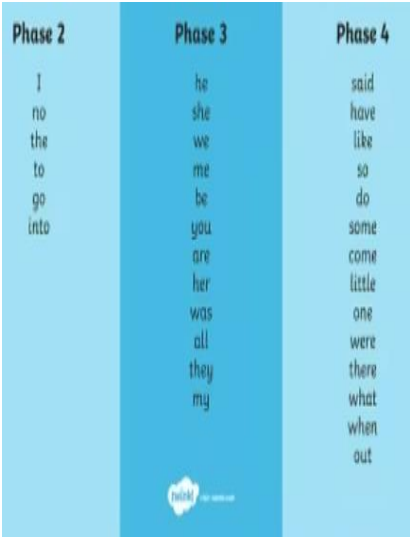




Grammar and Punctuation Progression Map and Long-Term Planning Guidance



	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
WORD-LEVEL							
Suffixes	Nursery- notice –s for more than one -s, -es, -ing, -ed, -est -ly openers recognised in texts	Add regular plural suffixes to nouns – s, es. Add suffixes to verbs where no change is needed in the spelling of the root word <i>-ing, -ed, -er, -est.</i> Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) Suffixes that can be added to verbs (e.g. helping, helped, helper)	Form nouns using suffixes <i>-ness, -er</i> and by compounding (e.g. superman, whiteboard). Form adjectives using suffixes <i>-ful, -less – er, -est.</i> Form adverbs from adjectives using the suffix <i>-ly.</i> Use of the suffixes <i>-er</i> and <i>-est</i> to form comparisons of adjectives and adverbs	Form a range of nouns, adjectives and adverbs using y3/4 suffixes from spelling Appendix 1 (e.g. -ate, -ise, -ify, -ation, -ly, -ous, -ion, -ian, –sion, -cian, -er,), including when there is a change in the root word. Comparative and superlative adjectives e.g. small...smaller...smallest good...better...best		Spell a range of words using the y5/6 suffixes from Spelling Appendix 1 (i.e. -ible/-able, -ance/-ence, -ent/-ant, -ment, -ably, -ibly, --ancy/-ency, -ation, -ly, -ous, -ing after words ending in 'fer'.) Converting nouns or adjectives into verbs using suffixes (e.g. – ate; –ise; –ify)	Spell a range of words using the y5/6 suffixes from Spelling Appendix 1 (i.e. -cial/-tial, -ment, -ably, -ibly, --ancy/-ency, -cious/-sious, -ation, -ly, -ous, -ing after words ending in 'fer'.) Converting nouns or adjectives into verbs using suffixes (e.g. – ate; –ise; –ify)
Prefixes		Add the prefix <i>un-</i> to change the meaning of verbs and adjectives. How the prefix <i>un-</i> changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)	Add the prefix <i>un-</i> to change the meaning of verbs and adjectives.	Form a range of words using y3/4 prefixes from Spelling Appendix 1 (<i>dis-</i> , <i>mis-</i> , <i>in-</i> , <i>il-</i> , <i>im-</i> , <i>re-</i> , <i>sub-</i> , <i>super-</i> , <i>anti-</i>) Nouns formed from prefixes e.g. auto... super...anti... .	Form a range of words using y3/4 prefixes from Spelling Appendix 1 (Year 3 plus <i>inter-</i> , <i>auto-</i>), including when there is a change in the root word.	Form verbs using a range of prefixes (e.g. <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>).	
Word Families				Understand word families based on common root words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble). Word Families based on common words e.g. teacher – teach, beauty – beautiful			
Synonyms and Antonyms	Making word continuums.					Understand how words are related by meaning as synonyms and antonyms (e.g. big, large, little) and use thesauri to search for suitable synonyms.	
Homophones			Spell a range of y2 homophones, and near homophones from Spelling Appendix 1.	Spell a range of y3/4 homophones, and other words which are often confused, from Spelling Appendix 1.		Spell a range of y5/6 homophones, and other words which are often confused, from Spelling Appendix 1.	
Hyphens							Use hyphens to join prefixes to root words.

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
WORD-LEVEL							
Spelling Lists	<p>Spell irregular common words within phase 2 to 4</p> 	<p>Spell y1 common exception words.</p> 	<p>Spell y1 and y2 common exception words.</p> 	<p>Spell words from the y3/4 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p> <p>https://cdn.oxfordowl.co.uk/2019/08/29/13/54/08/76f1443d-9b6d-4030-be0d-25fcfef01438/SpellingWordList_Y3-4.pdf</p>	<p>Spell words from the y5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p> <p>Oxford owl spelling word list Y5-6.</p>		
Spelling Rules	<p>Spell words containing the spelling rules as set out in phase 4 of the Letters and Sounds program or equivalent.</p> <p>Use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>Spell words containing the spelling rules as set out in phase 5 of the Letters and Sounds program or equivalent.</p>	<p>Spell words containing the sound spelt as 'ge' and 'dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before e, i and y (e.g. badge, bridge, age, huge, gem, giant, jog).</p> <p>Spell words containing the sound spelt 'c' before e, i and y (e.g. race, ice, cell).</p> <p>Spell words beginning with 'kn' and (less often) 'gn' (e.g. knock, know, knee)</p> <p>Spell words beginning with 'wr' (e.g. write, wrong, wrap).</p> <p>Spell words ending in '-le' (e.g. table, apple, bottle).</p> <p>Spell words ending in '-el' (e.g. travel, towel, tinsel).</p> <p>Spell words ending in '-al' (e.g. metal, petal, capital).</p> <p>Spell words ending '-il' (e.g. pencil, fossil, nostril).</p>	<p>Spell words containing the 'y' sound elsewhere than at the ends of words.</p> <p>Spell words ending in -ture and -sure (e.g. measure, treasure, nature adventure).</p> <p>Spell words with the sound spelt 'ch' [Greek origin] (e.g. echo, chorus, chemist).</p> <p>Spell words with the sound spelt 'ch' [mostly French origin] (e.g. machine, brochure, chef, chalet).</p>	<p>Spell words with the sound spelt 'ou' (e.g. young, touch, double, trouble, country).</p> <p>Spell words ending in -ture and -sure (e.g. measure, treasure, nature adventure).</p> <p>Spell words ending in -sion and (e.g. division, invasion, television).</p> <p>Spell words with the sound spelt 'g' [French origin] (e.g. antique, unique, league, tongue).</p> <p>Spell words with the sound spelt 'sc' [Latin origin] (e.g. science, scene,</p>	<p>Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency.</p> <p>Spell words ending in -able, -ible, -ably and -ibly.</p> <p>Spell words with 'silent' letters.</p>	<p>Spell words ending in -cious or -tious.</p> <p>Spell words ending in -cial and -tial.</p> <p>Spell words with <i>ei</i> after <i>c</i>.</p> <p>Spell words containing the letter-string 'ough'.</p>

			<p>Spell words ending in '-y' (e.g. cry, dry, fly).</p> <p>Add '-es' to nouns and verbs ending in '-y' (e.g. copies, babies, carries).</p>		<p>discipline, fascinate, crescent).</p> <p>Spell words with the sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p>		
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	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GRAMMAR							
Verbs		<p>Begin to use present tense and past tense appropriately.</p> <p>'Run' - Repetition for rhythm e.g. He walked and he walked and he walked.</p>	<p>Use present tense mostly correctly including the progressive form to mark actions in progress (e.g. she is drumming).</p> <p>Use past tense mostly correctly including the progressive form to mark actions in progress (e.g. was shouting).</p>	<p>Use present tense correctly including the progressive form to mark actions in progress (e.g. she is drumming).</p> <p>Use past tense correctly including the progressive form to mark actions in progress (e.g. He was shouting).</p> <p>Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy!</p> <p>Dialogue –powerful speech verb e.g. "Hello," she whispered.</p> <p>Powerful verbs e.g. stare, tremble, slither</p>	<p>Use the present correctly.</p> <p>Use past tense correctly, including both the present perfect form of verbs in contrast to the past tense and Standard English forms for verbs.</p> <p>Dialogue - verb + adverb - "Hello," she whispered, shyly.</p> <p>Sentence of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.</p>	<p>Use a range of verb tenses consistently and correctly.</p> <p>Use present perfect forms of verbs.</p> <p>Use some modal verbs (e.g. could, should, would, must, will, may, can, ought, shall) to indicate degrees of possibility.</p> <p>Stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief. Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>	<p>Use a range of verb tenses consistently and correctly.</p> <p>Use present perfect forms of verbs.</p> <p>Use a range of modal verbs (e.g. could, should, would, must, will, may, can, ought, shall) to indicate degrees of possibility.</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom. Active: The class heated the water. Passive: The water was heated.</p>
Conjunctions	<p>Know these words join ideas in a story: and, who, until, but, so</p>	<p>Join words and join clauses using 'and'.</p> <p>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>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>Use co-ordinating conjunctions (e.g. or / and / but) to join clauses.</p> <p>Use subordinating conjunctions (e.g. when / if / that / because) to join clauses.</p>	<p>Express time and cause using a range of conjunctions (e.g. when, before, after, while, so, because).</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (e.g. when, before, while, so, if, because, although, once).</p> <p>Use conjunctions in subordination with commas</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (e.g. when, before, while, so, if, because, although, once, in spite of, wherever, as a result of, as well as, in addition to, moreover, therefore, subsequently, on the other hand).</p>	

<p>Sentences and Clauses</p>	<p>Write simple sentences which can be read by themselves and others.</p> <p>Say a sentence, write and read it back to check it makes sense.</p>	<p>Understand that words can join to form sentences and write simple and compound sentences which can be read by themselves and others.</p>	<p>Use sentences of a variety of forms and understand their functionality (statement, question, exclamation or command).</p>	<p>Begin to vary the position of subordinating clauses.</p> <p>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> <p>Drop in a relative clause using: who/whom/which/whose/that e.g. The girl, whom I remember, had long black hair. The boy, whose name is George, thinks he is very brave. The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</p>	<p>Begin to vary the position of subordinating clauses with intention and effect.</p> <p>-‘ed’ clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</p> <p>Expanded -‘ing’ clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</p> <p>Drop in -‘ing’ clause e.g. Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</p> <p>Repetition to persuade e.g. Find us to find the fun</p> <p>Long sentences to enhance description or information Short sentences to move events on quickly e.g. It was midnight. It’s great fun.</p>	<p>Use a range of clause structures, varying the position of subordinating clauses with intention and effect.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Expanded -ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</p> <p>Drop in -‘ed’ clause e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect eg short, snappy sentences</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudlythrough the lonely streetsat midnight</p>	<p>Use a range of clause structures, varying the position of subordinating clauses with intention and effect, including subordinate clauses with no conjunction (i.e. ...ing verbs, ...ed verbs).</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Use embedded relative clauses.</p>
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	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GRAMMAR							
Nouns and noun phrases	Nursery and Reception: Understand how simple adjectives help you describe nouns in a story eg old, little, big, small, quiet	<p>Begin to add adjectives to modify nouns.</p> <p>Use determiners: the a my your an this that his her their some all lots of many more those these</p> <p>Adjectives to describe e.g. The old house... The huge elephant...</p> <p>Alliteration e.g. dangerous dragon slimy snake Similes using as....as... e.g. as tall as a house as red as a radish</p>	<p>Use expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon).</p> <p>Alliteration e.g. wicked witch slimy slugs Similes using...like... e.g. ... like sizzling sausages ...hot like a fire Two adjectives to describe the noun e.g. The scary, old woman... Squirrels have long, bushy tails.</p>	<p>Use expanded noun phrases for description and specification throughout writing, beginning to expand by the addition of preposition phrases (e.g. the black cat under the creaky stairs).</p> <p>Use the correct forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel.</p> <p>Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</p> <p>More specific / technical vocabulary to add detail e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately.</p> <p>Drops of rain pounded on the corrugated, tin roof</p> <p>Boastful Language e.g. magnificent, unbelievable, exciting!</p>	<p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the black cat under the creaky stairs).</p> <p>Use the correct forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel.</p> <p>Proper nouns refer to a particular person or thing e.g. Monday, Jessica, October, England</p>	Use a range of precise nouns and expanded noun phrases to add qualification, detail and precision (e.g. the black, sly cat under the creaky stairs), including collective nouns (e.g. a flock of sheep) and abstract nouns (e.g. friendship).	<p>Use a wide range of precise nouns and expanded noun phrases to add qualification, detail and precision (e.g. the black, sly cat under the creaky stairs), including collective nouns (e.g. a flock of sheep) and abstract nouns (e.g. friendship).</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)</p>
Adverbials and prepositional phrases	<p>Understand these words in a story: Nursery and Reception: up down in into out to onto</p> <p>Understand how using 'like' can describe something</p>	<p>Understand and use verbally prepositions: inside outside towards across under</p> <p>Repetition for description e.g. a lean cat, a mean cat a green dragon, a fiery dragon</p>	<p>Use a small number of '-ly' adverbs to express time, place, manner or cause.</p> <p>'-ly' starters e.g. Usually, Eventually, Finally, Carefully, Slowly, ... Vary openers to sentences Embellished simple sentences using: adjectives e.g. The boys peeped inside the dark cave.</p>	<p>Use adverbs to express time, place, manner and cause.</p> <p>Prepositions Next to by the side of In front of during through throughout because of</p> <p>Adverb starters to add detail e.g. Carefully, she</p>	<p>Use adverbs, including fronted adverbials, to express time, place, manner and cause.</p> <p>Start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</p>	Use a range of adverbs, adverbial phrases and prepositional phrases to describe when, where, how frequently, how and to what extend verbs to take place in order to add detail, qualification and increased precision.	Use a wide range of adverbs, adverbial phrases and prepositional phrases to describe when, where, how frequently, how and to what extend verbs to take place, in order to add detail, qualification and increased precision. The position of these are varied with intention and effect.

			<p>adverbs e.g. Tom ran quickly down the hill.</p> <p>Prepositions: behind above along before between after</p> <p>Adverbs for description e.g. Snow fell gently and covered the cottage in the wood.</p> <p>Adverbs for information e.g. 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>crawled along the floor of the cave.... Amazingly, small insects can.... Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me. Prepositional phrases to place the action: on the mat; behind the tree, in the air</p>		<p>Use some adverbs (e.g. possibly, clearly, surely, obviously, perhaps) to indicate degrees of possibility.</p> <p>Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</p>	<p>Use a range of adverbs (e.g. possibly, clearly, surely, obviously, perhaps) to indicate degrees of possibility.</p>
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	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PUNCTUATION							
Basic punctuation - capital letters and full stops	Begin to demarcate simple sentences with capital letters and full stops. Finger spaces used between words.	Demarcate sentences in their writing with capital letters and full-stops. Use capital letters for names, days of the week, places and for the personal pronoun 'I' correctly.	Demarcate sentences in their writing with capital letters and full-stops. Use capital letters for a range of proper nouns, including names, days of the week, places and for the personal pronoun 'I' correctly.				
Question marks and exclamation marks	Nursery and Reception: Recognise ? and ! in story maps. Recognise ? and ! in text.	Use question marks or exclamation marks appropriately.	Use question marks and exclamation marks appropriately. 'What big teeth you have, Grandma!' Do you have big teeth?	Use question marks and exclamation marks appropriately, beginning to use them within direct speech.	Use question marks and exclamation marks appropriately, including within direct speech.	Use question marks and exclamation marks appropriately, including within direct speech.	Use question marks and exclamation marks appropriately, including within direct speech. Use of ! in an exclamation sentence. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech) as in If I were you . Developed use of rhetorical questions for persuasion
Commas and hyphens	Know to pause at a comma when reading.		Commas for description eg grumpy, old woman	Use commas to separate items in a list. Ellipses to keep the reader hanging on Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.) Commas for sentence of 3 - description	Use commas to separate items in a list and after fronted adverbials.	Use commas to separate items in a list, to clarify meaning and avoid ambiguity, including after fronted adverbials, between adjacent adjectives and to separate both subordinate clauses and relative clauses from main clauses.	Use commas to separate items in a list, to clarify meaning and avoid ambiguity, including after fronted adverbials, between adjacent adjectives and to separate both subordinate clauses and relative clauses from main clauses. Use hyphens to avoid ambiguity. (e.g. man eating shark versus man-eating shark, or recover versus re-cover)

Apostrophes	Read and recognise common contractions: I'm, can't don't		Use apostrophes for contraction and singular possession. Apostrophes to mark contracted forms in spelling e.g. don't, can't Apostrophes to mark singular possession e.g. the cat's name	Use apostrophes for contraction and singular possession.	Use apostrophes for contraction and both singular and plural possession. The grammatical difference between plural and possessive –s Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural	Use apostrophes for contraction and both singular and plural possession.	Use apostrophes for contraction and both singular and plural possession.
Inverted Commas and other speech punctuation	Nursery- recognise speech bubbles in text. Recognise speech bubbles and speech marks in text	Use a speech bubble on a character picture.	Use speech marks around spoken words. Implicitly understand how to change from indirect speech to direct speech	Use inverted commas to punctuate direct speech.	Use inverted commas and appropriate punctuation (i.e. comma, question mark and exclamation mark) to close the direct speech. Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella!	Use inverted commas, appropriate punctuation (i.e. comma, question mark and exclamation mark) to close the direct speech, and use commas to separate the non-spoken part when it starts the sentence.	Use inverted commas and appropriate punctuation (i.e. comma, question mark and exclamation mark), including both when the non-spoken starts the sentence and within split speech.
Parenthesis						Use brackets, dashes or commas to indicate parenthesis.	Use brackets, dashes and commas to indicate parenthesis.
Colons, semi-colons and bullet points			Use bullet points to list information.	Colon before a list e.g. What you need:		Use colons to start lists.	Use colons to start lists and semi-colons to separate items within a list. Use colons and semi-colons to mark boundaries between main clauses. Use bullet points in lists. 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.

Text Structure	Nursery and Reception: Planning Tool –Story map /story mountain Whole class retelling of story Understanding of beginning/middle / end Reception: Retell simple 5-part story: Once upon a time First / Then / Next But So Finally,.....happily ever after Non-fiction: Nursery- spot names, labels, captions, lists Reception: Factual writing closely linked to a story Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Message	Fiction: Planning Tools: Story map / story mountain (Refer to Story-Type grids) Plan opening around character(s), setting, time of day and type of weather Understanding - beginning /middle /end to a story Understanding - 5 parts to a story: Opening Once upon a time... Build-up One day... Problem / Dilemma Suddenly,../ Unfortunately,... Resolution Fortunately,... Ending Finally,.... Non-fiction: Planning tools: text map / washing line Heading Introduction Opening factual statement Middle section(s) Simple factual sentences around a them Bullet points for instructions Labelled diagrams Ending Concluding sentence	Fiction Secure use of planning tools: Story map / story mountain / story grids/ 'Boxingup' grid (Refer to Story Types grids) Plan opening around character(s), setting, time of day and type of weather Understanding 5 parts to a story with more complex vocabulary Opening e.g. 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. Non-Fiction Introduce: Secure use of planning tools: Text map / washing line / 'Boxing –up' grid Introduction: Heading Hook to engage reader Factual statement / definition Opening question Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of	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. Non Fiction Secure use of planning tools: e.g. Text map, washing line, 'Boxing –up' grid, story grids Paragraphs to organise ideas around a theme Introduction Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....?	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. Non-Fiction Secure use of planning tools: Text map/ washing line/ 'Boxing –up' grid Paragraphs 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 connectives. Use of bullet points, diagrams Introduction Middle section(s) Ending Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader Appropriate choice of pronoun	Introduce: 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 Non -Fiction Introduce: Independent planning across all genres and application Secure use of range of layouts suitable to text. Structure:	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 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 Use different techniques to conclude texts Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader Linking ideas across paragraphs using a wider range of cohesive devices : semantic cohesion (e.g. repetition of a word or phrase),

			<p>steps to be taken Bullet points for facts Diagrams Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false? The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>	<p>Why....? When....? How....? Middle Section(s) Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram Develop Ending Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said. Use of present perfect instead of simple past. He has left his hat behind, as opposed to He left his hat behind.</p>	<p>or noun across sentences to aid cohesion</p>	<p>Introduction / Middle / Ending Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in Express own opinions clearly Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader</p>	<p>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>
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