Stottesdon C. of E. Primary School and Nursery

The Shropshire Gateway Educational Trust

Ofsted Outstanding Provider

…we really care and make learning fun.

Writing Progression Document

SKILLS (for additional guidance see T4W progression):

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	**Nursery** Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand **Reception** Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing. Develop the foundations of a handwriting style which is fast, accurate and efficient Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases Write recognisable letters, most of which are correctly formed	Sits correctly and holds a pencil using the correct pencil grip Generally forms all lower case letters in the correct direction starting and finishing in the correct place. Forms capitals correctly Leaves spaces between words.	Form letters and digits of the correct size, orientation and relationship to one another. Form capital letters and digits of the correct size, orientation and relationship to lower case letters. Use spacing between words that reflects the size of the letters. **Greater Depth** Use the diagonal and horizontal strokes needed to join some letters.	All handwriting is legible and mostly joined. Ascenders and descenders are appropriately sized.	All handwriting is neat, consistently sized and letters are correctly joined.	Handwriting is neat, joined correctly and consistently sized. Writes with speed.	Writes neatly, fluently and with speed using a joined style.
Construction and Organisation of sentences and texts (see genre toolkit below for more detail. Also see T4W progression for additional detail)	**Nursery** Writes symbols and shapes that look like writing. Composes simple sentences orally before writing supported by an adult. Draw a simple story map with early mark making. Begin to retell a simple story using: Once upon a time First / Next / Then Finally, …. happily ever after **Reception** Orally compose a simple sentence and hold it in memory before starting to write it. To re-read it and check their writing makes sense. Retell simple 5-part story: Once upon a time First / Next / Then But So Finally, …. happily ever after Write simple phrases and sentences that can be read by others.	Says out loud what they are going to write about. (begins to put this on a plan). Composes sentences orally before writing. Joins words and clauses using 'and'. (explores extending sentences with because, but and so). Sequences sentences to form short narratives. (opening, build up problem, resolution, ending) Writes a simple story using their knowledge of narrative conventions (e.g from fairy tales and traditional tales). Uses a simple beginning and ending in narrative e.g. Once upon a time……; and they lived happily ever after. Uses some taught conventions in non-fiction (e.g. 'Dear_____' at the start of a letter; simple headings.) Uses simple time indicators when appropriate, for example in narrative, instructions and chronological reports (e.g. next, then, after, suddenly, finally.) Re-reads what they have written to check that it makes sense. Reads aloud what they have written clearly enough for teacher and peers to hear and discuss what they have written.	Write simple, coherent narratives about personal experiences and those of others (real or fictional) including: • Use time adverbs e.g. next, then, before, after • Write narratives with an obvious beginning, middle and end. • Use expanded noun phrases in writing e.g. silver tummy, black feet. Write about real events, recording these simply and clearly. Sequences sentences to form narratives (opening, build up problem, resolution, ending). Write simple opening and end in for some non-narrative texts. Use present and past tense mostly correctly and consistently. Write compound sentences using coordinating conjunctions and, but or so. Write different types of sentences, e.g. question, statement, command, exclamation. Plans writing orally, telling what they are going to write and plans writing using simple written models. Use some subordinating conjunctions e.g. when, because, if, that	Plans their ideas using their understanding of the taught text type. Writes paragraphs around a theme in non-narrative. e.g. a paragraph about dogs in a non-chronological report on pets and simple paragraphs in narrative to indicate a change in time. Writes narrative including: • settings • Characters • Plot includes: opening, build up problem, resolution, ending. Uses a range of appropriate features for taught text types (see genre toolkit below) Uses pronouns appropriately to avoid repetition. Uses determiners correctly according to the noun. e.g. a box , an open box. (a for consonant an for vowel.) Extending the range of sentences with more than one clause by using a wider range of conjunctions including: • Subordinating: when, if, because, although • Coordinating: FANBOYS • Time adverbials Using a mixture of sentence starters to express time, place or cause. e.g. Long ago, a prince was held prisoner in a dungeon because he refused to marry the evil queen. Use of the present perfect form of verbs as well as the simple past. eg. He has gone	Plans using a written form with some detail. Writes paragraphs in narrative which indicate changes in theme, time, setting and the 5 parts of a story (opening, build up problem, resolution, ending) or to organise information in non-fiction writing. Makes some simple links between paragraphs through use of adverbials and prepositions e.g. After they had eaten breakfast…; Secondly, it is dangerous to… Includes a brief introduction and conclusion in non-narrative writing. Key features of text evident (including attempting to adopt viewpoint with appropriate genre). Appropriate choice of pronoun/noun within and across sentences to aid cohesion and avoid repetition. e.g. 'the Alsatian' instead of 'the dog'. Uses a wider range of conjunctions: • Subordinating: although, therefore, meanwhile, as • Coordinating: FANBOYS • Time adverbials Uses subordinate clauses to create multi-clause sentences e.g. 'Hearing a terrifying noise behind them, the girls ran as fast as they could.' or 'The delivery man, who drove a red van, arrived at the depot two hours late.' Writes in the past and present tense accurately (including using the present perfect form of verbs in contrast to the past tense. e.g. He has gone out to play/He went out to play.)	Plans for their writing are well thought out, detailed and support the writing process. Uses paragraphs correctly in all text types and begins to use cohesive devices. e.g. that, this and adverbials of time (later, then, after), place (nearby) and order (firstly, secondly). Uses the appropriate style and features for a text type e.g. to persuade, instruct, inform or entertain. Uses correct verb-subject agreement when using singular and plural. e.g. The boy eats….; the boys eat. Uses a wider range of conjunctions: • Subordinating: however, furthermore, despite, in addition, since • Coordinating: FANBOYS • Time adverbials Uses subordinate clauses to create multi-clause sentences. Uses relative clauses beginning with: which, who, where, when, whose or that. Uses tense usually accurately throughout and can change between tenses. Indicates degrees of possibility using modal verbs e.g. definitely, perhaps, surely, might, must. Narrative writing is imaginative and has a clear plot (more complex opening/build up/dilemma/resolution/ending) Non-narrative is ordered clearly and logically, with a clear introduction and conclusion.	Paragraphs are detailed and linked, adverbials, of time and place, pronouns, synonyms within and across paragraphs. Uses a range of cohesive devices, including adverbials, within and across sentences and paragraphs. Identifies the audience and purpose of their writing, selecting the appropriate form and features independently. Managing shifts between levels of formality through selecting vocabulary precisely. Use of the passive verbs to affect the presentation of information in a sentence. i.e The window in the greenhouse was broken by me as opposed to I broke the window in the greenhouse. Accurately uses a wide range of conjunctions. e.g. consequently, nevertheless, contrary to. Uses a range of clause structures (subordinate and relative) in your writing, sometimes changing the order for effect. e.g. Apoplectic with rage, Michael, who had argued with his brother, stormed out of his house, slamming the front door behind him furiously. Use of modal verbs: might, would, could, should Relative clauses: who, which, where etc. Tenses are always correct and writing is always grammatically accurate. In narratives, describe settings, characters and atmosphere (more complex opening/build up/dilemma/resolution/ending)

			Greater Depth Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.	out to play and he went out to play.			Non-fiction has a clear introduction and conclusion which contains some detail, and the content is detailed and ordered logically. Presentation and organisational devices are used e.g. headings, bullets, underlining etc
Writing for effect	**Nursery** Assigns meaning to marks Attempts to write their name. **Reception** Children begin to write for a purpose e.g. text types below – list, labels, caption, card, simple letter, simple instructions, message, short recount, simple explanation, short description or simple stories. Simple Connections: And, who, until, but Compound sentences using connectives (coordinating conjunctions) and/but -ly openers Luckily / Unfortunately Repetition for rhythm – Run e.g. He walked and walked Uses simple adjectives old, little, big, small, quiet	Uses simple adjectives e.g. colour, size, emotion. Uses simple adverbs. e.g. He ran to the shop quickly. Uses the pronouns 'I', 'he' and 'she' to avoid repeating nouns. Writes simple descriptions of characters and setting. e.g. The beautiful princess lived in a big castle. Uses some taught ambitious vocabulary that is topic specific. e.g. drawbridge, turrets (when studying castles/fairy tales).	• Uses some features of taught text types e.g. subheadings for reports, numbers for instructions. • Begin sentences with subordinating conjunctions such as when and if. • Uses ambitious taught vocab correctly e.g. synonyms for sad, nice, horrible etc. • Adds detail about characters, setting and non-narrative events by using expanded noun phrases, adjectives and adverbs. e.g. The enormous, ferocious tiger walked slowly through the jungle. • Brief comments, questions about events or actions suggest viewpoint. E.g. in recounts personal response to what was seen. • Begins sentences with time adverbs to add some detail. • Begins sentences with 'y' adverbs of manner. E.g. sneakily, the girl crept downstairs. • Uses some adverbial phrases at the start of sentences. Proof reads work to check it makes sense and corrects errors of tense, and grammar.	Independently, assesses the effectiveness of their own and others writing suggesting and making improvements to grammar and vocab. Begins sentences with fronted adverbials: • Time: One day, • Manner: Swiftly, • Place (preposition): In the garden, Begins sentences with conjunctions • Because it was snowing, I wore a scarf. • When the morning came, the garden was covered in snow. Uses ambitious verbs and adjectives e.g. strolled; dilapidated, colossal. Develops characters and settings considering what can be seen, heard, smelt etc. as well as the finer details e.g. Inside the cottage, it smelt damp and the dusty furniture was dilapidated. A long, silvery cobweb hung from the rafters.	Edits and adapts own writing to improve grammatical accuracy and vocabulary. Shows an awareness of when to use standard and non-standard English, depending on text type. e.g. verb inflections. e.g. We were instead of we was. I did / I do Begins sentences in a variety of ways: Fronted adverbials (time, manner and prepositions). •In the morning, •With fear and dread, he opened the door. •On the horizon, Conjunctions •Although it was icy outside, •As he entered the room, Noun phrases expanded with adjectives, adverbs, nouns and prepositional phrases. Develops character or setting by describing more elements of characterization, such as: how a character looks, behaves, speaks and moves. Uses a wider and increasingly ambitious vocabulary e.g. grotesque, morose, abode. Relevant ideas and content chosen Uses some similes and metaphors.	Proof-reads, edits and assesses the effectiveness of their own and others writing, suggesting and making improvements (grammar, and vocab). Uses a thesaurus regularly to widen their vocabulary. Effectively selects words for deliberate effect. Begins sentences with a verb e.g. Enunciating every word clearly, Begins sentences with an adjective e.g. Fatigued after his long run. Manipulates the order of sentences for effect. Ideas developed by using techniques such as expanded noun phrases and adverbials. Uses similes and metaphors and begins to use personification. Develops characters and settings through integrating description and action in a narrative e.g. Disheveled and wind-beaten, Michael, strolled through the luscious, green meadow. He saw in the distance, a tiny puff of smoke billowing from the cottage's chimney. Uses standard and non-standard English correctly according to audience. Uses informal and formal vocabulary appropriately e.g. find out/discover, ask for/request, go in/enter.	Assesses the effectiveness of their own and others writing and edits own work to improve the vocabulary, spelling, grammar and punctuation. Use of thesaurus. Words are ambitious and chosen for deliberate effect including formality Begin sentences in a variety of ways including conjunctions, fronted adverbial phrases, verbs and adjectives(ed,ly,ing). Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision. Uses a range of imagery including similes, metaphors and personification. In narratives, describing settings, characters and atmosphere. Use dialogue to convey character and advance action Uses standard and non-standard English correctly, e.g. subject-verb agreement.
Punctuation	**Reception**: Write a sentence with a full stop and capital letter.	Uses capital letters and full stops to punctuate some of their sentences. Beginning to use some question marks and exclamation marks. Uses capital letters for proper nouns. Uses capital letter for the personal pronoun 'I'.	Demarcate most sentences in their writing with capital letters and full stops. Use capital letters for proper nouns. Use question marks correctly when required. **Greather Depth** Use the punctuation taught at key stage 1 mostly correctly: • Use exclamation marks correctly. • Use commas for lists. • Uses apostrophes for possession (singular) e.g. the girl's book • Spells some words in their contracted form correctly e.g. don't, can't doesn't Make simple additions, revisions and proof-reading corrections to their own writing: • Proof read their work to check and correct errors in sentence demarcation.	Continues to use full stops, capital letters, question marks, commas in lists and exclamation marks accurately Proof-reads own work to check all taught punctuation and spelling is correct. Uses the possessive apostrophe accurately for regular plurals e.g. Tom's pencils. Uses commas correctly after adverbials at the beginning of a sentence. Uses commas to separate some clauses. Begins to the rules of dialogue accurately: • Inverted commas around speech. • Capital letter at the beginning of speech. • Punctuating speech accurately inside the inverted commas.	Continue to use an increasing range of punctuation. , ? ! "" CL Edits for spelling (using the dictionary) and punctuation errors Uses the possessive apostrophe accurately for regular and irregular plurals e.g. the lions' cubs; the children's writing. Uses commas correctly following fronted adverbial phrases. e.g. Later that day, the man went to the shop. Most commas to separate a subordinate clause from a main clause are accurate. Uses the rules of dialogue accurately: • Inverted commas around speech. • Capital letter at the beginning of speech. • New line for a new speaker. • Punctuating speech accurately inside the inverted commas. • Can place the explanation of speaker at the beginning, middle and end, and punctuate correctly.	Uses commas mostly accurately to separate phrases and clauses. Uses brackets, dashes and commas for parenthesis. Edits words for punctuation and spelling errors.	Use full range at punctuation: , - ! () ? Uses commas mostly accurately to separate phrases and clauses. Use semi colons to: *Separate items in a list. *Separate main clauses. Use colons at the beginning of a list and to expand, explain or illustrate a clause e.g. He got what he wanted: a promotion. Uses brackets, dashes or commas to indicate parenthesis Knows ellipsis have a range of uses: *Passing of time *Interruption of speech *Suspense Bullet points

Spelling							
	Reception Spell words by identifying sounds in them and representing the sounds with a letter or letters, making phonically plausible attempts using Phase 2, 3, and 4. To spell out words with consonant clusters, vowel digraphs and trigraphs from Phase 2, 3 and 4. To spell Phase 2 and 3 Little Wandle tricky words from memory.	Names letters of the alphabet in order and uses to distinguish between alternative spellings of the same sound. Divides words into syllables. Segments spoken words into individual phonemes and represents them with taught graphemes (up to and including those in phase 5) making phonetically plausible attempts at unknown words. Spells accurately the days of the week. Spells common exception words (tricky words) from Phases 1-5. (Little Wandle) Adds 's' or 'es' to plural nouns usually correctly. e.g. boxes; cows. Uses the prefix 'un'. Uses suffixes 'ing', 'ed', 'er', 'est', when spelling of root word stays the same. e.g. cooking, harder, helping, helped, eating, quicker. Spells correctly words ending in phoneme 'v' as 've'. e.g. live, have, give. Write from memory simple dictated sentences containing words using GPC's taught so far.	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others. Spell some common homophones e.g. sea, see. Spell some near common homophones e.g. where and were. Spell many common exception words. **Greater Depth** Spell most common exception words Make simple additions, revisions and proof-reading corrections to their own writing: - Proof read their work to check and correct errors in spelling. Add suffixes to spell most words correctly in their writing e.g. – mint, ness, ful, les and ly. Add the suffixes 'ed', 'ing', 'est', 'er' to a root word ending in a y with a consonant before it. E.g. copy – copier. Spell plural nouns and verbs which end in 'y'. e.g. baby – babies. Spell words - Ending in tion correctly. * With silent letters (k, w) - With the different dge/ge/g sound. - With the c making an s sound - With le/el/al endings. - With y/ey endings	Spells at least 50% of the Year 3 and 4 National Curriculum word list correctly. Spells some common homophones correctly (see list). Uses and spells a greater range of prefixes eg. 'dis', 'un', 'mis', 're' 'sub' 'tele', 'super' and 'auto' understands their meaning. Adds the suffix 'tion' Can add the suffix 'ly' both when the root word stays the same and when it changes e.g. lovely, happily. Applies suffixes 'es','er' 's', 'ed', and 'ing' including when following 'y', 'x', 'sh' 'ss' 'e' correctly most of the time. Applies suffixes 'less', 'ness'and 'ful' following 'e', 'y' and when there are no changes to the root word. Applies irregular spelling rules most of the time e.g. Y as an **i** (gym), ou as u (young), ch as a k (chemist), ch as a sh (chef), gue and que endings (league, antique), and ei, eigh, aigh and ey spellings. Continues to use the previously taught corresponding graphemes for all phonemes and nearly always chooses correctly. Uses a dictionary to check spellings (using first two or three letters).	Spells most (at least 90%) of the Year 3 and 4 National Curriculum word list correctly. Knows and spells most homophones up to year 4 correctly. (see list) Uses a greater range of prefixes and spells most of these prefixes correctly: 'un', 'dis', 'mis', 're', 'super','**im'**, '**il**', '**ir**' ,'**in**' '**sub**', '**inter'**, '**anti'** and '**auto'**. Usually chooses the correct suffix for 'ssion' 'sion', 'cian' and 'tion'. Applies a variety of rules for adding suffixes 'ing', 'er', 'en' and 'ed' e.g forget forgetting, prefer preferred, garden gardening, Applies 'ly' suffix to words ending in 'y', 'le' and 'ic' Uses the suffix 'ous'. Applies irregular spelling rules most of the time: ou as in u (young) ch as in (chef) sc as an s e.g. science eigh ei ey spellings sure and ture. gu as in guard	Spells at least 50% of the Year 5/6 word list correctly. Spells some words with silent letters accurately e.g. knight, psalm, solemn, government. Spells most homophones correctly. Spells ough words correctly Uses hyphens correctly to join a prefixes co- and re- to a root word. Chooses the correct suffix for words ending in 'ible' and able' Knows the 'i before e accept after c' rule and the exceptions to this rule. Continues to use a range of prefixes: 'un', 'dis', 'mis', 're', 'super','im', 'il', 'ir' ,'in' 'sub', 'inter', 'anti' and 'auto'.	Spells most (at least 90%) of the Year 5/6 National Curriculum word list. Chooses the correct suffix for words ending in 'cious' and 'tious'. Spells tricky homophones and other words that are easily confused e.g. advice/advise; practice/practise; affect/effect. Chooses the correct suffix for words ending in 'ent' and 'ant' and knows for words ending in fer e.g. observant can become observance and observation. Preferred, preferring, preference Spell words containing the 'ough' grapheme and known the different phonemes.

ADDITIONAL GENRE TOOLKITS (T4W):

	EYFS	Year 1 and Year 2 (building on previous years)	Year 3 and Year 4 (building on previous years)	Year 5 and Year 6 (building on previous years)
Fiction: Settings	- Draw maps showing different settings - Create a simple story that starts and ends in the same place - Create a simple story in which a main character goes from setting to setting on a journey - Write a story with a local setting - Select from a bank of photos or images of settings to help you - Choose a scary setting where something might happen, e.g. bridge, forest, old house; - Use adjectives (dark, gloomy, slummy) and similes to describe settings (it was dark as coal)	- Choose a name for the setting - Try to 'see;' it in your mind and use all sense to describe - Use sentences of 3 to describe - Take your character home to end the story - Include some detail to bring a setting alive - Choose adjectives with care; use 'like' and 'as' similes - Include time of day and weather (it was a hot night) - Select scary settings for dilemmas	- Choose an interesting name for the setting - Select the time of day and weather to create an effect, e.g. thunder rumbled through the darkness - Show how a character reacts to the setting: Jo shivered. - Show the setting through the character's eyes, e.g. Jo looked round the room. - Use prepositions – below the hill; near the cave; on top of the table - Use a change of setting, weather or time to create a new atmosphere.	- Choose a name that suggests something about the setting, e.g. Hangman's Wood - Show the scene through the character's eyes – Jill peered round the shop. - Use a detailed sentence of 3 to describe what can be seen, heard or touches, e.g. Old carpets, dusty sheets and broken chairs littered the floor - Pick out unusual details to bring the setting alive, e.g. On the piano, stond a large cage containing a yellow snake. - Introduce something unusual to hook the reader and lead the story forwards, e.g. There was a letter on the doormat. - Change atmosphere by altering weather, place or time and use metaphor and personification, e.g. the wind moaned - Reflect a character's feelings in the setting, e.g. The rain poured and Gary sniffed.

Fiction: Suspense	- put the main character into a scary setting - forest, old bridge, empty house
	- make the main character hear or see something
	- describe the threat
	- make the main character escape!
		- isolate your character/s
		  o In darkness/cold
		  o in a derelict setting
		- use scary sound effects, e.g. Something hissed or show a glimpse, e.g. o hand appeared ...
		- show your character's reaction e.g. she shivered
		- use exclamations to show Impact
		- use dramatic connectives to introduce suspense and drama - at that moment, suddenly, unfortunately
			- Let the threat get closer and closer
			- Show the character's feelings by reactions, e.g. she froze
			- Include short punchy sentences for drama
			- Use rhetorical questions to make the reader worried – Who had turned out the light?
			- Use empty words to hide the threat – something, somebody, it, a silhouette
			- Select powerful verbs – crept, grabbed, smothered
			- Use dramatic connectives – in an instant, without warning, out of the blue
				- hide the threat;
				- use an abandoned setting or lull the reader with a cosy setting
				- personify the setting to make It sound dangerous - use the weather and/or time of day to create atmosphere
				- make your character hear, see, touch, smell or sense something ominous
				- surprise the reader with the unexpected
				- suggest something Is about to happen
				- re-veal the character's thoughts, e.g. She wondered if she would ever escape the darkness.
				- slow the action by using sentences of three and drop in clauses.

Fiction: Characterisation	- Write about a character from a story you know or make up a new character
	- Give your character a name
	- Use adjectives to describe e.g. friendly, scary and use a simile - using like or as e.g. with wrinkles like a walnut
	- Have a 'goodie' and a 'baddie'
	- Give your character a problem
	- End with 'happily ever after'
		- Use simple similes to describe e.g. He stood as tall as a tree
		- Use sentence or power of 3 e.g. Santa was red, fat and friendly.
		- Use adverbs to describe how something does something e.g. she tiptoed quietly
		- Use adjectives to describe a noun with a comma {simple noun phrases}, e.g. a small, round ball
		- Introduce bits of alliteration e.g. Sally slept silently
			- Show not tell – describe a character's emotions using senses, e.g. the effect on the character's body – a shiver shot up her spine
			- Give your main character a hobby, interest or special talent:
			  o Shiv kept a pet rat called Simon in a cage made of bamboo shoots
			  o An expression for speech, e.g. 'Rats!' she cried
			  o Something they love or hate or fear, e.g. Carol had always been afraid of the dark
			  o A distinctive feature, e.g. she work scarlet jeans
			  o A secret
			- Know your character's desire, wish or fear, e.g. Gareth had always wanted a pet/never liked lizards
				- Use a name to suggest the character. e.g. Mr Hardy (strong and tough], Miss Honey [gentle]
				- Drop in a few details to suggest character, e,g. Mr Simom, grlpplng his cone, glared at the two boys.
				- Show (not tell) how characters feel by what they do, think or say, e.g ."Get out!" he snapped, slamming the door. (to show anger)
				- Reveal a character's thoughts, e.g. He hoped that he would find his way home.
				- Use other character's (or the narrator's] comments or reactions, e.g.'Tracy's upset again,' whispered Jamil.
				- Use contrasting main diarcters & show how a character feels on the inside whilst pretending something else.
				- Show charactcr development - how they feel at the start and end of a story, e.g. Mrs Bonny frowned.(Opening) Mrs Bonny turned to her new-found friend and smiled. [Ending]

Fiction: Dialogue	- Use puppets and make up funny voices when playing - role-play different characters - Read aloud using different voices for characters - Discuss 'What did the character say?', 'why' and model 'How?' - On story maps, draw simple speech inside speech bubbles - Notice speech marks in shared reading; - When the sound is turned down in films, discuss what they might be saying - Use wordless picture books and discuss what the character might say.	- Choose and decide how a character feels, thinks or behaves and show this through what they say, e.g. 'I'm scared!' - Use powerful speech verbs - hissed, squealed, roared, whispered - Use said plus an adverb- he said nervously And a few speech punctuation rules: - Write what is said, starting with a capital letter, and the punctuation inside a speech bubble - Burst the bubble to leave speech marks round what Is said - Start a new line for each speaker - Start the spoken words with a capital letter - If the sentence ends with speech, put a . - or! or? inside the speech marks. If the sentence continues end the speech with a comma	- Use only a few exchanges - Tag on what a character is doing while speaking, using a 'stage direction' – 'No,' he hissed, shaking his head. - Use a speech sandwich, e.g. 'Hello,' said John, waving to his friend. Then character B replies, 'Run for it', squealed Tim - Use dialogue to suggest how a character feels, thinks or what they are like and to move the action forwards - Use quirky expressions, e.g. "crazy cats," she muttered.	- Have characters discuss other characters and reflect on events - Add to the speech sandwich by adding in the listener's reaction, e.g. 'Hello,' said John, waving to his friend. Timgasped. - Also add in something else that is needed to keep the action moving forwards, e.g. 'Hello,' said John, waving to his friend. Tim gasped. Coming, down the road was an elephant. - Complete with What the listener says, e.g. 'Hello,' said John, waving to his friend. Tim gasped. Coming down the rood was an elephant. 'Run for it!' squealed Tim. - Put the speaker before or after what is said or in between, e.g. Sam said, "So, let's go."/ "So, let's go," said Sam. "So," said Sam, "let's go."
Fiction: Description	- Look attentively and talk about new experiences - Use adjectives (describing words) to say what images and objects look like - Look carefully at images, objects, animals, events, etc. - Use all the senses to discuss and describe - look, touch, taste, hear and smelt - Use powerful verbs to describe the quality of movement, e.g., 'crept' instead of 'tiptoed'	- Use precise nouns to 'name it' and create a picture in the reader's mind e.g. poodle rather than dog - Choose adjectives with care and use a comma, e.g. the small, round pot - Sentence or power of 3 to describe, e.g. Santa was red, fat and friendly. - Choose powerful verbs rather than - got, came, went, said, look. - Use adverbs to describe how something does something e.g. she tiptoed quietly - Experiment with alliteration - Use 'as' and 'like' similes - Observe carefully and draw on all the senses when describing.	- 'Show' not 'tell' – describe a character's emotions using senses or a setting to create an atmosphere, e.g. The shadow darted forwards. Her skin crawled! - Select powerful, precise and well-chosen nouns, adjectives, verbs, adverbs that really match e.g. rusted, overgrown, smeared, smothered. - Use personification e.g. the bushes seemed like they were holding their breath - Use metaphors and similes to create atmosphere - Use alliteration to add to the effect, e.g. Sally slept silently. The dark, damp, dangerous wood... - Use expanded noun phrases to add intriguing detail e.g. The shaggy dog at the end of the lane begged on all fours.	- Use a character's reaction or the author's comments to show the effect of a description, e.g. Joanna shuddered. - Use onomatopoeia rather than alliteration to reflect meaning, e.g. The bees buzzed busily. - Ensure all word choices earn their place and add something new and necessary, e.g. not the red letterbox but the rusted letterbox - Use precise detail when describing to bring a scene alive, e.g. His gold fob watch glinted. - Select detail and describe for a purpose, e.g. to scare the reader, to lull the reader.

Fiction: Openings and Endings	- Learn a 'Once upon a time' opening
	- learn 'Once upon a time there was a ... who lived ...' to establish a character in a setting. E.g. 'Once upon a time there was a pirate who lived on an Island.'
	- Learn to end a story with 'Finally' or 'In the end' plus 'happily ever after'.
		- Think about how the character feels/ what the character wants before the story starts
		- Add more ways to start a story, using the 'time' starter 'one', e.g. One day; One morning; One afternoon; One night ...
		- Add in 'early' or 'late', e.g. Late one night; Early one morning ...
		- Use 'place' starters, e.g. Ina distant land; Far, far away; On the other side of the mountain, etc
		- Use more time starters, e.g. 'Once, not twice; Long ago; Many moons ago...'
		- End by stating how the character has changed or what has been learned, 'He would never steal again.' Or, take your characters home.
			- Use time (late one night), weather (snow fell) or place starters (The river teemed with fish) – 'who', 'where', 'when', 'weather' and 'what' (is happening) to orientate the reader
			- Start with the name of your character, e.g. 'Bill stared out of the window'. Think about how the character feels (or personality, e.g. bossy) and show this at the start, e.g. 'Bill glared at his teacher.'
			- Use dramatic speech – "How do we escape now?" (Try warnings, worries, dares, secrets.)
			- Start with questions or exclamations to hook the reader's interest, e.g. "Run!" they yelled./ "What is it?" she muttered.
			- End by showing how the character has changed, 'Bill grinned.' or what has been learned, e.g. a moral.
				- 'Hook' the reader, e_g.
				  o Usually, Tim enjoyed playing in the park but .....
				  o Use a contrast, e.g. inside/ outside: Outside, the wind howled. Inside, the fire blazed,
				  o Use a dilemma, desire or unexpected event, e.g.Jo wept.
				  o Suggest something dangerous might happen (the ancient bridge shook) or has happened (smoke rose from the village)
				  o Dismlss the 'monster', e.g. Tim hadl never believed In ghosts.
				  o Create a mood (The fog shrouded ...)
				  o Use a 'trlgger' to atch the reader's Interest, e.g. someone wants something; Is warned not to do something; has to go somewhere; is threatened; has lost something; a mysterious parcel arrives
				  o Use a flash b.aclt or forwards.
				  o End by showing what the main character has learned or how they have changed. Make a link back to the beginning. Have the author comment on events.

Non-Fiction: Instructions e.g. recipe, experiment, game, manual	- Oral retelling of how to make and do something - Simple sentence containing imperative verb at the start spoken and then written	- Title or Goal (Y2 outline statement of what will be achieved) - List of equipment/materials - Numbered and sequenced steps to achieve the goal (diagrams and illustrations to support)	- Goal: outline statement - Ingredients and equipment lists with bullet points. Some children may use a colon before a bullet pointed list. - Sequenced steps (diagrams/illustrations to support) - Tips and suggestions and precautionary advice embedded in the text - Sentence structure variation: prepositional phrases; expanded noun phrases; subordinate clauses - Imperative verbs.	- Instructions for more complex processes - Wide variation of sentence structure and length - Passive and active
Non-Fiction: Recount e.g. letter; write up of a trip; diary/journal; biography/autobiography	- Oral retelling of events using time words and past tense. - Simple sentence recounting the event spoken and then written.	- Title - Introductory sentence to show – who, what, when, where and why - Series of sequences demarcating the passing of time - Simple ending - (Y2 clear introduction and conclusion) - (Y2 – ideas organised into chronological paragraphs demonstrating the passing of time)	- Title - Introduction to give a clear understanding of what the text will be about - Concluding paragraph to summarise the experience - Links between sentences and paragraphs to navigate the reader - Paragraphs organised around key events - Elaboration within paragraphs to develop; description, action and feelings	- Fully developed introduction and conclusion to include personal responses - Paragraphed events which are detailed and engaging - Clear chronology throughout by directing the reader to time and place - Information is prioritised to the reader
Non-Fiction: Non-chronological report e.g. topic based school project; information leaflet; magazine article; website information	- Oral description of an object/person/place or thing - Simple sentence containing an adjective	- Introduction - Ideas grouped into similarities - Use of causal conjunctions - Y2 – clear introduction to classify the subject of the report - Y2 grouping information into specific paragraphs e.g. classification; description; habitats etc.	- Clear introduction and conclusion - Paragraphs organised into key ideas - Subheadings used to organise information - Variation in sentence structure	- Introduction and conclusion provide detail and give cohesion to the piece - Subheadings and bullet points enhance the organisation - Introductory sentence for each paragraph to explicitly give the main idea
Non-Fiction: Explanation e.g. technical manual; scientific explanation		- Y1 simple sentence explanations using growing technical vocabulary as appropriate - Y2 - Clear introduction explaining the process to be explained - Y2 – Developed process steps using time and causal conjunctions to link ideas - Y2 - conclusion	- Clear introduction and conclusion - Paragraphs organised around a topic or process - Description of parts - Explanation of how or why something happens - Further detail of the process - Use of subheading to navigate the reader	- Introduction and conclusion provide detail and give cohesion to the piece - Subheadings and bullet points enhance the organisation - Description of the phenomenon is technical and accurate
Non – Fiction: Persuasive e.g. advertisements; travel brochure; complaint letter; magazine article; political pamphlet		- Posters and letters using key language features	- Clear introduction and conclusion - Paragraphs organised around key ideas/subject and issue - Use of subheadings to navigate the reader - Topic sentences to navigate the paragraph - Rhetorical questions - Emotive language - Turning opinion into fact - Boastful language	- Introduction and conclusion provide detail and give cohesion to the piece - Paragraphs organised to prioritise the most important argument - Arguments are well-constructed - Viewpoint of the writer is evident throughout
Non-Fiction: Discursive e.g. write up of debate; newspaper article; leaflet	-	-		- Introduction and conclusion provide detail and give cohesion to the piece - Paragraphs organised and prioritise the most important argument - Arguments on both sides are well-constructed - Formal language used throughout to show a balanced viewpoint - Reported speech as well as direct speech