

Text Structure		Sentence Construction			Word Structure / Language	Punctuation	Terminology
Fiction	Non Fiction	Sentence Types	Conjunctions	Fronted words, phrases or clauses			
<p>Secure independent use of planning tools Story mountain / grids/ flow diagrams</p> <p>Plan opening using: Description / action/ dialogue</p> <p>Paragraphs: Vary Conjunctions within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.</p> <p>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</p>	<p>Introduce: Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p>Structure: Introduction / Middle / Ending</p> <p>Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of conjunctions and signposts Use rhetorical questions to draw reader in</p> <p>Express ‘expert opinions’ clearly</p>	<p>Relative subordinate clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun. e.g. The boy, who lives near school, always arrives early. The boy, living near school, always arrives early.</p> <p>Secure and controlled use of simple / embellished simple sentences.</p> <p>Secure and controlled use of compound sentences</p> <p>Embedded relative subordinate –‘ed’ clause with omitted pronoun (implied) e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning, effect and/or succinctness.</p> <p>Mastery of moving adverbs and adverbial phrases or clauses (how, when, where, why) around for specific effects e.g. <i>The siren echoed loudlythrough the lonely streetsat midnight</i></p>	<p>Secure use of all coordinating conjunctions to construct compound sentences: <i>nor</i> <i>yet</i> <i>and</i> <i>or</i> <i>but</i> <i>so</i></p> <p>Subordinating Conjunctions for time, place, cause and change direction</p> <p>Mastery of: <i>although</i> <i>whenever</i></p>	<p>Expanded fronted –ed verb phrase e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by fear of another eruption, Local residents have now evacuated the area.</i></p> <p>Elaboration of fronted adverbial phrases or clauses e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i> <i>As soon as the traffic light changed to green, the car sped off.</i></p>	<p>Metaphor</p> <p>Vague pronoun to generalise (Empty words) e.g. <i>someone, somewhere was out to get him</i></p> <p>Abstract Nouns Concrete Nouns Collective Nouns e.g. <i>flock, team, crowd</i></p> <p>Developed use of technical language</p> <p>Indicating degrees of possibility using modal verbs <i>could/can</i> <i>may/might,</i> <i>should/shall,</i> <i>would/will,</i> <i>must/ought) or adverbs e.g.</i> <i>sometimes, often, perhaps, surely.</i></p>	<p>Rhetorical question</p> <p>Dashes</p> <p>Brackets/ dashes/ commas for parenthesis</p> <p>Colon to connect link illustrative clauses.</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Stage directions in speech (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i></p>	<p>Relative clause</p> <p>Relative pronoun</p> <p>Modal verb</p> <p>Parenthesis</p> <p>Bracket- dash</p> <p>Determiner</p> <p>Cohesion</p> <p>Ambiguity</p> <p>Metaphor</p> <p>Rhetorical question</p>

<p>Build-up – develop suspense techniques</p> <p>Problem / Dilemma –may be more than one problem to be resolved</p> <p>Problem Solved – clear links with dilemma</p> <p>Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question.</p>	<p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader</p>	<p>Use of rhetorical questions- sparingly and careful to address the reader where appropriate</p>					
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