



St Martin and St Mary C of E Primary School

Writing: Subject Progression Grid

Our School Vision and Values

As a Christian school, St Martin and St Mary is an inclusive and happy community; nurturing confidence, a thirst for learning and resilience in a safe loving environment. Our priority is developing the whole child spiritually, emotionally, physically and academically to live the most rewarding life.

'Life in all its fullness' John 10.10

Friendship

Love

Faith

Statement of Intent

St Martin and St Mary CE Primary School recognises the effect that a fluent, legible and coherent writing style can have on a pupils' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced literacy curriculum which encompasses focussed writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes and audiences.

The school has created this document in order to ensure that:

- All pupils are able to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions required for writing, as well as reading and spoken language.
- All pupils can write clearly, accurately and coherently.
- All pupils can adapt their language and style for a range of contexts, purposes and audiences.
- All pupils understand how to plan, practise and evaluate their writing.
- All staff members are aware of planning, assessment, and teaching and learning requirements for the writing curriculum.

Coverage of Writing Genres and Text Types

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|--|---|---|--|--|
| EYFS | Little Red Hen Harvest non-fiction What makes me a Me? Traditional Tales | Christmas stories The Large family stories Supertato | Peter Rabbit Whatever Next Chinese New Year non-fiction | Dinosaurs – non fiction Owl Babies Handas Surprise Very Hungry Caterpillar | Duffys Lucky Escape Marli's Tangled Tale Titch Olivers Vegetables | The Train Ride What the Ladybird Heard Aarrggghh Spider! Transport - non fiction |
| Year 1 | The colour monster The crow's tale Story writing | David Attenborough Biography There's a rang-tan in my bedroom Information Text Isaac and Iris Story Writing | Beatrix Potter stories Story Writing | Traction Man Vlad and the Great Fire of London Information text | Non-fiction plant books <i>To plan</i> | Imaginative/ Creative story writing <i>To plan</i> |
| Year 2 | The Wolf's story: Character description Story writing | Hodgeheg: Story Writing Character Description Hedgehog explanation texts | Man on the Moon Story Writing Robert Falcon Scott Report writing | Fantastic Mr Fox Story Writing Book Review Gruffalo Character Description | SATS (Normally) Letter Writing | Charlie and the Chocolate Factory Newspaper Report Story Writing |
| Year 3 | Here We Are Genre: PSHE - exploring themes of friendship, loneliness, independence and imagination. • Letter • creative writing • poetry Into the Forest Genre: Fiction based on traditional tales. • Recount / diary. | Stone Age Boy Genre: History /Fiction Narrative · Information Text | Escape From Pompeii By Christina Balit Genre: History / Fiction Newspaper | Ice Palace By Robert Swindells Genre: Fantasy / Adventure Narrative · Play script | Pebble in My Pocket Genre: History / Science • Narrative · Newspaper · Poetry | Pebble in My Pocket Genre: History / Science • Narrative · Newspaper · Poetry |
| Year 4 | Greek Myths— Writing Greek Myths and retelling stories | Ancient Greek Information Texts Non-Chronological reports | Iron Man— Letter Writing, Character description Narrative Poetry | Iron Man— Newspaper Reports, Story sequencing | Lion and the Unicorn— Descriptive writing Letter writing | Lion and the Unicorn— Descriptive writing Letter writing |
| Year 5 | Ancient Egypt Non chronological reports | Robin Hood— Legends Recounts of an event – Patterdale Poetry linked with Remembrance day | Instructions linked with making slippers. Biographical and autobiographical Text | Midnight Fox Newspaper report Letter Describing a setting | Midnight Fox Persuasive writing The Piano- A Film narrative | Explanation Text Poetry with Imagery |
| Year 6 | The theory of evolution / Information Texts — Biographies of Charles Darwin | The Explorer— Descriptive writing | White Fang— Narrative writing using technical language | Way Home— Diary writing and Newspaper articles | Letter writing based on information text about the environment | Report writing and writing for secondary school. |

Progression through Writing Genres

Instructions

Year 1

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---|--|--|---|---|
| <p>Ideas grouped in sentences in time sequence.</p> <p>Written in the imperative e.g. sift the flour.</p> <p>Use of numbers or bullet points to signal order.</p> | <p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p> <p>Imperative verbs start sentences e.g. spread, slice, cut.</p> <p>Sentences do not include pronouns and are written impersonally</p> | <p>1, 2, 3, 4, 5</p> <p>First</p> <p>Next</p> <p>After</p> <p>Cut</p> <p>Move</p> <p>Fold</p> <p>Stir</p> <p>Colour</p> <p>Paint</p> | <p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'.</p> | <p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use exclamation marks.</p> <p>Begin to use exclamation marks.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p> <p>Read words with contractions.</p> |

Year 2

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|--|---|---|--|
| <p>A goal is outlined – a statement about what is to be achieved.</p> <p>Written in sequenced steps to achieve the goal.</p> <p>Diagrams and illustrations are used to make the process clearer.</p> | <p>Imperative verbs are used to begin sentences.</p> <p>Use simple adverbs e.g. slowly, quickly.</p> <p>Use simple noun phrases e.g. long stick.</p> | <p>First of all</p> <p>To start with</p> <p>Firstly</p> <p>Lastly</p> <p>Finally</p> <p>Carefully</p> <p>Gently</p> <p>Slowly</p> <p>Softly</p> | <p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p> | <p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions.</p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p> |

Year 3

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|---|--|--|---|
| <p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Organised into clear points denoted by time.</p> | <p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Adverbials e.g. When the glue dries, attach the paperclip.</p> | <p>Afterwards</p> <p>After that</p> <p>To begin with</p> <p>Begin by</p> <p>Secondly</p> <p>The next step is To</p> <p>With a slow Movement</p> <p>With a quick pull</p> <p>Try to</p> | <p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p> | <p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p> |

Year 4

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|---|--|--|--|
| <p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter.</p> <p>Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.</p> | <p>Variation in sentence structures e.g. While the pastry cooks...</p> <p>As the sauce thickens... Include adverbs to show how often e.g. additionally, frequently, rarely.</p> | <p>Continue by...</p> <p>Carry on...</p> <p>Do this until...</p> <p>Stop when...</p> <p>When you have done this...</p> <p>Try not to...</p> <p>Avoid..</p> | <p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials</p> | <p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech</p> |

Year 5

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---|---|--|---|--|
| <p>Consolidate work from previous learning.</p> <p>Can write accurate instructions for complicated processes.</p> <p>Can write imaginative instructions using flair and humour.</p> | <p>Sentence length varied e.g short/long.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> | <p>Don't forget to...</p> <p>Be careful of...</p> <p>Don't worry about...</p> <p>Concentrate on...</p> <p>At this point...</p> | <p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p> | <p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi colons</p> |

Year 6

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---|---|--|---|--|
| <p>Consolidate work from previous learning.</p> | <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writers position e.g. If the temperature gets too high...</p> <p>Complex noun phrases used to add detail e.g. The golden pastry can be decorated with smaller pastry petals.</p> <p>Prepositional phrases used cleverly e.g. In the event of overcooking...</p> | <p>Whilst that is...</p> <p>Focus on...</p> <p>Try to make sure that...</p> <p>When you do, don't...</p> <p>I would suggest...</p> <p>Many people at this stage...</p> | <p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p> | <p>Use a wide range of punctuation throughout the writing.</p> |

Recount – experiences, diary, police reports, sports reports

Year 1

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|---|---|---|--|
| <p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focused on individual or group participants e.g. I, we</p> | <p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p> | <p>First</p> <p>Next</p> <p>After</p> <p>Finally</p> <p>The best part was</p> <p>The worst part was</p> <p>I liked</p> <p>I didn't like</p> | <p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'.</p> |

Year 2

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|--|---|--|---|
| <p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. I went...</p> <p>I saw...</p> <p>Main ideas organized in groups.</p> <p>Ideas organized in chronological order using connectives that signal time.</p> | <p>Subject/verb sentences e.g. He was...</p> <p>They were...</p> <p>It happened...</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. large tiger.</p> | <p>Afterwards</p> <p>After that</p> <p>When</p> <p>Suddenly</p> <p>Just then</p> <p>Next</p> <p>Much later</p> <p>I found it interesting when</p> <p>I found it boring when</p> <p>I didn't expect</p> | <p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p> |

Year 3

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|---|---|---|--|
| <p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p> | <p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.</p> | <p>Last week</p> <p>During our school trip</p> <p>Soon</p> <p>Meanwhile</p> <p>To begin with</p> <p>I was pleased that</p> <p>I didn't expect that</p> <p>It was difficult to</p> | <p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p> |

Year 4

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|--|--|--|---|
| <p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organized correctly around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p> | <p>Variation in sentence structures e.g. While we watched the sealion show...</p> <p>Use embedded/relative clauses e.g. Penguins, which are very agile,</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>Sentences build from a general idea to more specific.</p> <p>Use emotive language to show personal response e.g. fabulous, showcase inspired me to....</p> | <p>Later on...</p> <p>Before long..</p> <p>At that very moment..</p> <p>At precisely...</p> <p>When this was complete...</p> <p>I was gripped by..</p> <p>I felt overwhelmed when..</p> <p>I was personally affected by...</p> <p>This has changed how I feel about...</p> | <p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p> |

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|--|---|---|--|
| <p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organized chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the writer's perspective.</p> | <p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> | <p>As it happened</p> <p>As a result of</p> <p>Consequently</p> <p>Subsequently</p> <p>Unlike the rest of the group, I felt...</p> <p>In a flash..</p> <p>Presently</p> <p>Meanwhile</p> <p>In conclusion</p> <p>The experience overall..</p> | <p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p> |

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|--|--|---|---|
| <p>The report is well constructed and answers the readers questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritized according to importance and a frame of response set up for the reply.</p> | <p>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writers position e.g. As a consequence of their actions...</p> <p>Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a fire...</p> | <p>They are unusually</p> <p>They are rarely</p> <p>They are never..</p> <p>They are very...</p> <p>Generally</p> <p>Be careful if you</p> <p>Frequently they...</p> <p>I will attempt to...</p> <p>This article will frame...</p> <p>It can be difficult to...</p> <p>Each paragraph...</p> <p>More than half</p> <p>Less then half...</p> | <p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p> |

Non-Chronological Reports

Year 1

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|---|---|---|--|
| <p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The man was run over.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...</p> | <p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p> | <p>___ are...</p> <p>___ is...</p> <p>They are...</p> <p>The different...</p> <p>This is a ___</p> <p>There are ___</p> <p>These can be grouped ___</p> | <p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'.</p> |

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|--|---|--|---|
| <p>Brief introduction and conclusion.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... .</p> <p>Main ideas organized in groups.</p> | <p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. large tiger.</p> | <p>They like to</p> <p>They can</p> <p>It can</p> <p>Like many</p> <p>I am going to</p> <p>There are two sorts of</p> <p>They live in</p> <p>The ___ have but the ___ have ___</p> | <p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p> |

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|---|---|---|--|
| <p>Clear introduction.</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Use of sub-headings.</p> | <p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When the caterpillar makes a cocoon...</p> | <p>The following report</p> <p>They don't</p> <p>It doesn't</p> <p>Sometimes</p> <p>Often</p> <p>Most</p> | <p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p> |

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|--|---|---|---|
| <p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organized correctly into key ideas.</p> <p>Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour.</p> | <p>Variation in sentence structures e.g. While the eggs hatch female penguins ...</p> <p>Use embedded/relative clauses e.g. Penguins, which are very agile, ...</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>Sentences build from a general idea to more specific.</p> <p>Use technical vocabulary to show the reader the writer's expertise.</p> | <p>This report will</p> <p>The following Information</p> <p>Usually</p> <p>Normally</p> <p>Even though</p> <p>Despite the fact</p> <p>As a rule</p> | <p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p> |

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|---|--|---|--|
| <p>Developed introduction and conclusion using all the layout features.</p> <p>Description of the phenomenon is technical and accurate.</p> <p>Generalized sentences are used to categorise and sort information for the reader</p> <p>Purpose of the report is to inform the reader and to describe the way things are.</p> <p>Formal and technical language used throughout to engage the reader.</p> | <p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> | <p>The purpose of this report/article is to..</p> <p>The information presented will...</p> <p>Some experts believe...</p> <p>This article is designed to</p> <p>Many specialists consider</p> <p>Firstly I will...</p> <p>It can be difficult</p> <p>__ will enable you to understand.</p> <p>Unlike Despite Although Like many</p> | <p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p> |

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|----------------|----------|-------------------|--------------|
|----------------|----------|-------------------|--------------|

| | | | |
|---|--|---|---|
| <p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p> | <p>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writers position e.g. As a consequence of their actions...</p> <p>Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a fire...</p> | <p>They are unusually</p> <p>They are rarely</p> <p>They are never..</p> <p>They are very...</p> <p>Generally</p> <p>Be careful if you</p> <p>Frequently they...</p> <p>I will attempt to...</p> <p>This article will frame...</p> <p>It can be difficult to...</p> <p>Each paragraph...</p> <p>More than half</p> <p>Less than half...</p> | <p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p> |
|---|--|---|---|

Year 1

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|--|---|--|--|
| Ideas grouped in sentences in time sequence. | Sentences using simple pronouns and connectives. | Dear From I like I went I saw It was My favourite They were There was Next Then First After And, but, so, when | Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'. | Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions. |

Year 2

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|--|--|---|---|
| Brief introduction and conclusion. Written in the past tense. Main ideas organized in groups. Using sequencing techniques – time related words. | Subject/verb sentences e.g. I think... We want... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes | And, then, but, so, when. Dear Mr/Mrs.. Dear Sir/Madam.. Yours Sincerely Yours faithfully Later Afterwards After that Eventually I would like to... We felt... | Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb. | Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists. |

Year 3

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---|---|--|--|---|
| <p>Clear introduction.</p> <p>Points about the visit/issue</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences.</p> <p>Some letter layout features included.</p> | <p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel.</p> | <p>While, if, as, when.</p> <p>I would like to inform you that...</p> <p>It has come to my attention that...</p> <p>Thank you for...</p> <p>I hope that...</p> | <p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p> | <p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p> |

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---|--|---|---|---|
| <p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organized correctly into key ideas.</p> <p>All letter layout features included.</p> | <p>Variation in sentence structures e.g. While we were at the park... As we arrived...</p> <p>Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing...</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> | <p>As I stated earlier...</p> <p>Referring to...</p> <p>This is an unfortunate...</p> <p>It is with regret...</p> <p>I would be grateful if...</p> <p>It is with regret that...</p> <p>I look forward to hearing from you in due course.</p> <p>Use modal verbs to hint future action or possibilities e.g. should, would, could.</p> | <p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p> | <p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p> |

Year 5

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|---|--|--|---|
| <p>Developed introduction and conclusion using all the letter layout features.</p> <p>Paragraphs developed with prioritized information.</p> <p>Purpose of letter clear and transparent for reader.</p> <p>Formal language used throughout to engage the reader.</p> | <p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p> | <p>I appreciate...</p> <p>Whilst we were waiting...</p> <p>Your concern...</p> <p>Until this is resolved...</p> <p>Despite speaking to the duty manager...</p> <p>This is a disgrace...</p> <p>Unfortunately...</p> <p>Many other people also...</p> <p>I am delighted to inform you that...</p> | <p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p> | <p>Consolidate all previous learning.</p> <p>Brackets Dashes Colons Semi colons</p> |

Year 6

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---|--|---|---|--|
| <p>Letter well constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritized according to importance and a frame of response set up for the reply.</p> | <p>Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose. Fronted adverbials used to clarify writers position e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a fire...</p> | <p>Please do not hesitate to contact me...</p> <p>An early response would be greatly appreciated...</p> <p>Please accept my...</p> <p>I wish to express...</p> <p>The impact of...</p> <p>Despite continued efforts...</p> <p>Subsequently...</p> | <p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p> | <p>Use a wide range of punctuation throughout the writing.</p> |

Persuasion - Purpose: advert, leaflet, argument

Year 1

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|---|--|---|---|
| <p>Ideas are grouped together for similarity.</p> <p>Writes in first person.</p> | <p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p> | <p>It was</p> <p>Brilliant</p> <p>Best</p> <p>Exciting</p> <p>The most</p> <p>Super</p> <p>Fantastic</p> <p>Great</p> <p>It will</p> <p>Now you can</p> <p>Try</p> | <p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'</p> | <p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use exclamation marks.</p> <p>Begin to use exclamation marks.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p> <p>Read words with contractions.</p> |

Year 2

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---|--|---|---|---|
| <p>Brief introduction and conclusion.</p> <p>Written In the present tense.</p> <p>Main ideas organised in groups.</p> | <p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs e.g. yesterday, today.</p> <p>Use simple noun phrases e.g. red shoes</p> <p>Uses rhetorical questions.</p> <p>Uses ambitious adjectives to grab the reader's attention.</p> | <p>The biggest</p> <p>The greatest</p> <p>The longest</p> <p>The tallest</p> <p>I think that</p> <p>I believe that</p> <p>Extraordinary</p> <p>Remarkable</p> | <p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p> | <p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions. Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p> |

Year 3

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|--|--|--|---|
| <p>Clear introduction.</p> <p>Points about subject/issue</p> <p>Organised into paragraphs</p> <p>Sub-heading used to organize texts.</p> | <p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel.</p> <p>Start sentences with verbs e.g. imagine, consider, enjoy.</p> | <p>Surely</p> <p>Obviously</p> <p>Clearly</p> <p>Don't you think...</p> <p>Firstly</p> <p>Secondly</p> <p>Thirdly</p> <p>My own view is</p> <p>My last point is</p> <p>My final point is</p> <p>Imagine</p> <p>Consider</p> <p>Enjoy</p> | <p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p> | <p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p> |

Year 4

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|----------------|----------|-------------------|--------------|-------------|
| | | | | |

| | | | | |
|--|--|--|---|--|
| <p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Subheading</p> <p>Topic sentences</p> | <p>Variation in sentence structures e.g. While we were at the park... As we arrived...</p> <p>Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing...</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>More complicated rhetorical questions e.g. haven't you always longed for a...?</p> | <p>I believe that It seems to me that It is clear that Is it any wonder that Furthermore As I see it Tremendous Implore you to consider Extremely significant Inevitably Finally In conclusion In summary The evidence presented... Have you ever thought about...? Do you think that..? Fed up with...?</p> | <p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p> | <p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p> |
|--|--|--|---|--|

Year 5

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|--|---|--|--|
| <p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>View point is transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p> | <p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p> <p>Persuasive statements are used to change the reader's opinion. E.g. you will never need to...</p> | <p>It strikes me that</p> <p>There is no doubt that</p> <p>I am convinced that</p> <p>It appears</p> <p>In my opinion</p> <p>Surely only a fool would consider</p> <p>In addition</p> <p>Furthermore</p> <p>Moreover</p> <p>My evidence to support this is</p> <p>On balance..</p> <p>Just think how...</p> <p>Now you can...</p> <p>For the rest of your life...</p> <p>Unbelievable</p> <p>Outrageous</p> <p>Incredible</p> | <p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p> | <p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi colons</p> |

Year 6

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|--|--|---|--|
| <p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p> | <p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...</p> <p>Prepositional phrases used cleverly. e.g. In the event of a blackout...</p> | <p>It appears that... There can be no doubt that..</p> <p>It is critical..</p> <p>Fundamentally... How can anyone believe this to be true? Does anyone really believe that? As everyone knows I cite, for example...</p> <p>I would draw your attention to... I would refer to...</p> <p>On the basis of the evidence presented...</p> <p>Phenomenal</p> <p>Unique</p> <p>Unmissable</p> <p>You will be...</p> <p>Don't..</p> <p>Take a moment to...</p> <p>Isn't it time to...?</p> <p>Worried about...</p> | <p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p> | <p>Use a wide range of punctuation throughout the writing.</p> |

raphy

1

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|--|---|--|--|
| <p>grouped together in sequence.</p> <p>en in first person.</p> <p>en in the past tense.</p> <p>ed on individual or o participants e.g. I,</p> | <p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p> | <p>First Next After Finally When he/she was born... When he/she was five years old... An interesting thing about... A fact about... He/she will be remembered for...</p> | <p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'.</p> |

2

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|---|--|---|---|
| <p>introduction and usion.</p> <p>en in the past tense le went... She lled</p> <p>ideas organised in os.</p> <p>rganised in nological order using ectives that signal</p> | <p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. large crowd</p> | <p>As a child... As a teenager... At a young age... Many years later... One of the interesting things about...was... In my view... His/Her life was... I believe... He/She was He/She became...</p> | <p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p> |

3

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|--|---|---|--|
| <p>Introduction.</p> <p>Organised into paragraphs around key events.</p> <p>Using statement to summarise the overall text.</p> | <p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When she arrived at the scene, the doctors told her exactly what happened.</p> | <p>During his/her early life... Soon afterwards... Sometimes he... Strangely... One of the most remarkable facts about... His/her greatest achievement was...</p> | <p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p> |

4

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|---|---|--|---|
| <p>Introduction and conclusion.</p> <p>Link between sentences to navigate the text.</p> <p>Paragraphs organised directly around key points.</p> <p>Repetition is used to emphasise the writer's opinions and responses.</p> | <p>Variation in sentence structures e.g. While we watched the sealion show...</p> <p>Use embedded/relative clauses e.g. Penguins, which are very agile, ...</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>Sentences build from a general idea to more specific.</p> <p>Use emotive language to show personal response e.g. fabulous, showcase inspired me to....</p> | <p>In his /her early years... By the time he/she had... In his/ her final years... What is clear is that... Even though he/she was not popular at the time, Although feeling ran high in the community, In many ways it wasn't until... He/She might have been... His/Her one regret was that...</p> | <p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p> |

5

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|---|--|---|--|
| <p>Developed introduction and conclusion including integrated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>Information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Use of the recount structure to recount an experience revealing the writer's perspective.</p> | <p>Sentence length varied e.g. short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> | <p>In (insert year) at the age of.....he/she... The time came for...</p> <p>In his/her later years...</p> <p>Once he/she had...</p> <p>Nobody is sure why...</p> <p>In spite of...</p> <p>His/Her lasting legacy is that...</p> | <p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p> |

6

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|----------------|----------|-------------------|--------------|
|----------------|----------|-------------------|--------------|

| | | | |
|--|---|--|---|
| <p>Report is well structured and answers the writer's questions.</p> <p>Writer understands the text and thinks about the response.</p> <p>Information is prioritised according to importance and the time of response set up in the reply.</p> | <p>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writer's position e.g. As a consequence of their actions...</p> <p>Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a fire...</p> | <p>They are unusually</p> <p>They are rarely</p> <p>They are never..</p> <p>They are very...</p> <p>Generally</p> <p>Be careful if you</p> <p>Frequently they...</p> <p>I will attempt to...</p> <p>This article will frame...</p> <p>It can be difficult to...</p> <p>Each paragraph...</p> <p>More than</p> <p>Half</p> <p>Less than half...</p> | <p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p> |
|--|---|--|---|

Balanced Argument – Purpose: Speech, Essay, Letter.

Year 1

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|---|---|--|--|
| <p>Ideas are grouped together for similarity.</p> <p>Writes in first person.</p> | <p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p> | <p>but because some people like... some people feel... some people believe... other people like... other people feel... other people believe...</p> | <p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'.</p> | <p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use exclamation marks.</p> <p>Begin to use exclamation marks.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p> <p>Read words with contractions</p> |

Year 2

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|---|---|---|---|
| <p>Brief introduction and conclusion.</p> <p>Written with an impersonal style</p> <p>Main ideas organised in groups.</p> | <p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs e.g. yesterday, last week</p> <p>Use simple noun phrases e.g. angry mum</p> <p>Uses rhetorical questions.</p> <p>Uses ambitious adjectives to grab the reader's attention.</p> | <p>I am going to... In fact... It seems... To sum this up... The opposite view of this is... Not everyone agrees with this...</p> | <p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p> | <p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions. Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p> |

Year 3

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|---|---|--|---|
| <p>Clear introduction.</p> <p>Points about subject/issue</p> <p>Organised into paragraphs</p> <p>Sub-heading used to organise texts.</p> | <p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs could/might</p> <p>Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel.</p> <p>Start sentences with verbs e.g. imagine, consider, enjoy.</p> | <p>I will begin by... Maybe... Firstly... Many people are concerned that... I wonder... Sometimes It could be argued that... Therefore... My overall feeling/opinion is... An example of this is... It is clear that...</p> | <p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p> | <p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p> |

Year 4

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|--|---|---|--|
| <p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Subheading</p> <p>Topic sentences</p> | <p>Variation in sentence structures e.g. While we were at the park... As we arrived...</p> <p>Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The angry mob, who had broken the barricade...</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>More complicated rhetorical questions e.g. Have you ever considered the impact of...?</p> | <p>This piece of writing will... ...feel convinced... I intend to... On the other hand... In addition... It is surprising that... On balance... Finally I would like to add... My next point concerns... Furthermore Having looked at both sides, I think...because... Having considered the arguments for and against... Whilst...</p> | <p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p> | <p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p> |

Year 5

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---|--|---|--|---|
| <p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>Both view points are transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p> | <p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p> <p>Persuasive statements are used to change the reader's opinion. E.g. you will never need to...</p> | <p>It strikes me that... My intention is to... To do this I will... As I see it... It appears to me... Naturally... It is precisely because.... Subsequently... Doubtless... Nevertheless... In stark contrast... Contrary to this position... It would seem logical... Let us consider the impact... In conclusion... The evidence presented leads me to conclude...</p> | <p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p> | <p>Consolidate all previous learning.</p> <p>Brackets Dashes Colons Semi colons</p> |

Year 6

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|--|--|---|--|
| <p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p> | <p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...</p> <p>Prepositional phrases used cleverly. e.g. In the event of a blackout...</p> | <p>I will present..</p> <p>Following that I will...</p> <p>One argument for this is that...</p> <p>...fundamentally flawed...</p> <p>...an easy answer that avoids...</p> <p>I would counter this view....</p> <p>It seems plausible to...</p> <p>Moreover...</p> <p>In point of fact...</p> <p>The evidence I would use to support this is...</p> <p>It surprises me that...</p> <p>It is my conviction...</p> <p>Finally I would like to add...</p> <p>Even though there has been a long history of activists...</p> | <p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p> | <p>Use a wide range of punctuation throughout the writing.</p> |

Newspaper

Year 1

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|---|---|--|---|
| <p>Ideas grouped in sentences in time sequence.</p> <p>Attempts at third person writing. e.g. The man was run over.</p> <p>Beginning describes what happened</p> | <p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p> | <p>On Monday... The accident... People felt... Happened Angry Upset First Next After When Then So But It was...</p> | <p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'.</p> | <p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use exclamation marks.</p> <p>Begin to use exclamation marks.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p> <p>Read words with contractions.</p> |

Year 2

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|---|--|--|---|
| <p>Brief introduction and conclusion.</p> <p>Written in the past tense.</p> <p>Main ideas organised in groups.</p> <p>Using sequencing techniques – time related words.</p> <p>A photo with a caption.</p> | <p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs e.g. yesterday, today.</p> <p>Use simple noun phrases e.g. red shoes</p> | <p>It was a terrible... The scene was... Many passers by... Some children were... Shocking Awful Amazing Incredible Afterwards</p> | <p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p> | <p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions. Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p> |

Year 3

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---|--|---|--|---|
| <p>Clear introduction.</p> <p>Points about the visit/issue</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences.</p> <p>Some newspaper layout features included.</p> <p>A bold eye-catching headline.</p> | <p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. As the police arrived, the crowd scattered.</p> | <p>While, if, as, when.</p> <p>Witnesses felt... He reported that... He also claimed that... She went on to state that... He continued by.. Hours later Unfortunately Fortunately</p> | <p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p> | <p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p> |

Year 4

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---|---|--|---|--|
| <p>Clear introduction and conclusion.</p> <p>Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>All newspaper layout features included.</p> <p>Bold eye-catching headline which includes alliteration.</p> | <p>Variation in sentence structures e.g. While the witness was distracted... As the police arrived...</p> <p>Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing...</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> | <p>John Smith (64), a retired community officer said...</p> <p>Within minutes...</p> <p>The school confirmed that...</p> <p>She claimed that..</p> <p>He continued by informing us that...</p> <p>Police were...</p> | <p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p> | <p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p> |

Year 5

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|---|--|--|---|
| <p>Developed introduction and conclusion using all the newspaper's layout features.</p> <p>Paragraphs developed with prioritised information into columns.</p> <p>Subheadings are used as an organisational device.</p> <p>Formal language used throughout to engage the reader.</p> <p>Quotations are succinct/emotive.</p> | <p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p> | <p>Until this is resolved... Unfortunately...</p> <p>Chaos ensued...</p> <p>Many panicked when...</p> <p>He disputed...</p> <p>She refused to accept that...</p> <p>The parents agreed that...</p> <p>Witnesses...</p> <p>Pupils emphasized...</p> <p>They spoke to...</p> <p>In addition to this...</p> | <p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p> | <p>Consolidate all previous learning.</p> <p>Brackets Dashes Colons Semi colons</p> |

Year 6

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|---|---|---|--|
| <p>Newspapers well constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p> <p>Headlines include puns.</p> | <p>Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of the accident...</p> <p>Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a fire...</p> | <p>The impact of...</p> <p>Despite continued efforts...</p> <p>Subsequently...</p> <p>The appointed spokesman...</p> <p>In addition...</p> <p>Mrs Hedges emphasized...</p> <p>Tragic...</p> <p>Crisis situation Epic proportions...</p> <p>Many parents refused to accept...</p> <p>The horror...</p> <p>Politicians also spoke of how...</p> | <p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p> | <p>Use a wide range of punctuation throughout the writing.</p> |

Story

Year 1

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---|---|--|--|---|
| <p>Beginning or end of narrative signalled e.g. one day</p> <p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The wolf was hiding.</p> <p>Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...</p> | <p>Simple sentences, starting with a pronoun and a verb e.g. He went home</p> <p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p> | <p>Year 1 ambitious vocabulary used</p> <p>Range of size adjectives used e.g. big, small</p> <p>Range of colour adjectives used e.g. red, blue</p> <p>Range of emotion words used e.g. sad, angry, cross</p> <p>Pronouns: I, she, he, they.</p> <p>Conjunctions: and, but, then, or, this</p> <p>Prepositions: up, down, in, into, out, to, onto</p> <p>Time connectives: first, then, next</p> <p>Once upon a time, one day, happily ever after</p> | <p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'.</p> | <p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use exclamation marks.</p> <p>Begin to use exclamation marks.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p> <p>Read words with contractions.</p> |

Year 2

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|---|---|---|---|
| <p>Sentences organised chronologically indicated by time related words e.g. finally</p> <p>Divisions in narrative may be marked by sections/paragraphs</p> <p>Connections between sentences make reference to characters e.g. Peter and Jane/ they</p> <p>Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting</p> | <p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Simple connectives and, but, then, so, when link clauses</p> <p>Speech-like expressions in dialogue e.g. Chill out!</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. massive field</p> | <p>Year 2 ambitious vocabulary used</p> <p>Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise</p> <p>Conjunctions: who, because</p> <p>Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully</p> | <p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p> | <p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions. Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p> |

Year 3

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---|---|--|--|---|
| <p>Time and place are referenced to guide the reader through the text e.g. in the morning</p> <p>Organised into paragraphs e.g. When she arrived at the bear's house..</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</p> | <p>Simple sentences with extra description.</p> <p>Some complex sentences using because, which, where etc.</p> <p>Tense consistent e.g. typically past tense for narration, present tense in dialogue</p> <p>Dialogue is realistic and conversational in style e.g. Well, I suppose...</p> <p>Verbs used are specific for action e.g. rushed, shoved, pushed</p> <p>Adverbials e.g. When she reached home...</p> <p>Expanded noun phrases e.g. two horrible hours</p> | <p>Year 3 ambitious vocabulary used</p> <p>Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as</p> <p>Adverbs: very, rather, slightly</p> | <p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p> | <p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p> |

Year 4

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|---|--|---|--|
| <p>Link between opening and resolution</p> <p>Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack</p> <p>Paragraphs organised correctly to build up to key event</p> <p>Repetition avoided through using different sentence structures and ellipsis</p> | <p>Variation in sentence structures e.g. while, although, until</p> <p>Use embedded/relative clauses e.g. Marcus, who grinned slyly at the teacher,....</p> <p>Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously</p> <p>Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking</p> | <p>Year 4 ambitious vocabulary used</p> <p>Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually</p> | <p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p> | <p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p> |

Year 5

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---|--|---|--|---|
| <p>Sequence of plot may be disrupted for effect e.g. flashback</p> <p>Opening and resolution shape the story</p> <p>Structural features of narrative are included e.g. repetition for effect</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action e.g. it crept into the woods</p> | <p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Embedded subordinate clauses are used for economy or emphasis</p> <p>Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls</p> <p>Repetition is used for effect e.g. the boys ran and ran until they could run no more.</p> | <p>Year 5 ambitious vocabulary used</p> | <p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p> | <p>Consolidate all previous learning.</p> <p>Brackets Dashes Colons Semi colons</p> |

Year 6

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|--|--|---|--|
| <p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on who heighten empathy for central character</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text</p> | <p>Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions...</p> <p>Figurative language used to build up description e.g. everyone charged like a deer pack under threat</p> <p>Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand.</p> <p>Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.</p> | <p>Year 6 ambitious vocabulary used.</p> | <p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p> | <p>Use a wide range of punctuation throughout the writing.</p> |