

Progression in Text Structure and Organisation

	Structure of the text	Use of Cohesive Devices	Organisation of the text	Layout and Presentation
EYFS	Can retell a simple past event in correct order (went down slide, hurt finger)	Develop their own narratives and explanations by connecting ideas or events using some time connectives (orally)		<i>Attempts to write for a variety of different purposes using different features of forms e.g. lists, instructions – usually in child led activities</i>
Year 1	<p><i>*Can orally retell a familiar story</i> including all the main points and in chronological order</p> <p><i>*Writes sequenced sentences to form a short narrative</i></p> <p>*Writes relevant ideas and most are linked chronologically (i.e. recount and narrative)</p> <p>*Simple instructions are written in the correct order</p>	Uses the coordinating conjunction 'and' to link ideas		<p>*Able to write relevant sentences under given subheadings e.g. Cars, Buses, Boats (i.e. information texts)</p> <p>*Beginning to use bullet points to list ideas and words</p>
Year 2	Writing is structured to include: a simple opening and/or ending + key event (narrative) Introduction and /or conclusion included (non-fiction)	Usually connects ideas and events through the use of time connectives	Mostly groups related ideas together	<p>*Mostly uses bullet points to list words/ideas</p> <p>*In non-fiction connects ideas through the use of numbered points, headings and line breaks</p>
Year 3	Clear text structure (depending on genre) and all sections are related	<i>Uses conjunctions, adverbs and prepositions to express time and cause</i>	Ideas are consistently organised in sections OR <i>Beginning to use paragraphs to group related material</i>	<i>Will use headings and subheadings to aid presentation (in non-fiction writing)</i>
Year 4	Writes a well-structured form with appropriate elements e.g. five part story – beginning, build up, problem, resolution and ending. Can organise non-fiction writing appropriately e.g. sequenced biography or recount, information text under sub-headings etc.	<p>*Simple adverbials are used to open/start a section and also as a device to connect the sections to each other</p> <p>* Can link information across sentences by using connectives</p> <p><i>*Usually makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</i></p>	<i>Usually organises ideas into paragraphs around a theme</i>	
Year 5		<p><i>Uses devices to build cohesion within a paragraph</i></p> <p><i>* Can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</i></p> <p><i>* Can link ideas through tense choices</i></p>	Control over content within paragraphs by e.g. use of topic sentences to open a new paragraph and the content of that paragraph develops this key idea	Independent application of layout devices e.g. line breaks, subheadings, and diagrams
Year 6		<p><i>*Usually creates effective links across paragraphs using grammatical connections</i> such as: pronouns, adverbials and subject specific vocabulary (but this may not be sustained across genres), conjunctive adverbs</p> <p><i>*Development and control of content across paragraphs e.g. through repetition of phrases</i></p>	Beginning to link paragraphs through content e.g. paragraph 1 introduces idea of creature having sharp claws; paragraph 2 how he uses his claws	Will independently apply a wide range of layout devices, e.g. headings, sub-heading, columns, bullets, tables, diagrams to structure texts

