## **English Progression Document**



Writing Progression

This document contains the writing skills that the children should be taught throughout their time at The Discovery School. The first section covers the spelling, punctuation and grammatical skills that the children should learn in each year of their time at school. The next section covers the skills that should be taught within each genre, depending on which year group the child is in.

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## Writing Skills

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children handle	Sit correctly at the table,	Form lower-case	Use the diagonal	Use the diagonal	Write legibly,	Write legibly,
	equipment and	holding pencil	letters of the correct	and horizontal	and horizontal	fluently, with	fluently, with
	tools effectively,	comfortably and	size relative to one	strokes needed to	strokes needed to	increasing speed	increasing speed
	including pencils	correctly.	another.	join letters and	join letters and	by:	by:
	for writing.			understand which	understand which	<ul> <li>Choosing which</li> </ul>	<ul> <li>Choosing which</li> </ul>
		Begin to form lower-case	Start using some of	letters, when	letters, when	shape of letter to	shape of letter to
	Children write in	letters in the correct	the diagonal and	adjacent to one	adjacent to one	use when given	use when given
	print.	direction, starting and	horizontal strokes	another, are best	another, are best	choices and	choices and
		finishing in the right	needed to join letters	left unjoined.	left unjoined.	deciding whether	deciding whether
		place.	and understand which			or not to join	or not to join
			letters, when adjacent	Increase the	Increase the	specific letters.	specific letters.
		Form capital letters.	to one another, are	legibility,	legibility,	<ul> <li>Choosing the</li> </ul>	<ul> <li>Choosing the</li> </ul>
Handwriting			best left unjoined.	consistency and	consistency and	writing implement	writing implement
		Understand which letters		quality of	quality of	that is best suited	that is best suited
		belong to which	Write capitals of the	handwriting, e.g. by	handwriting, e.g. by	for the task.	for the task.
		handwriting 'families' and	correct size,	ensuring that down	ensuring that down		
		practise these.	orientation and	strokes of letters	strokes of letters		
			relationship to one	are parallel and	are parallel and		
			another and to lower	equidistant; that	equidistant; that		
			case letters.	lines of writing are	lines of writing are		
				spaced sufficiently	spaced sufficiently		
			Use spacing between	so that the	so that the		
			words that reflects the	ascenders and	ascenders and		
			size of the letters.	descenders of	descenders of		
			11 11 11 Col	letters do not	letters do not		
			Write digits of the	touch.	touch.		
			correct size and				
			orientation.				

Writing: Punctuation and Grammar	Write simple sentences which can be read by themselves and others.	Word Level Regular plural noun suffixes '-s' or '-es' Suffixes that can be added to verbs where no change is needed in the spelling of root words. How the prefix '-un' changes the meaning of verbs and adjectives.	Word Level Formation of nouns using suffixes such as '-ness', '- er' and by creating compound words Formation of adjectives using suffixes such as '-ful' and '-less' Use of the suffixes '-	Word Level Formation of nouns using a range of prefixes. Use of the forms a or an according to whether the next word begins with a consonant or a vowel. Word families	Word Level The grammatical difference between plural and possessive –s. Standard English forms for verb inflections instead of local spoken forms e.g. we were/we was.	Word Level Converting nouns or adjectives into verbs using suffixes e.g. '-ate', '-ise', '- ify' Verb prefixes e.g. dis-, de-, mis-, over-, re.	Word Level The difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. find out/discover, ask for/request.
			er', '- est' in adjectives The use of the suffix '- ly' to turn adjectives into adverbs.	based on common words, showing how words are related in form and meaning. E.g.	were/we was.		How words are related by meaning as synonyms and antonyms e.g. big, large, little.
		Sentence Structure	Sentence Structure	solve/solution. <u>Sentence Structure</u>	Sentence Structure	Sentence Structure	Sentence Structure
		How words can combine to make sentences. Joining words and joining sentences using and.	Subordination (using when, if, that, because) and coordination (using or, and, or, but).	Expressing the time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition	Relative clauses beginning with who, which, where, why, whose, that *** an omitted pronoun.	Use the passive voice to affect the presentation of information in a sentence.
			Expanded noun phrases for description sand specification (e.g. the	(e.g. then, next, soon, therefore), or prepositions (e.g. before, after,	phrases (e.g. the teacher expanded to: the strict maths teacher with curly	Indicating degrees of possibility using adverbs (e.g.	The difference between structures typical of informal speech and

	Tankakurakura	blue butterfly). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	during, in, because)	hair). Fronted adverbials (e.g. Later that day, I heard bad news).	perhaps, surely) or modal verbs (e.g. might, should, will, must).	structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? Or the use of subjunctive forms such as 'I were' or 'Were they to come ' in some very formal writing and speech).
Writing: Punctuation and Grammar	<u>Text structure</u> Sequencing sentences to form short narratives.	Text structure Correct choice and consistent use of the present tense and past tense throughout handwriting. Use of the progressive form of verbs in the present and past tense to mark actions in progress	Text structure Introduction to paragraphs as a way to group related material. Headings and subheadings to aid presentations. Use of the present perfect form of verbs instead of the simple past. (e.g. He has gone out to play contrasted with He went out to play)	Text structure Use paragraphs to organise ideas around a theme. Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.	Text structure Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and tense choice (e.g. he had seen her before).	Text structure Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis. Layout devices, such as headings, sub headings,

	Punctuation Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and the personal pronoun I.	Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.	Punctuation Introduction to inverted commas to punctuate direct speech.	Punctuation Use of inverted commas and other punctuation to indicate direct speech. Apostrophes to mark plural possession. Use of commas after fronted adverbials.	<u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity	columns, bullets, tables, to structure text. <u>Punctuation</u> Use of semi-colon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of the semi- colon within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity.
	<u>Terminology</u> • Letter, capital letter • Word, singular, plural • Sentence • Punctuation mark, full stop, question mark, exclamation mark	Terminology • noun, noun phrase • statement, question, exclamation, command • compound, suffix • adjective, adverb, verb • tense (past, present) • apostrophe, comma	Terminology • preposition, conjunction • word family, prefix • clause, subordinate clause • direct speech • consonant, consonant letter	<u>Terminology</u> • determiner • pronoun, possessive pronoun • adverbial	<u>Terminology</u> • modal verb, relative pronoun • relative clause • parenthesis, bracket, dash • cohesion, ambiguity	Terminology • subject, object • active, passive • synonym, antonym • ellipsis, hyphen, colon, semi-colon, bullet points.

				vowel, vowel letter			
				<ul> <li>inverted commas</li> </ul>			
				(or speech marks)			
	Write simple		Develop positive				
	sentences which		attitudes towards and				
	can be read by		stamina for writing by				
	themselves and		writing:				
	others.		<ul> <li>narratives about</li> </ul>				
	ouncis.		personal experiences				
			and those of others				
			(real and fictional)				
			about real events				
			<ul> <li>poetry</li> </ul>				
			for different				
			purposes				
		Dian writing		Dian writing	Dian writing	Dian writing	Dian writing
		<u>Plan writing</u>	Plan writing	Plan writing	Plan writing	<u>Plan writing</u>	Plan writing
		Say out loud what they	Plan or say out loud	Discuss writing	Discuss writing	Identify audience	Identify audience
Writing:		are going to write about.	what they are going to	similar to that	similar to that	, and purpose,	, and purpose,
Composition		6 6	write about. Write	which they are	which they are	selecting	selecting
			idea and/or key words	, planning to write in	planning to write in	appropriate form	appropriate form
			including new vocab.	order to understand	order to	and use other	and use other
			0	and learn from its	understand and	similar writing as a	similar writing as a
				structure,	learn from its	model.	model.
				vocabulary and	structure,		
				grammar.	vocabulary and	Note and develop	Note and develop
				0	grammar.	initial ideas,	initial ideas,
				Discuss and record	•	drawing on reading	drawing on reading
				ideas.	Discuss and record	and research	and research
					ideas.	where necessary.	where necessary.
						In writing	In writing
						narratives, consider	narratives, consider

Writing: Composition	<u>Drafting &amp; writing</u> Compose a sentence orally before writing.	Encapsulate what they want to say, sentence by sentence.	Drafting & writing Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures.	Drafting & writing Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures.	how authors have developed characters and settings in what pupils have read, listened to and seen performed. Drafting & writing Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning.	how authors have developed characters and settings in what pupils have read, listened to and seen performed. Drafting & writing Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning.
	Sequence sentences to form short narratives	Encapsulate what they want to say, sentence by sentence.	Organise paragraphs around a theme.	Organise paragraphs around a theme.	Use a wide range of devices to build cohesion within and across paragraphs. Précis longer	Use a wide range of devices to build cohesion within and across paragraphs. Précis longer
					paragraphs.	paragraphs.
			In narratives, create settings, characters and plot.	In narratives, create settings, characters and plot.	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character

					and advance the	and advance the
					action	action
			In non-narrative material, use simple	In non-narrative material, use	In narratives, describe settings,	In narratives, describe settings,
			organisational	simple	characters and	characters and
			devices such as	organisational	atmosphere and	atmosphere and
			headings and sub-	devices such as	integrate dialogue	integrate dialogue
			headings.	headings and sub-	to convey character	to convey character
				headings.	and advance the	and advance the
					action.	action.
					Use further	Use further
					organisational and	organisational and
					presentational	presentational
					devices to structure	devices to structure
					text and guide the	text and guide the
					reader (e.g.	reader (e.g.
					headings, bullet	headings, bullet
Writing:					points,	points,
Composition					underlining).	underlining).
		Make additions,	Evaluate and edit:	Evaluate and edit:	Evaluate and edit:	Evaluate and edit:
		revision and	<ul> <li>Assess the</li> </ul>	<ul> <li>Assess the</li> </ul>	<ul> <li>Assess the</li> </ul>	<ul> <li>Assess the</li> </ul>
		corrections to their	effectiveness of	effectiveness of	effectiveness of	effectiveness of
		own writing by:	their own and	their own and	their own and	their own and
		<ul> <li>Evaluating their own</li> </ul>	others' writing and	others' writing and	others' writing and	others' writing and
		writing with the	suggest	suggest	suggest	suggest
		teacher or other	improvements.	improvements.	improvements.	improvements.
		pupils.	<ul> <li>Propose changes</li> </ul>	<ul> <li>Propose changes</li> </ul>	<ul> <li>Propose changes</li> </ul>	<ul> <li>Propose changes</li> </ul>
		<ul> <li>Rereading to check it</li> </ul>	to grammar and	to grammar and	to grammar, vocab	to grammar, vocab
		makes sense and that	vocabulary to	vocabulary to	and punctuation to	and punctuation to
		verbs to indicate time	improve	improve	enhance effects	enhance effects
		are used correctly and	consistency,	consistency,	and clarify	and clarify
		consistently, including	including the	including the	meaning.	meaning.

	verbs in the	accurate use of	accurate use of	• Ensure the	• Ensure the
	continuous form.	pronouns in	pronouns in	consistent and	consistent and
		sentences.	sentences.	correct use of	correct use of
				tense throughout a	tense throughout a
				piece of writing.	piece of writing.
				<ul> <li>Ensure correct</li> </ul>	<ul> <li>Ensure correct</li> </ul>
				subject and verb	subject and verb
				agreement when	agreement when
				using singular and	using singular and
				plural,	plural,
				distinguishing	distinguishing
				between the	between the
				language of speech	language of speech
				and writing and	and writing and
				choosing the	choosing the
				appropriate	appropriate
				register.	register.
Re-read what they have	Proof read to check	Proof read for	Proof read for	Proof read for	Proof read for
written to check that it	for errors in spelling,	spelling and	spelling and	spelling and	spelling and
makes sense.	grammar and	punctuation errors.	punctuation errors.	punctuation errors.	punctuation errors.
	punctuation.				
Discuss what they have	Read aloud their	Read aloud their	Read aloud their	Perform their own	Perform their own
written with the teacher	writing with	writing, to a group	writing, to a group	compositions, using	compositions, using
or other pupils. Read	appropriate intonation	or whole class,	or whole class,	appropriate	appropriate
aloud their writing clearly	to make the meaning	using appropriate	using appropriate	intonation, volume	intonation, volume
enough to be heard by	clear.	intonation and	intonation and	and movement so	and movement so
their peers and the		controlling the tone	controlling the	that meaning is	that meaning is
teacher.		and volume so that	tone and volume so	clear	clear
		the meaning is	that the meaning is		
		clear.	clear.		

## **Progression of Writing Genres**

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Instructions	Lists of instructions	Ideas grouped in	A goal is outlined	A set of	A set of	Consolidate work	Consolidate work
	linked to actions or	sentences in time	<ul> <li>– a statement</li> </ul>	ingredients and	ingredients and	from previous	from previous
	procedures e.g.	sequence.	about what is to	equipment	equipment	learning.	learning.
	baking.		be achieved.	needed are	needed are		
		Written in the		outlined clearly.	outlined clearly.	Can write accurate	
		imperative e.g. sift	Written in			instructions for	
		the flour.	sequenced steps	Organised into	Sentences include	complicated	
			to achieve the	clear points	precautionary	processes.	
		Use of numbers or	goal.	denoted by time.	advice e.g. Be		
		bullet points to			careful not to over	Can write	
		signal order.	Diagrams and		whisk as it will	imaginative	
			illustrations are		turn into butter.	instructions using	
			used to make the			flair and humour.	
			process clearer.		Friendly		
					tips/suggestions		
					are included to		
					heighten the		
					engagement.		
					e.g. This dish is		
					served best with a		
					dash of nutmeg.		

Recount –	Labelling posters or	Ideas grouped	Brief introduction	Clear introduction.	Clear introduction	Developed	The report is well
experiences,	writing about	together in time	and conclusion.		and conclusion.	introduction and	constructed and
diary, police	experiences.	sequence.		Organised into		conclusion	answers the
			Written in the	paragraphs	Links between	including	reader's
reports, sports		Written in first	past tense e.g. I	shaped around	sentences help to	elaborated	questions.
reports		person.	went	key events.	navigate the	personal	
			l saw		reader from one	response.	The writer
		Written in the		A closing	idea to the next.		understands the
		past tense.	Main ideas	statement to		Description of	impact and thinks
			organised in	summarise the	Paragraphs	events are	about the
		Focused on	groups.	overall impact.	organised	detailed and	response.
		individual or			correctly around	engaging.	
		group participants	Ideas organised in		key events.		Information is
		e.g. l, we	chronological			The information is	prioritized
			order using		Elaboration is	organised	according to
			connectives that		used to reveal the	chronologically	importance and a
			signal time.		writer's emotions	with clear signals	frame of response
					and responses.	to the reader	set up for the
						about time, place	reply.
						and personal	
						response.	
						Purpose of the	
						recount an	
						experience	
						revealing the	
						writer's	
						perspective.	

Non-	Writing about	Ideas grouped	Brief introduction	Clear introduction.	Clear introduction	Developed	The report is wel
Chronological	experiences or	together for	and conclusion.		and conclusion.	introduction and	constructed and
Reports	truffle moments.	similarity.		Organised into		conclusion using	answers the
			Written in the	paragraphs	Links between	all the layout	reader's
		Attempts at third	appropriate tense.	shaped around a	sentences help to	features.	questions.
		person writing.	e.g. Sparrow's	key topic	navigate the		
		e.g. The man was	nest	sentence.	reader from one	Description of the	The writer
		run over.	Dinosaurs were		idea to the next.	phenomenon is	understands th
				Use of sub-		technical and	impact and thin
		Written in the	Main ideas	headings.	Paragraphs	accurate.	about the
		appropriate tense.	organised in		organised		response.
		e.g. Sparrow's	groups.		correctly into key	Generalized	
		nest			ideas.	sentences are	Information is
		Dinosaurs were				used to categorise	prioritised
					Sub-headings are	and sort	according to
					used to organise	information for	importance and
					information. E.g.	the reader.	frame of respor
					Qualities, body		set up for the
					parts, behaviour.	Purpose of the	reply.
						report is to inform	
						the reader and to	
						describe the way	
						things are.	
						Formal and	
						technical language	
						used throughout	
						to engage the	
						reader.	

Letters	Writing short letters	Ideas grouped in	Brief introduction	Clear introduction.	Clear introduction	Developed	Letter well-
	to others, using	sentences in time	and conclusion.		and conclusion.	introduction and	constructed that
	envelopes.	sequence.		Points about the		conclusion using	answers the
		·	Written in the	visit/issue.	Links between key	all the letter	reader's
			past tense.		ideas in the letter.	layout features.	questions.
				Organised into			
			Main ideas	paragraphs	Paragraphs	Paragraphs	The writer
			organised in	denoted by	organised	developed with	understands the
			groups.	time/place.	correctly into key	prioritized	impact and thinks
					ideas.	information.	about the
			Using sequencing	Topic sentences.			response.
			techniques – time	Some letter layout	All letter layout	Purpose of letter	
			related words.	features included.	features included.	clear and	Information is
						transparent for	prioritized
						reader.	according to
							importance and a
						Formal language	frame of response
						used throughout	set up for the
						to engage the	reply.
						reader.	

Persuasion -	Ideas are grouped	Brief introduction	Clear introduction.	Clear introduction	Developed	Arguments are well
Purpose: advert,	together for	and conclusion.		and conclusion.	introduction and	constructed that
leaflet,	similarity.		Points about		conclusion using	answer the reader's
argument		Written In the	subject/issue.	Links between key	all the argument	questions.
	Writes in first	present tense.		ideas in the letter.	or leaflet layout	The writer
	person.		Organised into		features.	understands the
		Main ideas	paragraphs.	Paragraphs		impact or the
		organised in		organised	Paragraphs	emotive language
		groups.	Sub-heading used	correctly into key	developed with	and thinks about the
			to organise texts.	ideas.	prioritised	response.
					information.	Information is
				Subheading		prioritised according
				Topic sentences	View point is	to the writer's point
					transparent for	of view.
					reader.	
					Emotive language used throughout	
					to engage the	
					reader.	
					Teduer.	

Biography	Writing about	Ideas grouped	Brief introduction	Clear introduction.	Clear introduction	Developed	The report is well
ыовгарну	themselves.	together in time	and conclusion.		and conclusion.	introduction and	constructed and
	themselves.	sequence.		Organised into		conclusion	answers the
		sequence.	Written in the	paragraphs	Links between	including	reader's
		Written in first	past tense e.g. He	shaped around	sentences help to	elaborated	questions.
			went She		navigate the		questions.
		person.	travelled	key events.	reader from one	personal	The writer
		Muitten in the	travelled	A alasias		response.	
		Written in the	Mainidaga	A closing	idea to the next.	Description of	understands the
		past tense.	Main ideas	statement to		Description of	impact and thinks
			organised in	summarise the	Paragraphs	events are	about the
		Focused on	groups.	overall impact.	organised	detailed and	response.
		individual or			correctly around	engaging.	
		group participants	Ideas organised in		key events.		Information is
		e.g. l <i>,</i> we	chronological			The information is	prioritised
			order using		Elaboration is	organised	according to
			connectives that		used to reveal the	chronologically	importance and a
			signal time.		writer's emotions	with clear signals	frame of response
					and responses.	to the reader	set up for the
						about time, place	reply.
						and personal	
						response.	
						Purpose of the	
						recount an	
						experience	
						revealing the	
						writer's	
						perspective.	
L	L		L		1	1	

Balanced	Ideas are grouped	Brief introduction	Clear introduction.	Clear introduction	Developed	Arguments are
Argument –	together for	and conclusion.		and conclusion.	introduction and	well constructed
Purpose:	similarity.		Points about		conclusion using	that answer the
Speech, Essay,		Written with an	subject/issue	Links between key	all the argument	reader's
Letter	Writes in first	impersonal style		ideas in the letter.	or leaflet layout	questions.
Letter	person.		Organised into		features.	
		Main ideas	paragraphs	Paragraphs		The writer
		organised in		organised	Paragraphs	understands the
		groups.	Sub-heading used	correctly into key	developed with	impact or the
			to organise texts.	ideas.	prioritised	emotive language
					information.	and thinks about
				Subheading		the response.
					Both viewpoints	
				Topic sentences	are transparent	Information is
					for reader.	prioritised
					I	according to the
					Emotive language	writer's point of
					used throughout	view.
					to engage the	
					reader.	

Newspaper	Writing wanted or	Ideas grouped in	Brief introduction	Clear introduction.	Clear introduction	Developed	Newspapers well
	missing posters.	sentences in time	and conclusion.		and conclusion.	introduction and	constructed that
		sequence.		Points about the		conclusion using all	answers the
			Written in the	visit/issue	Links between key	the newspaper's	reader's questions.
		Attempts at third	past tense.		ideas in the	layout features.	
		person writing.		Organised into	newspaper.		The writer
		e.g. The man was	Main ideas	paragraphs		Paragraphs	understands the
		run over.	organised in	denoted by	Who, what,	developed with	impact and thinks
			groups.	time/place.	where, when and	prioritised	about the
		Beginning			why information is	information into columns.	response.
		describes what	Using sequencing	Topic sentences.	clear to orientate	columns.	Information is
		happened	techniques – time		the reader.	Subheadings are	prioritised
			related words.	Some newspaper		used as an	according to
				layout features	Paragraphs	organisational	importance and a
			A photo with a	included.	organised	device.	frame of response
			caption.		correctly into key		set up for the reply.
				A bold eye-	ideas.	Formal language	
				catching headline.		used throughout to	Headlines include
					All newspaper	engage the reader.	puns.
					layout features		
					included.	Quotations are	
						succinct/emotive.	
					Bold eye-catching		
					headline which		
					includes		
					alliteration.		

Story	Orally saying or	Beginning or end of	Sentences organised	Time and place	Link between	Sequence of plot	The story is well
Story	writing stories of	narrative signalled	chronologically	are referenced to	opening and	may be disrupted	constructed and
	others and their	e.g. one day	indicated by time			for effect e.g.	raises intrigue.
			related words e.g.	guide the reader	resolution	flashback	
	own.	Ideas grouped	finally	through the text			Dialogue is used to
		together for	,	e.g. in the	Links between	Opening and	move the action on
	Understanding	similarity.	Divisions in	morning	sentences help to	resolution shape the	who heighten
	through tales		narrative may be		navigate the	story	empathy for central
	toolkit that there	Attempts at third	marked by	Organised into	reader from one		character
	is a character,	person writing.	sections/paragraphs	paragraphs e.g.	idea to the next	Structural features	
	setting, problem	e.g. The wolf was		When she arrived	e.g. contrasts in	of narrative are	Deliberate
	and finally a	hiding.	Connections	at the bear's	mood	included e.g.	ambiguity is set up
	solution (fiction).		between sentences	house	angry mother,	repetition for effect	in the mind of the
		Written in the	make reference to		disheartened Jack		reader until later in
		appropriate tense.	characters e.g. Peter	Cohesion is		Paragraphs varied in	the text
		(mainly consistent)	and Jane/ they	strengthened	Paragraphs	length and	
		e.g. Goldilocks was Jack is	Connections	through	organised	structure.	
		JdCK IS	between sentences	relationships	correctly to build	Pronouns used to	
			indicate extra	between	up to key event	hide the doer of the	
			information e.g. but	characters e.g.		action e.g. it crept	
			they got bored or	Jack, his, his	Repetition	into the woods	
			indicate concurrent		•		
			events e.g. as they	mother, her	avoided through		
			were waiting		using different		
					sentence		
					structures and		
					ellipsis		