

Progression in Whole Text Building: sequence and cohesion / text structure / appropriate to genre		
Reception	Year 1	Year 2
<p>Write a label to name something</p> <p>Write an instruction e.g. on a label in the class role play area</p> <p>Write a simple caption e.g. to go with a picture or photograph</p> <p>Write a sentence about an experience Write a sentence to go with an event Write a sentence to describe a character</p> <p>Sometimes join a few ideas together e.g. two or three phrases/ sentences</p>	<p>Sequence ideas to form a short and simple narrative* (oral and written) based on a known story, sometimes using a pictorial story map as a guide</p> <p>Sequence ideas to recount a real experience</p> <p>Write a title</p> <p>Write to the simple purpose of the task, relating content to that purpose</p> <p>Use the adult's model to write a non-rhyming poem e.g. as a 'list' of ideas inspired by the given context (such as fireworks/sweets/toys/autumn/gardens)</p>	<p>Sequence sentences and ideas to form a simple, coherent narrative* (oral and written) which makes sense</p> <p>In story-writing, sequence events to shape a simple story, sometimes adding own ideas to a familiar tale</p> <p>Sequence ideas correctly to record a real experience or event</p> <p>Sequence instructions in the right order, using some conjunctions for clarity</p> <p>Write to the purpose of the task, choosing content appropriately</p> <p>With guidance, write information about a given topic, organising into sections; write a title and sometimes add subheadings for different sections</p> <p>Use a scaffold to write poems in different ways, using other poems as models</p>

Year 3	Year 4	Year 5	Year 6
<p>Use adult model to begin to organise paragraphs, as a way to group related material</p> <p>In story-writing create settings, characters and plot, using a shared text to gather ideas</p> <p>Include headings and sub-headings in non-narrative writing</p> <p>Sequence ideas chronologically, using a range of conjunctions to make the sequence clear</p> <p>Using the adult model, begin to use fronted adverbials to vary sentence openings</p> <p>Maintain correct tense to achieve cohesion through the piece</p> <p>Begin to recognise and use some features of the chosen genre</p> <p>Using a model, write poems in different forms e.g. shape poems / simple structure poems with scaffold</p>	<p>With some independence, organise paragraphs around a theme</p> <p>Create settings, characters and plot when writing stories, sometimes innovating with own ideas</p> <p>Independently include headings and sub-headings in non-narrative writing</p> <p>Use a wide range of conjunctions and adverbials to achieve cohesion, and to extend sentence complexity</p> <p>Independently use fronted adverbials to open some sentences</p> <p>Choose appropriate pronoun or noun within and across sentences, to aid cohesion and avoid repetition</p> <p>Maintain correct tense to achieve cohesion, sometimes managing change of tense when required</p>	<p>With some independence, organise information from beginning to end, using meaningful paragraphs</p> <p>Select from a range of conjunctions and adverbials, to achieve fluency and cohesion through the piece; link ideas across paragraphs using adverbials of time or place e.g. <i>later, nearby</i>; or tense choices e.g. <i>he had seen her before</i></p> <p>Maintain cohesion through judicious vocabulary choices, according to the content and purpose of the piece</p> <p>With adult model, begin to write a précis of longer passages</p> <p>Use organisational devices to structure non-narrative texts e.g. headings/underlining/bullet points</p> <p>Sustain and adjust tense accurately through the piece</p> <p>Know and use the features of a range of genres</p>	<p>Independently organise information from beginning to end, using meaningful paragraphs</p> <p>Link ideas across paragraphs using a wider range of cohesive devices to achieve fluency and cohesion e.g. repetition of word or phrase; grammatical connections e.g. use of adverbials such as <i>on the other hand, in contrast, as a consequence</i>; and ellipsis.</p> <p>Write a summary of longer passages</p> <p>Use organisational devices to structure a range of non-narrative texts e.g. columns or tables to structure text</p> <p>Ensure consistent and correct use of tense through the piece</p> <p>Confidently use the features of a wide range of genres across narrative and non-narrative forms</p>

	<p>Know and use some features of the chosen genre</p> <p>Write poems in different forms e.g. haiku / list / free verse / narrative poetry</p>	<p>Sometimes independently, write poetry in different forms using models to guide and inspire</p>	<p>Write a wider range of poetry in different forms e.g. rhyming / narrative poem / mood poem / poems which include change of structure / riddle etc.</p>
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