i></p>	<p><b>Vary openers</b> to sentences in a text</p> <p><b>Using conjunctions for fronted adverbial clauses:</b> Before... As...</p> <p><b>When Adverbs</b> Finally, Eventually Meanwhile</p> <p><b>When Adverbial Phrases</b> <i>The next day...</i> <i>After a while...</i> <i>A moment later...</i> <i>When it was all over,...</i></p> <p><b>Varied How Adverbs</b> e.g. <i>Carefully, Slowly...</i></p> <p><b>Varied How Often (frequency) Adverbs</b> e.g. <i>Usually</i> <i>Sometimes</i> <i>Normally</i></p> <p><b>Onomatopoeic words or phrases</b>  <i>Splash went the dog as he dived in the pond</i></p>	<p><b>Articles:</b> <i>an a</i></p> <p><b>Generalisers for information (quantifying determiners), e.g.</b> <i>Most dogs....</i> <i>Some cats....</i></p> <p><b>When and where Prepositions:</b> <i>behind above</i> <i>along before</i> <i>between after</i></p> <p><b>Alliteration</b> e.g. <i>wicked witch</i> <i>slimy slugs</i></p> <p><b>Similes using...like...</b> e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p> <p><b>Personification</b> <i>The sun smiled</i> <i>Flowers dance in the wind</i> <i>Branches grabbed</i></p> <p><b>Powerful Verbs to replace common verbs</b> e.g. <i>look, walk, said, saw, went</i></p>	<p><b>Demarcate sentences:</b> Capital letters for person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p><b>Commas</b> to separate items in a list</p> <p><b>Comma</b> after fronted words and phrases</p> <p><b>Speech bubbles /speech marks (inverted commas) for direct speech with powerful speech verbs other than said</b> New Speaker, New Line</p>	<p><b>Apostrophe</b> (contractions and singular possession)</p> <p><b>Commas</b> for description</p> <p>'Speech marks'</p> <p><b>Suffix</b></p> <p><b>Verb / adverb</b></p> <p><b>Statement question exclamation Command (Bossy verbs)</b></p> <p><b>Tense (past, present, future) ie not in bold</b></p> <p><b>Adjective / noun</b></p> <p><b>Noun phrases</b></p> <p><b>Generalisers</b></p> <p><b>Personification</b></p>
<p><b>Fiction</b></p> <p><b>Secure use of planning tools:</b> Story map / story mountain / story grids/ 'Boxing-up' grid</p> <p><b>Plan opening</b> around character(s), setting, time of day and type of weather</p> <p><b>Understanding 5 parts to a story with more complex vocabulary</b></p> <p><b>Opening</b> e.g. <i>In a land far away....</i> <i>One cold but bright morning....</i></p> <p><b>Build-up</b> e.g. <i>Later that day</i></p> <p><b>Problem / Dilemma</b> e.g.</p>	<p><b>Secure use of planning tools:</b> Text map / washing line / 'Boxing -up' grid</p> <p><b>Introduction:</b> Heading Hook to engage reader Factual statement / definition Opening question</p> <p><b>Middle section(s)</b> 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><i>To his amazement</i>  <b>Problem Solved</b>  e.g.  <i>As soon as</i>  <b>Ending</b> e.g.  <i>Luckily, Fortunately,</i></p> <p><b>Ending</b> should be a section rather than one final sentence  e.g. suggest how the main character is feeling in the final situation.</p>	<p><b>Ending</b>  Make final comment to reader  Extra tips! / Did-you-know? facts / True or false?</p>	<p>The Fire of London, <b>which</b> started in Pudding Lane, spread quickly.</p> <p><i>Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition</i></p>		<p><i>Stomping loudly, he left the room.</i></p> <p><i>Dripping softly,</i></p> <p><i>Creaking...</i></p>	<p><b>Expanded noun phrases</b>  e.g. <i>lots of people, plenty of food, old, wooden chair</i></p> <p><b>Detailed noun phrase where two adjectives to describe the noun</b>  e.g.  <i>The scary, old woman...</i>  <i>Squirrels have long, bushy tails.</i></p> <p><b>Specific Nouns for precision and clarity</b>  e.g.  <i>car- Ferrari</i>  <i>dog- Dalmatian</i>  <i>man- wizard</i></p> <p><b>Adverbs for description</b>  e.g.  <i>Snow fell <u>gently</u> and covered the cottage in the wood.</i></p> <p><b>Adverbs for how and when information</b> e.g.  Lift the pot carefully onto the tray.  The river quickly flooded the town.</p>		
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<p><b>Use of the perfect form of verbs to mark relationships of time and cause</b> e.g. <i>I have written it down so I can check what it said.</i></p> <p><b>Use of present perfect instead of simple past.</b> <i>He has left his hat behind,</i> as opposed to <i>He left his hat behind.</i></p>		<p><b>Vary long and short sentence types</b> to add description or information.</p> <p><b>Short sentences</b> for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i></p>	<p><b>Mastery of compound sentences using coordinating conjunctions:</b> <i>and</i> <i>or</i> <i>but</i> <i>so</i></p> <p><b>Subordinating Conjunctions for time, place and cause</b> Mastery of: where once after</p>	<p><b>-'ing' verb openers</b> e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p> <p><b>When, where, why and how fronted adverbial phrases</b></p> <p><b>Cohesion through adverbs for addition:</b> <i>Also</i> <i>Another thing</i></p> <p><b>Why adverbs for cause and effect:</b> <i>Therefore</i></p>	<p><b>Prepositional phrases to place the action:</b> <i>on the mat; behind the tree, in the air</i></p> <p><b>Prepositions for where and when:</b> e.g. <i>Next to</i> <i>by the side of</i> <i>In front of</i> <i>during</i> <i>through</i> <i>throughout</i> <i>because of</i></p> <p><b>Powerful verbs</b> e.g. <i>stare, tremble, slither</i></p> <p><b>Boastful Adjectives</b> e.g. <i>magnificent, unbelievable, exciting!</i></p> <p><b>More specific / technical vocabulary to add detail</b> e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i></p> <p><i>Drops of rain pounded on the corrugated, tin roof.</i></p>	<p>Colons before a list and in a playscript e.g. <i>What you need:</i></p> <p><b>Ellipses</b> to keep the reader hanging on</p> <p><b>Secure use of inverted commas for direct speech</b></p> <p>Use of commas after <b>fronted adverbial phrases</b> (e.g. <i>Later that day, I heard the bad news.</i>)</p> <p><b>Dialogue - verb + adverb -</b> <i>"Hello," she whispered, shyly.</i></p>	<p><b>Word family</b></p> <p><b>Conjunction</b></p> <p><b>Adverb</b></p> <p><b>Preposition</b></p> <p><b>Direct speech</b></p> <p><b>Inverted commas</b></p> <p><b>Prefix</b></p> <p><b>Consonant</b></p> <p><b>Vowel</b></p> <p><b>Clause</b></p> <p><b>Subordinate clause</b></p> <p><b>Determiner</b></p> <p><b>Synonyms</b></p> <p><b>Imperative verbs</b></p> <p><b>Colon for instructions</b></p> <p><b>Bullet Points</b></p>
<p><b>Secure use of planning tools:</b> Story map /story mountain / story grids / 'Boxing-up' grid</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Paragraphs</b> to organise ideas into each story part</p> <p><b>Extended vocabulary</b> to introduce 5 story parts: <b>Introduction</b> – should include detailed description of setting or characters <b>Build-up</b> –build in some suspense towards the problem or dilemma</p>	<p><b>Introduce: Secure use of planning tools:</b> e.g. Text map, washing line, 'Boxing -up' grid, story grids</p> <p><b>Paragraphs</b> to organise ideas around a theme <b>Introduction</b> Develop hook to introduce and tempt reader in e.g. <i>Who....? What....? Where....? Why....? When....? How....?</i></p> <p><b>Topic sentences to introduce non-fiction paragraphs</b> e.g. <i>Dragons are found across the world.</i></p> <p><b>Middle Section(s)</b> Group related ideas /facts into paragraphs</p>	<p><b>Embellished simple sentences using when, where and how adverbial phrases in varied positions for effect (always starting with building up from a main clause in its simplest form.)</b> e.g. <i>The mouse ran.</i> <i>The mouse ran in fear</i> <i>All of a sudden, the mouse ran in fear</i> <i>All of a sudden, the mouse ran in fear up the clock</i> <i>In fear, all of a sudden, the mouse ran up the clock.</i> <i>Up the clock, in fear, ran the mouse all of a sudden</i></p> <p><b>Complex sentences using embedded relative clause using who /which/whose/</b> <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><b>Problem / Dilemma</b> –include detail of actions / dialogue</p> <p><b>Problem Solved</b> - should link with the problem</p> <p><b>Ending</b> – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p>	<p>Sub headings to introduce sections / paragraphs</p> <p>Topic sentences to introduce paragraphs</p> <p>Lists of steps to be taken</p> <p>Bullet points for facts</p> <p>Flow diagram</p> <p><b>Develop Ending</b></p> <p>Personal response</p> <p>Extra information / reminders e.g. Information boxes/ Five Amazing Facts</p> <p>Wow comment</p>	<p><b>Sentence of 3 for description with extended noun phrases</b> e.g.  <i>The cottage had a rickety path leading up to it, overgrown rose bushes surrounding it and a smashed front window. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p><b>Pattern of 3 for persuasion</b> e.g.  <i>Swim...Shop...Sunbathe!</i></p>					
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<p><b>Introduce:</b> <b>Secure use of planning tools:</b> e.g. story map /story mountain /story grids /'Boxing-up' grids</p> <p><b>Plan opening using:</b> Description /action</p> <p><b>Paragraphs:</b> to organise each part of story to indicate a change in place or jump in time</p> <p>Build in suspense writing to introduce the dilemma</p> <p><b>Developed 5 parts to story</b> <b>Introduction</b> <b>Build-up</b> <b>Problem / Dilemma</b> <b>Problem Solved</b> <b>Ending</b></p> <p>Clear distinction between Problem Solved and ending. Ending should</p>	<p><b>Non-Fiction Introduce:</b> <b>Secure use of planning tools:</b> Text map/ washing line/ 'Boxing -up' grid</p> <p><b>Paragraphs</b> 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 conjunctions. Use of bullet points, diagrams</p> <p><b>Introduction</b> <b>Middle section(s)</b> <b>Ending</b></p> <p>Ending could Include personal opinion, response, extra information, reminders, question, warning,</p>	<p><b>Standard English for verb inflections instead of local spoken forms</b> <i>e.g. we were instead of we was, or I did instead of I done</i></p> <p><b>Long and short sentences:</b> <b>Long sentences</b> to enhance description or information</p> <p><b>Short sentences</b> to move events on quickly <i>e.g. It was midnight. It's great fun.</i></p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Embedded subordinate -'ing' clause</b> e.g. <i>Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</i></p> <p><b>Sentence of 3 verb phrases for action</b> e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food and loved marching, but hated the weather.</i></p> <p><b>Repetition to persuade</b> e.g. <i>Find us to find the fun!</i></p>	<p><b>Secure use of all coordinating conjunctions to construct compound sentences:</b> <u>yet</u> <i>and</i> <i>or</i> <i>but</i> <i>so</i></p> <p><b>Subordinating Conjunctions for time, place, cause and change direction</b> Specific mastery of: <i>since</i> <i>if</i> <i>even though</i> <i>whereas</i></p>	<p><b>ed' verb starters</b> e.g. <i>Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</i></p> <p><b>Introduce -'ing' openers to embellish fronted adverbials</b> e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p><b>Start with a simile adverbial</b> e.g. <i>As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</i></p>	<p><b>Prepositions</b> <i>at underneath since towards beneath beyond</i></p> <p><b>Modal Verbs:</b> <i>could, should, would</i></p>	<p><b>Commas</b> to mark clauses and to mark off fronted adverbial phrases and clauses.</p> <p><b>Full punctuation for direct speech:</b> Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i></p> <p><b>Apostrophes</b> 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</p> <p><b>Brackets.</b></p>	<p><b>Pronoun</b></p> <p><b>Possessive pronoun</b></p> <p><b>Adverbial</b></p> <p><b>Fronted adverbial</b></p> <p><b>Apostrophe</b></p> <p><b>Plural possession</b></p> <p><b>Brackets</b></p>

include reflection on events or the characters	encouragement to the reader	<b>The difference between structures typical of informal speech and structures appropriate for formal speech and writing</b> such as: the use of question tags, e.g. <i>He's your friend, isn't he? Vs. Is he your friend?</i>					
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Text Structure		Sentence Construction			Word Structure/ Language	Punctuation	Terminology
Fiction	Non Fiction	Sentence Types	Conjunctions	Fronted words, phrases or clauses			
<p><b>Secure independent use of planning tools</b> Story mountain /grids/flow diagrams</p> <p><b>Plan opening using:</b> Description /action/dialogue</p> <p><b>Paragraphs:</b> Vary Conjunctions within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.</p> <p><b>Use 5 part story structure</b> Writing could start at any of the 5 points. This may include flashbacks <b>Introduction</b> – should include action / description -character or setting / dialogue <b>Build-up</b> –develop suspense techniques <b>Problem / Dilemma</b> –may be more than</p>	<p><b>Introduce: Independent planning</b> across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p><b>Structure:</b> Introduction / Middle / Ending</p> <p><b>Secure use of paragraphs:</b> 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 conjunctions and signposts Use rhetorical questions to draw reader in</p> <p>Express 'expert opinions' clearly</p>	<p><b>Relative subordinate clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</b> e.g. The boy, who lives near school, always arrives early. The boy, living near school, always arrives early.</p> <p><b>Secure and controlled use of simple / embellished simple sentences.</b></p> <p><b>Secure and controlled use of compound sentences</b></p> <p><b>Embedded relative subordinate –'ed' clause with omitted pronoun (implied)</b> 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></p> <p><b>Sentence reshaping techniques</b> e.g. lengthening or shortening sentence for meaning, effect and/or succinctness.</p> <p><b>Mastery of moving adverbs and adverbial phrases or clauses (how, when, where, why) around for specific effects</b> e.g. <i>The siren echoed loudly ....through the lonely streets ....at midnight</i></p>	<p><b>Secure use of all coordinating conjunctions to construct compound sentences:</b> <i>nor</i> <i>yet</i> <i>and</i> <i>or</i> <i>but</i> <i>so</i></p> <p><b>Subordinating Conjunctions for time, place, cause and change direction</b></p> <p><b>Mastery of:</b> <i>although</i> <i>whenever</i></p>	<p><b>Expanded fronted –ed verb phrase</b> e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by fear of another eruption, Local residents have now evacuated the area.</i></p> <p><b>Elaboration of fronted adverbial phrases or clauses</b> 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> <i>As soon as the traffic light changed to green, the car sped off.</i></p>	<p><b>Metaphor</b></p> <p><b>Vague pronoun to generalise (Empty words)</b> e.g. <i>someone, somewhere was out to get him</i></p> <p><b>Abstract Nouns Concrete Nouns Collective Nouns</b> e.g. <i>flock, team, crowd</i></p> <p><b>Developed use of technical language</b></p> <p><b>Indicating degrees of possibility using modal verbs</b> <i>could/can</i> <i>may/might,</i> <i>should/shall,</i> <i>would/will,</i> <i>must/ought) or adverbs</i> e.g. <i>sometimes, often, perhaps, surely.</i></p>	<p><b>Rhetorical question</b></p> <p><b>Dashes</b></p> <p><b>Brackets/dashes/commas for parenthesis</b></p> <p><b>Colon to connect link illustrative clauses.</b></p> <p><b>Use of commas to clarify meaning or avoid ambiguity</b></p> <p><b>Stage directions in speech</b> (speech + verb + action) e.g. <i>"Stop!" he shouted, picking up the stick and running after the thief.</i></p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating</i>)</p>	<p><b>Relative clause</b></p> <p><b>Relative pronoun</b></p> <p><b>Modal verb</b></p> <p><b>Parenthesis</b></p> <p><b>Bracket- dash</b></p> <p><b>Determiner</b></p> <p><b>Cohesion</b></p> <p><b>Ambiguity</b></p> <p><b>Metaphor</b></p> <p><b>Rhetorical question</b></p>

<p>one problem to be resolved <b>Problem Solved</b> – clear links with dilemma <b>Ending</b> –character could reflect on events, any changes or lessons, look forward to the future ask a question.</p>	<p>Consistently maintain viewpoint  Summary clear at the end to appeal directly to the reader</p>	<p><b>Use of rhetorical questions- sparingly and careful to address the reader where appropriate</b></p>				<p><i>shark, or recover versus re-cover)</i></p>	
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Text Structure		Sentence Construction			Word Structure/ Language	Punctuation	Terminology
Fiction	Non Fiction	Sentence Types	Conjunctions	Fronted words, phrases or clauses			
<p><b>Secure independent planning across story types using 5 part story structure.</b> Include suspense, cliff hangers, flashbacks/forwards , time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan</p> <p><b>Paragraphs</b> -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p>	<p>Secure planning across non-fiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose Use range of techniques to involve the reader -comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p> <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</p>	<p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences</b></p> <p><b>Secure use of complex sentences: (Subordination)</b></p> <p>or</p> <p>The use of the <b>subjunctive</b> in some very formal writing and speech e.g. <i>If I were you.</i> <i>the report recommends that he <b>face</b> the tribunal</i> <i>it is important that they <b>be</b> aware of the provisions of the act .</i></p> <p>Expanded <b>noun phrases</b> 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>)</p> <p><b>Active and passive verbs to create effect and to affect presentation of information</b> e.g. <b>Active:</b> <i>Tom accidentally dropped the glass.</i> <b>Passive:</b> <i>The glass was accidentally dropped by Tom.</i></p>	<p><b>Secure use of all coordinating conjunctions to construct compound sentences:</b> <i>for</i> <i>nor</i> <i>yet</i> <i>and</i> <i>or</i> <i>but</i> <i>so</i></p> <p><b>Controlled use of subordinating conjunctions including mastery of:</b> <i>despite</i> <i>unless</i></p>	<p><b>Cohesion through adverbs for change of direction:</b> <i>On the other hand</i> <i>In contrast</i></p> <p><b>Cohesion through (why) adverbs for cause and effect:</b> <i>As a consequence</i></p>	<p>Assonance</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors, assonance</p> <p><b>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</b> e.g. <i>said vs. reported, alleged, or claimed in formal speech or writing</i>)</p> <p>indefinite (e.g. <i>a, an</i>) and definite (e.g. <i>the</i>) articles an</p>	<p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma. Use of semi-colons within lists.</p> <p><b>Punctuation of bullet points to list information.</b></p>	<p><b>Active and passive voice</b></p> <p><b>Subject and object</b></p> <p><b>Hyphen</b></p> <p><b>Synonym, antonym</b></p> <p><b>Colon/ semi-colon</b></p> <p><b>Ellipsis</b></p> <p><b>Figurative Language</b></p> <p><b>Assonance</b></p> <p><b>Definite/ Indefinite Articles</b></p>

	<p>type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: semantic <b>cohesion</b> (e.g. repetition of a <b>word</b> or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence), and <b>elision</b> Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p><b>Active:</b> <i>The class heated the water.</i> <b>Passive:</b> <i>The water was heated.</i></p>					
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