



Ryton Federation 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	*Can orally retell a familiar story including all the main points and in chronological order *Writes sequenced sentences to form a short narrative *Writes relevant ideas and most are linked chronologically (i.e. recount and narrative) *Simple instructions are written in the correct order	Uses the coordinating conjunction 'and' to link ideas		*Able to write relevant sentences under given subheadings e.g. Cars, Buses, Boats (i.e. information texts) *Beginning to use bullet points to list ideas and words
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	*Mostly uses bullet points to list words/ideas *In non-fiction connects ideas through the use of numbered points, headings and line breaks
Year 3	Clear text structure (depending on genre) and all sections are related	Uses conjunctions, adverbs and prepositions to express time and cause	Ideas are consistently organised in sections OR Beginning to use paragraphs to group related material	Will use headings and subheadings to aid presentation (in non-fiction writing)
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.	*Simple adverbials are used to open/start a section and also as a device to connect the sections to each other * Can link information across sentences by using connectives *Usually makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Usually organises ideas into paragraphs around a theme	
Year 5		Uses devices to build cohesion within a paragraph * Can link ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) * Can link ideas through tense choices	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		*Usually creates effective links across paragraphs using grammatical connections such as: pronouns, adverbials and subject specific vocabulary (but this may not be sustained across genres), conjunctive adverbs *Development and control of content across paragraphs e.g. <i>through repetition of phrases</i>	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. <i>headings, sub-heading, columns, bullets, tables, diagrams</i> to structure texts

