



ENGLISH WRITING

Progression of Text Structures
Ashgate Primary School

Fiction & Non-fiction Writing Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure – Fiction	- Planning Tools – <i>Story Maps and/or Story Mountains</i> - Whole class retelling of story - Understanding of beginning/middle/end - Retell simple 5-part story: - Once upon a time - First / Then / Next - But - So - Finally, ...happily ever after	- Planning Tools – <i>Story Maps and/or Story Mountains</i> - Plan openings around characters, 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)	- Secure use of planning tools: <i>Story map / story mountain / story grids / 'Boxing-up' grid</i> - 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.)	- Secure use of planning tools: <i>Story map / story mountain / story grids / 'Boxing-up' grid</i> - 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.	- Secure use of planning tools: <i>Story map / story mountain / story grids / 'Boxing-up' grids</i> - Plan opening using: <i>Description / action</i> - Paragraphs: - to organise each part of story - to indicate a change in place or jump in time - 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.	- Secure independent use of planning tools: <i>Story mountain / grids/flow diagrams</i> - Plan opening using: <i>Description / action/dialogue</i> - 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.	- 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

Text Structure – Non-Fiction

• Factual writing closely linked to a story • Simple factual sentences based around a theme • Names • Labels • Captions • Lists • Diagrams • Message	• Planning tools: <i>text map / washing line</i> • Heading • Introduction - <i>Opening factual statement</i> • Middle section(s) - <i>Simple factual sentences around a 'them'</i> • Bullet points for instructions • Labelled diagrams • Ending - <i>Concluding sentence</i>	• Secure use of planning tools: <i>Text map / washing line / 'Boxing –up' grid</i> • Introduction: - <i>Heading</i> - <i>Hook to engage reader</i> - <i>Factual statement / definition</i> - <i>Opening question</i> • Middle section(s): - <i>Group related ideas</i> - <i>Facts into sections</i> - <i>Sub headings to introduce sentences / sections</i> - <i>Use of lists (what is needed / lists of steps to be taken)</i> - <i>Bullet points for facts</i> - <i>Diagrams</i> • Ending - <i>Make final comment to reader</i> - <i>Extra tips! / Did-you-know? facts / True or false?</i> • 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)	• Secure use of planning tools: <i>Text map, washing line, 'Boxing –up' grid</i> • Paragraphs to organise ideas around a theme • Introduction - <i>Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....?</i> • Middle Section(s) - <i>Group related ideas / facts into paragraphs - Sub headings to introduce sections / paragraphs</i> - <i>Topic sentences to introduce paragraphs - Lists of steps to be taken</i> - <i>Bullet points for facts</i> - <i>Flow diagram</i> • Develop Ending: - <i>Personal response</i> - <i>Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment</i> • Use of the perfect form of verbs to mark relationships of time and cause e.g. <i>I have written it down so I can check what it said.</i> • Use of present perfect instead of simple past. <i>He has left his hat behind, as opposed to He left his hat behind.</i>	• Secure use of planning tools: <i>Text map/ washing line/ 'Boxing –up' grid</i> • 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: <i>Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</i> • Appropriate choice of pronoun or noun across sentences to aid cohesion	• Independent planning across all genres and application • Secure use of range of layouts suitable to text. • Structure: <i>Introduction / Middle / Ending</i> • Secure use of paragraphs: - <i>Use a variety of ways to open texts and draw reader in and make the purpose clear</i> - <i>Link ideas within and across paragraphs using a full range of connectives and signposts</i> • 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	• Secure planning across non-fiction genres and application • Use a variety of text layouts appropriate to purpose • Use range of techniques to involve the reader – <i>comments, questions, observations, rhetorical questions</i> • 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: <i>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</i> • Layout devices, such as headings, sub - headings, columns, bullets, or tables, to structure text
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