

## **2021-22. Writing teaching guide for progression in writing year by year from early starting to studying English Language from us guide 3 – 5 yrs (Early Years) to Y7.**

- Points to note when using this guide: In the Punctuation & Terminology columns, any terms in bold are a statutory requirement of the National Curriculum in England adapting to the EU Curriculum.
- Note: purposes of the grammar test, exclamation sentences have to begin with 'What' or 'How'!

3 – 5 yrs (Early Years) Guide to European studying primary – Foundation-beginners

Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology*
<p><b>Introduce:</b>  <b>Planning Tool</b> –Story map /story mountain</p> <p><b>Whole class retelling of story</b></p> <p><b>Understanding of beginning/ middle / end</b></p> <p><b>Retell simple 5-part story:</b>  <i>Once upon a time</i>  <i>First / Then / Next</i>  <i>But</i>  <i>So</i>  <i>Finally,.....happily ever after</i> <b>Non-fiction:</b></p> <p><b>Factual writing closely linked to a story</b>  <b>Simple factual sentences based around a theme</b>  Names  Labels  Captions  Lists  Diagrams  Message</p>	<p><b>Introduce:</b>  <b>Simple sentences</b></p> <p><b>Simple</b>  <b>Connectives:</b> <i>and who until but</i></p> <p><b>Say a sentence, write and read it back to check it makes sense.</b></p> <p><b>Compound sentences using connectives (coordinating conjunctions) and / but - ‘ly’ openers</b>  <i>Luckily / Unfortunately,</i></p> <p><b>‘Run’ - Repetition for rhythm: e.g.</b>  <i>He walked and he walked</i></p> <p><b>Repetition in description</b>  e.g.  <i>a lean cat, a mean cat</i></p>	<p><b>Introduce: Determiners</b>  <i>the / a</i>  <i>my</i>  <i>your</i>  <i>an</i>  <i>this</i>  <i>that</i>  <i>his</i>  <i>her</i>  <i>their</i>  <i>some</i>  <i>all</i></p> <p><b>Prepositions:</b>  <i>up down</i>  <i>in</i>  <i>into</i>  <i>out to</i>  <i>onto</i></p> <p><b>Adjectives</b> e.g. <i>old, little, big, small, quiet</i></p> <p><b>Adverbs</b> e.g. <i>luckily, unfortunately, fortunately</i></p> <p><b>Similes</b> – using ‘like’</p>	<p><b>Introduce:</b>  Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p><b>Introduce:</b>  Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p>

6 yrs (Year 1)

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p><b>Consolidate Reception list</b>  <b>Introduce:</b>  <b>Fiction:</b></p> <p><b>Planning Tools:</b> Story map / story mountain            (Refer to Story-Type grids)</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Understanding</b> - beginning /middle /end to a story</p> <p><b>Understanding</b> - 5 parts to a story:</p> <p><b>Opening</b>  <i>Once upon a time...</i></p> <p><b>Build-up</b>  <i>One day...</i></p> <p><b>Problem / Dilemma</b>  <i>Suddenly,../ Unfortunately,...</i></p> <p><b>Resolution</b>  <i>Fortunately,...</i></p> <p><b>Ending</b>  <i>Finally,....</i></p>	<p><b>Consolidate Reception list</b>            (See Connectives and Sentence Signposts doc.)</p> <p><b>Introduce:</b>  <b>Types of sentences:</b>            Statements            Questions            Exclamations</p> <p><b>Simple Connectives:</b> <i>and or but so because so that then that while when where</i></p> <p><b>Also as openers:</b>  <i>While...            When...            Where...</i></p> <p><b>-‘ly’ openers</b>  <i>Fortunately,...Unfortunately,            Sadly,...</i></p> <p><b>Simple sentences</b> e.g.  <i>I went to the park.            The castle is haunted.</i></p> <p><b>Embellished simple sentences</b></p>	<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b>  <b>Prepositions:</b>  <i>inside            outside            towards            across            under</i></p> <p><b>Determiners:</b>  <i>the a my your an            this that his her their            some all lots of many            more            those these</i></p> <p><b>Adjectives</b> to describe  <i>e.g. The <b>old</b> house...            The <b>huge</b> elephant...</i></p> <p><b>Alliteration</b>  <i>e.g. dangerous dragon            slimy snake</i></p> <p><b>Similes using as...as...</b> e.g. <i>as tall as a house as red as a radish</i></p> <p><b>Precise, clear language to give information</b> e.g.  <i>First, switch on the red</i></p>	<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b>            Capital Letters:  <b>Capital letter for names</b></p> <p><b>Capital letter for the personal pronoun I</b></p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p><b>Consolidate:</b>            Finger spaces</p> <p><b>Letter</b></p> <p><b>Word</b></p> <p><b>Sentence</b></p> <p><b>Full stops</b></p> <p><b>Capital letter</b>            Simile – ‘like’</p> <p><b>Introduce:</b></p> <p><b>Punctuation</b></p> <p><b>Question mark</b></p> <p><b>Exclamation mark*</b>            Speech bubble            Bullet points</p> <p><b>Singular/ plural</b></p>

<p><b>Non-fiction:</b></p> <p><b>Planning tools:</b> text map / washing line</p> <p><b>Heading</b></p> <p><b>Introduction</b> Opening factual statement</p> <p><b>Middle section(s)</b> Simple factual sentences around a them</p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p><b>Ending</b> Concluding sentence</p>	<p><b>using adjectives</b> e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p> <p><b>Compound sentences</b> using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings <b>and</b> slid down the slide.</i> <i>Spiders can be small <b>or</b> they can be large.</i> <i>Charlie hid <b>but</b> Sally found him.</i> <i>It was raining <b>so</b> they put on their coats.</i></p> <p><b>Complex sentences:</b> <b>Use of 'who' (relative clause)</b> e.g. <i>Once upon a time there was a little old woman <b>who</b> lived in a forest.</i> <i>There are many children <b>who</b> like to eat ice cream.</i></p> <p><b>'Run' - Repetition for rhythm</b> e.g. <i>He walked and he walked and he walked.</i></p> <p><b>Repetition for description</b> e.g. <i>a lean cat, a mean cat</i> <i>a green dragon, a fiery dragon</i></p>	<p><i>button.</i> <i>Next, wait for the green light to flash...</i></p> <p><b>Regular plural noun suffixes</b> –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p><b>Suffixes that can be added to verbs</b> (e.g. <i>helping, helped, helper</i>)</p> <p>How the <b>prefix un-</b> changes the meaning of <b>verbs and adjectives</b> (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</p>		<p>Adjective</p> <p>Verbs</p> <p>Connective</p> <p>Alliteration</p> <p>Simile – 'as'</p>
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7 yrs (Year 2)

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p><b>Consolidate Year 1 list</b> <b>Introduce:</b></p> <p><b>Fiction</b> <b>Secure use of planning tools:</b> Story map / story mountain / story grids/ 'Boxingup' grid (Refer to Story Types grids)</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Understanding 5 parts to a story with more complex vocabulary</b></p> <p><b>Opening</b> e.g. <i>In a land far away....</i> <i>One cold but bright morning.....</i> <b>Build-up</b> e.g. <i>Later that day</i></p> <p><b>Problem / Dilemma</b> e.g. <i>To his amazement</i></p> <p><b>Resolution</b> e.g. <i>As soon as</i> <b>Ending</b> e.g. <i>Luckily, Fortunately,</i></p> <p><b>Ending</b> should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p>	<p><b>Consolidate Year 1 list</b> <b>Introduce:</b> (See Connectives and Sentence Signposts doc.)</p> <p><b>Types of sentences:</b> Statements Questions Exclamations Commands</p> <p><b>-‘ly’ starters</b> e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p><b>Vary openers</b> to sentences</p> <p><b>Embellished simple sentences using: adjectives</b> e.g. <i>The boys peeped inside the dark cave.</i> <b>adverbs</b> e.g. <i>Tom ran quickly down the hill.</i></p> <p><b>Secure use of compound sentences (Coordination)</b> using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p><b>Complex sentences (Subordination) using:</b> <b>Drop in a relative clause: who/which</b> e.g.</p>	<p><b>Consolidate Year 1 list</b> <b>Introduce:</b></p> <p><b>Prepositions:</b> <i>behind above along before between after</i></p> <p><b>Alliteration</b> e.g. <i>wicked witch</i> <i>slimy slugs</i></p> <p><b>Similes using...like...</b> e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p> <p><b>Two adjectives to describe the noun</b> e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p><b>Adverbs for description</b> e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p><b>Adverbs for information</b> e.g. Lift the pot carefully onto</p>	<p><b>Consolidate Year 1 list</b> <b>Introduce:</b> <b>Demarcate sentences:</b> Capital letters  Full stops  Question marks  Exclamation marks</p> <p><b>Commas</b> to separate items in a list  <b>Comma</b> after -ly opener e.g. <i>Fortunately,....Slowly,....</i></p> <p><b>Speech bubbles /speech marks for direct speech</b> <i>Implicitly understand how to change from indirect speech to direct speech</i></p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• <b>Letter</b></li> <li>• <b>Word</b></li> <li>• <b>Sentence</b></li> <li>• <b>Full stops</b></li> <li>• <b>Capital letter</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark*</b></li> <li>• Speech bubble</li> <li>• Bullet points</li> </ul> <p><b>Singular/ plural</b></p> <p>Adjective Verb Connective Alliteration Simile – ‘as’ / ‘like’</p> <p><b>Introduce:</b></p> <p><b>Apostrophe (contractions and singular possession)</b></p>

<p><b>Non-Fiction</b></p> <p><b>Introduce:</b>  <b>Secure use of planning tools:</b> Text map / washing line / 'Boxing -up' grid  <b>Introduction:</b>  Heading  Hook to engage reader  Factual statement / definition  Opening question</p> <p><b>Middle section(s)</b>  Group related ideas / facts into sections  Sub headings to introduce sentences /sections  Use of lists – what is needed / lists of steps to be taken  Bullet points for facts  Diagrams</p> <p style="text-align: right;"><b>Ending</b></p> <p>Make final comment to reader  Extra tips! / Did-you-know? facts / True or false?</p> <p>The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts</p> <p>Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Sam, <b>who</b> was lost, sat down and cried.</p> <p>The Vikings, <b>who</b> came from Scandinavia, invaded Scotland.</p> <p>The Fire of London, <b>which</b> started in Pudding Lane, spread quickly.</p> <p><b>Additional subordinating conjunctions:</b>  <i>what/while/when/where/ because/ then/so that/ if/to/until</i>  e.g. <i>While the animals were munching breakfast, two visitors arrived</i>  <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p><b>Use long and short sentences:</b>  Long sentences to add description or information. Use short sentences for emphasis.</p> <p><b>Expanded noun phrases</b>  e.g. <i>lots of people, plenty of food</i></p> <p><b>List of 3 for description</b>  e.g. <i>He wore old shoes, a dark cloak and a red hat.</i></p> <p><i>African elephants have long trunks, curly tusks and large ears.</i></p>	<p>the tray.  The river quickly flooded the town.</p> <p><b>Generalisers for information, e.g.</b>  Most dogs....  Some cats....</p> <p>Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less</p> <p>(A fuller list of <b>suffixes</b> can be found in the spelling appendix.)</p> <p>Use of the <b>suffixes</b> –er and –est to form comparisons of <b>adjectives</b> and <b>adverbs</b></p>	<p><i>Apostrophes to mark contracted forms in spelling</i>  e.g. <i>don't, can't</i>  <i>Apostrophes to mark singular possession</i> e.g. <i>the cat's name</i></p>	<p><b>Commas</b> for description</p> <p><b>'Speech marks'</b></p> <p><b>Suffix</b></p> <p><b>Verb / adverb</b></p> <p><b>Statement question exclamation Command</b> (Bossy verbs)</p> <p><b>Tense (past, present, future)</b> <b>ie</b> not in bold</p> <p><b>Adjective / noun</b></p> <p><b>Noun phrases</b></p> <p>Generalisers</p> <p><i>Subordinating conjunctions</i></p>
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