

Class	Story structure	Sentence structure	Description	Punctuation
Year 1	Events in a story in an order that makes sense.	Joining two clauses in a sentence with the word 'and.'	Simple adjectives to describe people and places.	Use of capitals, full stops, exclamation marks and question marks.
Year 2	Stories sequenced with time-related words such as: then, later, afterwards, next.	Starting to use sentences with two clauses connected by 'and,' 'but,' 'so,' 'when,' 'if' and 'then.' Keeping the tense of the writing consistent.	Using a broader range of adjectives.	Using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contracted forms (e.g. 'they're') and the possessive (e.g. 'Sarah's pen').
Year 3	Stories structured with a clear beginning, middle and end. Starting to write in paragraphs.	Continuing to use sentences with two parts, linked with connectives such as 'because,' 'but' and 'so'.	Broad range of adjectives plus some powerful verbs.	Using all of the punctuation above. Starting to use some speech punctuation.
Year 4	Gaining confidence with structuring a story and with organising paragraphs.	Using sentences connected with more sophisticated connectives such as because,' 'however,' 'meanwhile' and 'although.'	Using a range of adjectives, powerful verbs and adverbs. Some use of similes. Using fronted adverbials (placing the adverb at the start of the sentence, e.g.	Increasingly accurate use of speech punctuation. Using commas after fronted adverbials.

			'Quickly, the children stood up').	
Year 5	Good structure of description of settings, characters and atmosphere. Integrating dialogue to advance the action. Using time connectives to help the piece of writing to come together.	Using a range of connectives to connect parts of sentences.	Using adjectives, powerful verbs and adverbs. Possibly some use of figurative language such as metaphors, similes and personification.	Using brackets, dashes or commas to indicate parenthesis.
Year 6	Continuing to structure stories confidently. Using adverbials such as: in contrast, on the other hand, as a consequence.	Using more sophisticated connectives like 'although,' 'meanwhile' and 'therefore.' Using the passive form. Using the subjunctive.	Continuing to use a range of descriptive language (see above) confidently.	Using all of the previously mentioned punctuation correctly. Using semi-colons, colons and dashes to mark the boundary between clauses.

Source: [SchoolRun](#).