Writing – Text Structure and Organisation
The Federation of Nettlestone & Newchurch

Writing – Text Structure & Organisation					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• **I can write sentences by sequencing sentences to form short narratives. KPI** • I can link ideas and events with connecting vocabulary. • 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).	• **I can consider what is going to be written before beginning by encapsulating what I want to say, sentence by sentence. KPI** • I can sequence ideas appropriately. • I can use brief openings and endings. • I can group related ideas and show developing awareness of paragraphing. • I can link related sentences through the use of pronouns, time connectives or adverbials where appropriate.	• I can make an appropriate choice of nouns and pronouns to create clarity, cohesion within writing. • **I can organise paragraphs around a theme. KPI** • I can organise writing into logical chunks and write a coherent series of linked sentences for each. • I can use connectives and pronouns that link sentences, paragraphs or sections. • **I can use headings and sub-headings to aid presentation. KPI** • I can use adverbials to link sentences, paragraphs or sections.	• **I can organise paragraphs around a theme so that narrative and non-narratives are paragraphed and related information is clustered logically. KPI** • 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). • I can write using a wider range of appropriate conjunctions, adverbs and prepositions to express time, place and cause, creating cohesion within and between sentences. • I can produce writing where narrative and non-fiction texts	• **I can use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). KPI** • 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.) • I can link ideas across paragraphs using adverbials of time (later), place (nearby) and sequence (secondly). • **I can use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). KPI** • I can draft and write by using a wide range	• I can use a wide range of devices to build cohesion within and across paragraphs. • **I can use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). KPI** • 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.)

			include an appropriately signalled opening and ending. • I can use adverbs and prepositions to express time and cause.	of devices to build cohesion within and across paragraphs. • 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.)	