

Writing Progression - Text Structure and Organisation

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can write sentences by sequencing sentences to form short narratives. KPI</p> <p>I can link ideas and events with connecting vocabulary.</p> <p>I can show awareness that ideas/events may be put into an appropriate order, (e.g. use of simple time related words, numbers, ordering of pictures/captions).</p>	<p>I can consider what is going to be written before beginning by encapsulating what I want to say, sentence by sentence. KPI</p> <p>I can sequence ideas appropriately.</p> <p>I can use brief openings and endings.</p> <p>I can group related ideas and show developing awareness of paragraphing.</p> <p>I can link related sentences through the use of pronouns, time connectives or adverbials where appropriate.</p>	<p>I can make an appropriate choice of nouns and pronouns to create clarity, cohesion within writing.</p> <p>I can organise paragraphs around a theme. KPI</p> <p>I can organise writing into logical chunks and write a coherent series of linked sentences for each.</p> <p>I can use connectives and pronouns that link sentences, paragraphs or sections.</p> <p>I can use headings and sub-headings to aid presentation. KPI</p>	<p>I can organise paragraphs around a theme so that narrative and non-narratives are paragraphed and related information is clustered logically. KPI</p> <p>I can write non-narrative material using simple organisational devices - engage the reader through appropriate headings and relevant sub-headings for each paragraph (if appropriate).</p> <p>I can write using a wider range of appropriate conjunctions, adverbs and prepositions to</p>	<p>I can use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). KPI</p> <p>I can produce internally coherent paragraphs in logical sequence (e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences.)</p> <p>I can use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). KPI</p>	<p>I can use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). KPI</p> <p>I can produce internally coherent paragraphs in a logical sequence and use appropriate devices to create cohesion between paragraphs, (e.g. repetition of a key word or phrase in the final sentence of one paragraph and the opening sentence of the next.)</p>

		<p>I can use adverbials to link sentences, paragraphs or sections.</p>	<p>express time, place and cause, creating cohesion within and between sentences.</p> <p>I can produce writing where narrative and non-fiction texts include an appropriately signaled opening and ending.</p> <p>I can use adverbs and prepositions to express time and cause.</p>	<p>I can link ideas across paragraphs using adverbials of time (later), place (nearby) and sequence (secondly).</p> <p>I can draft and write by using a wide range of devices to build cohesion within and across paragraphs.</p> <p>I can produce internally coherent paragraphs in logical sequence (e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences.)</p>	<p>I can use a wide range of devices to build cohesion within and across paragraphs.</p>
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