



Learn-AT English - Writing Progression

Taken from Pie Corbett's Writing Progression, Michael Tidd's Key Objectives and the DfE Teacher Assessment Frameworks 2018/19.

Spelling objectives NOT included here – see Learn-AT Spelling Framework, separate document.

Handwriting objectives from the National Curriculum are included but for how handwriting is taught, see Learn-AT Handwriting Policy, separate document

Reception

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Key Objectives
Oral/verbal modelling and targeted teacher talk which will feed into future writing skills.					
<p>INTRODUCE Planning Tool - Story map /story mountain</p> <p>Whole class retelling of story - Understanding of beginning/ middle / end</p> <p>Retell simple 5-part story - <i>Once upon a time</i> - <i>First / Then / Next</i> - <i>But</i> - <i>So</i> - <i>Finally, happily ever after</i></p> <p>Non-fiction - Factual writing closely linked to a story - Simple factual sentences based around a theme. - Names - Labels - Captions - Lists - Diagrams - Message</p>	<p>INTRODUCE Simple sentences - Say a sentence, write and read it back to check it makes sense.</p> <p>Simple Connectives - <i>and who until but</i></p> <p>Compound sentences - using connectives (coordinating conjunctions) - <i>and / but</i> - using 'ly' openers e.g. <i>luckily /unfortunately,</i></p> <p>'Run' - Repetition for rhythm, e.g. <i>He walked and he walked</i> - <i>Repetition in description e.g. a lean cat, a mean cat; a green dragon, a fiery dragon</i></p>	<p>INTRODUCE Determiners - the/ a / an - my / your - this / that - his / her - their - some /all</p> <p>Prepositions - <i>up /down</i> - <i>in/ into</i> - <i>out</i> - <i>to</i> - <i>onto</i></p> <p>Adjectives - e.g. old, little, big, small, quiet</p> <p>Adverbs - e.g. <i>luckily, unfortunately, fortunately</i></p> <p>Similes - using 'like' e.g. hot like a fire</p>	<p>INTRODUCE Finger spaces to separate words</p> <p>Full stops</p> <p>Capital letters for own name and beginning of a simple sentence</p>	<p>INTRODUCE Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stop</p> <p>Capital letter</p> <p>Simile – 'like'</p> <p>5 rules of a sentence - capital letter - listen for every sound in a word - finger spaces - full stop - makes sense</p>	<p>ENSURE</p> <ul style="list-style-type: none"> • EYFS Pilot Framework 2018 Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. • Write own name and other things such as labels and captions • Use a capital letter for own name • Handwriting Give meaning to marks they make as they draw, write and paint. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

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<p>CONSOLIDATE <i>Reception list</i></p> <p>INTRODUCE FICTION <i>Plan opening around character(s), setting, time of day and type of weather</i></p> <p>Opening - Once upon a time...</p> <p>Build-up - One day...</p> <p>Problem / Dilemma - Suddenly/ Unfortunately,</p> <p>Resolution - Fortunately</p> <p>Ending - Finally,</p> <p>NON-FICTION Planning tools - text map / washing line</p> <p>Heading</p> <p>Introduction - Opening factual statement</p> <p>Middle section(s) - Simple factual sentences around a theme</p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending - Concluding sentence</p>	<p>CONSOLIDATE <i>Reception list</i></p> <p>INTRODUCE Types of sentences - Statements - Questions - Exclamations</p> <p>More simple connectives - or ,so because, so that then, that, while, when where</p> <p>Also as openers - While... - When... - Where...</p> <p>Writing embellished simple sentences using adjectives e.g. - The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p> <p>Writing 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.</p> <p>• Writing 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.</p>	<p>CONSOLIDATE <i>Reception list</i></p> <p>INTRODUCE More prepositions e.g. - inside - outside - towards - across - under</p> <p>More determiners e.g. - lots of - many - more - those - these</p> <p>Alliteration - e.g. dangerous dragon, slimy snake</p> <p>Similes using as.... - e.g. as tall as a house, as red as a radish</p> <p>Precise, clear language to give information e.g. - First, switch on the red button. - Next, wait for the green light to flash...</p> <p>Regular plural noun suffixes –s or –es - e.g. dog, dogs; wish, wishes</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 - e.g. unkind, or undoing, untie the boat</p>	<p>CONSOLIDATE <i>Reception list</i></p> <p>INTRODUCE Capital Letters - to start a sentence - for the personal pronoun I</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p>CONSOLIDATE <i>Reception list</i></p> <p>TERMINOLOGY FOR PUPILS (FROM NATIONAL CURRICULUM STATUTORY LIST)</p> <p>Letter , capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>	<p>ENSURE</p> <ul style="list-style-type: none"> • Consolidate Reception List • Composing a sentence orally before writing it • Read their writing aloud clearly enough to be heard by their peers and the teacher • Sequencing sentences to form short narratives • Leaving spaces between words • Joining words and joining clauses using "and" e.g. blue and yellow flower; The big dog barked and ran away • Capital letters for names and personal pronoun I • Handwriting Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0 – 9. Understand which letters belong to which handwriting families (i.e. letters formed in similar ways) and practise these.

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	TAF Statements 2018/19
<p>CONSOLIDATE <i>Year 1 list</i></p> <p>INTRODUCE FICTION Secure use of planning tools</p> <ul style="list-style-type: none"> - Story map - Story mountain - Story grids - 'Boxing-up' grid <p>Understanding 5 parts to a story with more complex vocabulary</p> <ul style="list-style-type: none"> - Opening e.g. 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. <p>NON-FICTION Secure use of planning tools</p> <ul style="list-style-type: none"> - Text map - washing line - 'Boxing -up' grid <p>Introduction</p> <ul style="list-style-type: none"> - Heading - Hook to engage reader - Factual statement / definition - Opening question <p>Middle section(s)</p> <ul style="list-style-type: none"> - 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>Ending</p> <ul style="list-style-type: none"> - Make final comment to reader 	<p>CONSOLIDATE <i>Year 1 list</i></p> <p>INTRODUCE Types of sentences</p> <ul style="list-style-type: none"> - Commands <p>'ly' sentence starters, e.g</p> <ul style="list-style-type: none"> - Usually, Eventually, Finally, Carefully, Slowly, ... <p>-</p> <p>Vary openers to sentences</p> <p>Use adverbs e.g.</p> <ul style="list-style-type: none"> - Tom ran quickly down the hill. <p>Secure use of</p> <ul style="list-style-type: none"> - compound sentences using co-ordinating conjunctions and/ or / but / so - Complex sentences using subordination e.g. drop in a relative clause who/which <i>Sam, who was lost, sat down and cried</i> The Fire of London, which started in Pudding Lane, spread quickly. <p>Additional subordinating conjunctions</p> <ul style="list-style-type: none"> - what/while/when/where/ because/ then/so that/ if/to/until e.g. While the animals were munching breakfast, two visitors arrived <p>Use long and short sentences</p> <ul style="list-style-type: none"> - Long sentences to add description or information. - Use short sentences for emphasis. <p>Expanded noun phrases</p> <ul style="list-style-type: none"> - e.g. lots of people, a bright, sunny day <p>List of 3 for description</p>	<p>CONSOLIDATE <i>Year 1 list</i></p> <p>INTRODUCE More prepositions</p> <ul style="list-style-type: none"> - e.g. behind above along before between after <p>-</p> <p>Two adjectives to describe the noun</p> <ul style="list-style-type: none"> - e.g. The scary, old woman... Squirrels have long, bushy tails. <p>-</p> <p>Adverbs for description</p> <ul style="list-style-type: none"> - e.g. Snow fell gently and covered the cottage in the wood. <p>-</p> <p>Adverbs for information</p> <ul style="list-style-type: none"> - e.g. Lift the pot carefully onto the tray. The river quickly flooded the town. <p>-</p> <p>Generalisers for information</p> <ul style="list-style-type: none"> - e.g. Most dogs.... Some cats.... <p>-</p> <p>Formation of nouns using suffixes such as -ness, -er</p> <p>Formation of adjectives using suffixes such as -ful, -less (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>CONSOLIDATE <i>Year 1 list</i></p> <p>INTRODUCE Demarcate sentences</p> <ul style="list-style-type: none"> - 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 <p>Apostrophes to mark contracted forms in spelling</p> <ul style="list-style-type: none"> - e.g. don't, can't <p>Apostrophes to mark singular possession</p> <ul style="list-style-type: none"> - e.g. the cat's name 	<p>CONSOLIDATE Previous lists</p> <p>TERMINOLOGY FOR PUPILS (FROM NATIONAL CURRICULUM STATUTORY LIST)</p> <p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe</p> <p>comma</p>	<p>TAF Statements 2018/19 CONSOLIDATE YEAR 1 LIST</p> <p>ENSURE FOR WTS The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write sentences that are sequenced to form a short narrative (real or fictional) • demarcate some sentences with capital letters and full stops • segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others • spell some common exception words <p>Handwriting</p> <ul style="list-style-type: none"> • form lower-case letters in the correct direction, starting and finishing in the right place • form lower-case letters of the correct size relative to one another in some of their writing • use spacing between words. <p>ENSURE FOR EXS All WTS targets plus:</p> <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if

<p>- 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. she is drumming, he was shouting)</p>	<p>- e.g. He wore old shoes, a dark cloak and a red hat.</p>				<p>/ that / because) to join clauses</p> <p>Handwriting</p> <ul style="list-style-type: none"> • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. <p>ENSURE FOR GDS All WTS and EXS targets plus:</p> <ul style="list-style-type: none"> • write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • make simple additions, revisions and proof-reading corrections to their own writing • use the punctuation taught at key stage 1 mostly correctly • add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, ly) <p>Handwriting</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes needed to join some letters.
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<p>CONSOLIDATE <i>Year 2 list</i></p> <p>INTRODUCE FICTION <i>Paragraphs to organise ideas into each story part</i></p> <p>Extended vocabulary to introduce 5 story parts:</p> <ul style="list-style-type: none"> - 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. <p>NON-FICTION <i>Paragraphs to organise ideas around a theme</i></p> <p>Introduction</p> <ul style="list-style-type: none"> - Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....? <p>Middle Section(s)</p> <ul style="list-style-type: none"> - Group related ideas /facts into paragraphs - Sub headings to introduce sections / paragraphs - Topic sentences to introduce paragraphs - Flow diagram <p>Develop Ending</p> <ul style="list-style-type: none"> - Personal response <p>Extra information / reminders</p> <ul style="list-style-type: none"> - e.g. Information boxes/ five amazing facts/ Wow comment 	<p>CONSOLIDATE <i>Year 2 list</i></p> <p>INTRODUCE Vary long and short sentences</p> <ul style="list-style-type: none"> - 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. <p>Embellished simple sentences: Adverb starters to add detail e.g. Carefully, she crawled along the floor .</p> <p>Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials)</p> <ul style="list-style-type: none"> - A few days ago, we discovered a hidden box. <p>Prepositional phrases to place the action</p> <ul style="list-style-type: none"> - On the mat, behind the tree <p>Compound sentences</p> <ul style="list-style-type: none"> - using for /and/nor/but/ or/yet/so (coordinating conjunctions) <p>Develop complex sentences with range of subordinating conjunctions</p> <ul style="list-style-type: none"> - 'ing' clauses as starters e.g. Sighing, the boy finished his homework. <p>Drop in a relative clause using</p> <ul style="list-style-type: none"> - who/whom/which/whose/ that e.g. The boy, whose name is George, thinks he is very brave. <p>Sentence of 3 for description</p> <ul style="list-style-type: none"> - e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. <p>Pattern of 3 for persuasion</p> <ul style="list-style-type: none"> - e.g. Visit, swim,enjoy! 	<p>CONSOLIDATE <i>Year 2 list</i></p> <p>INTRODUCE Wider range of prepositions</p> <ul style="list-style-type: none"> - Next to, by the side of, In front of during, through, throughout <p>Powerful verbs</p> <ul style="list-style-type: none"> - e.g. stare, tremble, slither <p>Boastful Language</p> <ul style="list-style-type: none"> - e.g. magnificent, unbelievable, exciting <p>More specific / technical vocabulary to add detail</p> <ul style="list-style-type: none"> - e.g. Drops of rain pounded on the corrugated, tin roof <p>Nouns formed from prefixes</p> <ul style="list-style-type: none"> - e.g. auto... super...anti... <p>Word Families based on common words</p> <ul style="list-style-type: none"> - e.g. teacher –teach beauty – beautiful <p>Use of determiners a or an according to whether next word begins with a vowel</p> <ul style="list-style-type: none"> - e.g. a rock, an open box 	<p>CONSOLIDATE <i>Year 2 list</i></p> <p>INTRODUCE Colon before a list</p> <ul style="list-style-type: none"> - E.g. What you need: <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials</p> <ul style="list-style-type: none"> - e.g. Later that day, I heard the bad news. 	<p>CONSOLIDATE <i>Previous lists</i></p> <p>TERMINOLOGY FOR PUPILS (FROM NATIONAL CURRICULUM STATUTORY LIST)</p> <p>preposition</p> <p>conjunction</p> <p>word family</p> <p>prefix</p> <p>clause</p> <p>subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter</p> <p>vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>	<p>ENSURE</p> <ul style="list-style-type: none"> • Consolidate Year 2 list • Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • Discuss genres of writing similar to that which they are learning/ planning to write in order to understand and learn from its structure, vocabulary and grammar. • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Organise paragraphs around a theme. • In narratives, create settings, characters and plot • In non-narrative material, using simple organisational devices (headings & subheadings) • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proofread for spelling and punctuation errors • Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

<p>Use of the perfect form of verbs to mark relationships of time and cause</p> <ul style="list-style-type: none"> - e.g. I have written it down so I can check what it said. <p>Use of present perfect instead of simple past.</p> <ul style="list-style-type: none"> - He has left his hat behind (as opposed to He left his hat behind.) 	<p>Topic sentences to introduce non-fiction paragraphs</p> <ul style="list-style-type: none"> - e.g. Dragons are found across the world. <p>Dialogue</p> <ul style="list-style-type: none"> - powerful speech verb e.g. "Hello," she whispered. 				<ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although <p>Handwriting</p> <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes needed to join letters and know which letters are best left un-joined when adjacent
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<p>CONSOLIDATE Year 3 list</p> <p>INTRODUCE FICTION <i>Plan opening using description /action</i></p> <p>Paragraphs to organise each part of story</p> <ul style="list-style-type: none"> - to indicate a change in place or jump in time <p>Build in suspense writing to introduce the dilemma</p> <p>Further develop 5 parts to story</p> <ul style="list-style-type: none"> - Clear distinction between resolution and ending. - Ending should include reflection on events or the characters. <p>NON-FICTION Logical organisation</p> <p>Group related paragraphs</p> <p>Develop use of a topic sentence</p> <ul style="list-style-type: none"> - Link information within paragraphs with a range of connectives. <p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p> <p>Use of bullet points, diagrams</p> <p>Ending</p> <ul style="list-style-type: none"> - could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader 	<p>CONSOLIDATE Year 3 list</p> <p>INTRODUCE Develop long and short sentences</p> <ul style="list-style-type: none"> - Long sentences to enhance description or information - Short sentences to move events on quickly. e.g. It was midnight. It's great fun. <p>Start with a simile</p> <ul style="list-style-type: none"> - e.g. As curved as a ball, the moon shone brightly in the night sky. <ul style="list-style-type: none"> - <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunction For/and/nor/but/or/yes/so</p> <p>Further develop complex sentences with range of subordinating conjunctions and correct comma use.</p>	<p>CONSOLIDATE Year 3 list</p> <p>INTRODUCE 'ed' / 'ing' clauses as starters</p> <ul style="list-style-type: none"> - e.g. Frightened, Tom ran straight home to avoid being caught. - Grinning menacingly, he slipped the treasure into his rucksack. <ul style="list-style-type: none"> - <p>Drop in -'ing' clause</p> <ul style="list-style-type: none"> - e.g. Jane, laughing at the teacher, fell off her chair. <p>Sentence of 3 for action</p> <ul style="list-style-type: none"> - e.g. Sam rushed down the road, jumped on the bus and sank into his seat. <p>Repetition to persuade</p> <ul style="list-style-type: none"> - e.g. Find us to find the fun <p>Dialogue - verb + adverb</p> <ul style="list-style-type: none"> - "Hello," she whispered, shyly. <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p>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)</p>	<p>CONSOLIDATE Year 3 list</p> <p>INTRODUCE Prepositions</p> <ul style="list-style-type: none"> - at underneath since towards beneath beyond <p>Conditionals</p> <ul style="list-style-type: none"> - could, should, would <p>Comparative and superlative adjectives</p> <ul style="list-style-type: none"> - e.g. small...smaller...smallest good...better...best <p>Proper nouns</p> <ul style="list-style-type: none"> - refers to a particular person or thing. e.g. Monday, Jessica, October, England <p>Commas to mark clauses and to mark off fronted adverbials</p> <p>The grammatical difference between plural and possessive – s</p> <ul style="list-style-type: none"> - Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural <p>Full punctuation for direct speech</p> <ul style="list-style-type: none"> - Each new speaker on a new line - Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella! - Speech starts with capital letter 	<p>CONSOLIDATE Previous lists</p> <p>TERMINOLOGY FOR PUPILS (FROM NATIONAL CURRICULUM STATUTORY LIST)</p> <p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p>	<p>ENSURE</p> <ul style="list-style-type: none"> • Consolidate Year 3 list • Choosing nouns or pronouns appropriately for clarity, cohesion and to avoid repetition • Using conjunctions, adverbs and prepositions to express time, cause and place. • Use a range of conjunctions to extend sentences with more than one clause • Using adverbial phrases to begin sentences (fronted adverbials) • Using extended noun phrases, including with prepositions • Using and punctuating correctly direct speech • Use the possessive apostrophe accurately with plurals • Adopt the features of existing texts to shape own writing • Build sentences with varied vocabulary and structures. • Develop detail of characters, settings and plot in narratives • Use simple organisational devices in non-fiction • Suggest improvements to grammar and vocabulary • Proofread own work for spelling and punctuation errors • Read aloud using appropriate intonation, tone and volume <p>Handwriting</p> <ul style="list-style-type: none"> • Increase fluency and speed of handwriting

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Key Objectives
<p>CONSOLIDATE Year 4 list</p> <p>INTRODUCE FICTION Secure independent use of planning tools</p> <p>Plan opening using description /action /dialogue</p> <p>Paragraphs</p> <ul style="list-style-type: none"> - Vary connectives within paragraphs to build cohesion - Use change of place, time and action to link ideas across paragraphs. <p>Using 5 part story structure, writing could start at any of the 5 points.</p> <ul style="list-style-type: none"> - e.g. flashbacks <p>Introduction</p> <ul style="list-style-type: none"> - should include action / description of character or setting / dialogue <p>Build-up</p> <ul style="list-style-type: none"> - develop suspense techniques <p>Problem / dilemma</p> <ul style="list-style-type: none"> - may be more than one problem to be resolved <p>Resolution</p> <ul style="list-style-type: none"> - clear links with dilemma <p>Ending</p> <ul style="list-style-type: none"> - character could reflect on events, any changes or lessons, look forward to the future, ask a question. <p>NON-FICTION Independent planning across all genres</p> <p>Secure use of range of layouts suitable to text.</p> <p>Use a variety of ways to open texts, draw reader in, and make the purpose clear.</p>	<p>CONSOLIDATE Year 4 list</p> <p>INTRODUCE Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p>Secure use of complex sentences with range of subordinating conjunctions and correct comma use.</p> <ul style="list-style-type: none"> - Main and subordinate clauses with full range of conjunctions <p>Elaboration of starters using adverbial phrases</p> <ul style="list-style-type: none"> - e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. <p>Develop Drop in –‘ed’ clause e.g. Poor Tim, exhausted by so much effort, ran home.</p> <p>Sentence reshaping techniques e.g.</p> <ul style="list-style-type: none"> - lengthening or shortening sentence for meaning and /or effect - Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudly ...through the lonely streets ...at midnight <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action)</p> <ul style="list-style-type: none"> - e.g. "Stop!" he shouted, picking up the stick and running after the thief. <p>Indicating degrees of possibility using modal verbs</p> <ul style="list-style-type: none"> - e.g. might, should, will, must or adverbs (perhaps, surely) 	<p>CONSOLIDATE Year 4 list</p> <p>INTRODUCE Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words</p> <ul style="list-style-type: none"> - e.g. someone, somewhere was out to get him <p>Develop use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes</p> <ul style="list-style-type: none"> - e.g. -ate; -ise; -ify - <p>Verb prefixes e.g. dis-, de-, mis-, over- and re-</p>	<p>CONSOLIDATE Year 4 list</p> <p>INTRODUCE Rhetorical question</p> <p>Dashes</p> <p>Brackets/dashes/commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>CONSOLIDATE Previous lists</p> <p>TERMINOLOGY FOR PUPILS (FROM NATIONAL CURRICULUM STATUTORY LIST)</p> <p>modal verb</p> <p>relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion</p> <p>ambiguity</p>	<p>ENSURE</p> <ul style="list-style-type: none"> • Consolidate Year 4 list • Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action • Use a wide range of devices to build cohesion within and across paragraphs • Use further organisational and presentational devices to structure text and to guide the reader • Ensure the consistent and correct use of tense throughout a piece of writing. • Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear. • Use a thesaurus • Use expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun • Convert nouns or adjectives into verbs. • Use devices to build cohesion, including adverbials of

<p><i>Link ideas within and across paragraphs using a full range of connectives and signposts.</i></p> <p><i>Use rhetorical questions to draw reader in.</i></p> <p><i>Express own opinions clearly.</i></p> <p><i>Consistently maintain viewpoint.</i></p> <p><i>Summary clear at the end to appeal directly to the reader</i></p>					<p>manner, time, place and number</p> <ul style="list-style-type: none">• Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms• Draft and write by: précising longer passages• Use passive verbs to affect the presentation of information in a sentence.• Use the perfect form of verbs to mark relationships of time and cause• Know differences in informal and formal language• Use of ellipsis• Use commas to clarify meaning or avoid ambiguity in writing• Use brackets, dashes or commas to indicate parenthesis• Use hyphens to avoid ambiguity• Use semicolons, colons or dashes to mark boundaries between independent clauses• Use a colon to introduce a list• Punctuate bullet points consistently• Use a dictionary to check spelling and meaning <p>Handwriting</p> <ul style="list-style-type: none">• Write legibly, fluently and with increasing speed, developing personal style
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Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	TAF Statements 2018/19
<p>CONSOLIDATE Year 5 list</p> <p>INTRODUCE FICTION Include suspense, cliff hangers, flashbacks/forwards, time slips</p> <p>Maintain plot consistently working from plan</p> <p>Paragraphs -secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p>NON-FICTION Use a variety of text layouts appropriate to purpose</p> <p>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 type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices</p> <ul style="list-style-type: none"> - 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 	<p>CONSOLIDATE Year 5 list</p> <p>Active and passive verbs to create effect and to affect presentation of information</p> <ul style="list-style-type: none"> - e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom. <p>Developed use of rhetorical questions for persuasion</p> <p>Secure expanded noun phrases to convey complicated information concisely</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing</p> <ul style="list-style-type: none"> - E.g. the use of question tags, e.g. He's your friend, isn't he? - the use of the subjunctive in some very formal writing and speech. E.g. If I were you, .. 	<p>CONSOLIDATE Year 5 list</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>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)</p> <p>How words are related as synonyms and antonyms e.g. big/ large / little</p>	<p>CONSOLIDATE Year 5 list</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</p> <p>Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity e.g. man-eating shark versus man-eating shark, or recover versus re-cover</p>	<p>CONSOLIDATE Previous lists</p> <p>TERMINOLOGY FOR PUPILS (FROM NATIONAL CURRICULUM STATUTORY LIST)</p> <p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis</p> <p>hyphen</p> <p>colon</p> <p>semi-colon</p> <p>bullet points</p>	<p>CONSOLIDATE YEAR 5 LIST</p> <p>ENSURE FOR WTS The pupil can:</p> <ul style="list-style-type: none"> • write for a range of purposes • use paragraphs to organise ideas • in narratives, describe settings and characters • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) • use capital letters, full stops, question marks, commas for lists and apostrophes for • contraction mostly correctly • spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list • write legibly. <p>ENSURE FOR EXS The pupil can:</p> <ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; • using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing

<p>- Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>					<ul style="list-style-type: none"> • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • maintain legibility in joined handwriting when writing at speed. <p>ENSURE FOR GDS</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) • distinguish between the language of speech and writing and choose the appropriate register • exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this • use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. • There are no additional statements for spelling or handwriting
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