

South Hykeham Community Primary School

Writing Genre Progression

Instructions

Year 1

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Begin by defining the goal e.g. how to make... Written in the imperative e.g. sift the flour. Use of numbers to signal order. Sequencing sentences in chronological order.	Simple conjunctions are used to construct simple sentences e.g. and, but, then, so. Imperative verbs start sentences e.g. spread, slice, cut. Sentences do not include pronouns and are written impersonally Sequencing sentences in chronological order. Multi-clause sentences used. Varied sentence openers (nouns/pronouns/order/where)	1, 2, 3, 4, 5 First Next After Cut Move Fold Stir Colour Paint	Know how the prefix 'un' changes the meaning of verbs and adjectives. <u>Noun</u> Identify and use nouns. Regular plural nouns with 'es' <u>Verbs</u> Identify and use verbs including imperatives. Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'. <u>Adjectives</u> Identify and use adjectives to add detail. Add 'er' and 'est' to adjectives where there is no change to the root word. <u>Conjunctions</u> Join words and sentences using co-ordinating and subordinating conjunctions. <u>Adverbs</u> Identify and use adverbs to add detail. <u>Tense</u> Present and past tense including the progressive form.	Use finger spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Begin to use question marks. Begin to use capital letters for start of sentences, proper nouns, personal pronoun 'I'. Begin to use commas for lists. Begin to use apostrophes for contractions.

Year 2

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
A goal is outlined – a statement about what is to be achieved e.g. How to make... Sequencing sentences in chronological order to achieve the goal. Use of numbered steps of bullet points to signal order. Diagrams and illustrations are used to support the writing and make the process clearer.	Imperative verbs are used to begin sentences. Use simple adverbs e.g. slowly, quickly. Use simple and expanded noun phrases e.g. mix using the long spoon or long, wooden spoon with a curved edge. Varied openers (nouns/pronouns/or der/time/where/co mparison) Multi-clause sentences used.	First of all To start with Firstly Lastly Finally Carefully Gently Slowly Softly	Identify root words and use prefixes. <u>Noun</u> Identify and use nouns. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Identify and use adjectives to add detail. Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join sentences using appropriate subordinating and coordinating conjunctions. <u>Tense</u> Correct use of past and present tense including progressive form. <u>Adverbs</u> Identify and use adverbs to add detail. 'ly' added to adjectives to form adverbs.	Use appropriate spaces to separate words. Use full stops. Use question marks. Use exclamation marks. Use commas to separate items in lists. Use capital letters correctly for names of people, places, days of the week and for the personal pronoun 'I' Use apostrophes for contraction Begin to use apostrophes for possession.

Year 3

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
A set of ingredients and equipment needed are outlined clearly. Organised into clear points denoted by time or action. Subheadings and headings are used to show different sections of writing. Advice is given to the reader.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Relative clauses begin to be used to add detail. Use of imperative verbs in different places in sentences. Adverbials e.g. When the glue dries, attach the paperclip. Paragraphs are starting to group ideas into themes and sequenced. Varied openers. Conjunctions to signal time, express cause and effect.	Experiment with synonyms and antonyms Afterwards... After that... To begin with... Begin by... Secondly... The next step is to... With a slow movement... With a quick pull... Try to...	Modify word classes. <u>Noun</u> Identify and use nouns. Form nouns using prefixes. Use a or an according to whether the next word begins with a vowel or consonant. <u>Verbs</u> Identify and use verbs including imperatives and modals. Present perfect forms of verbs to mark relationships of time and cause. <u>Adjectives</u> Identify and use adjectives to create impact. <u>Conjunctions</u> Use conjunctions that signal time, shift attention, inject suspense and shift the setting. Use conjunctions to express cause and effect. <u>Tense</u> Correct and consistent use of past and present tense including progressive and perfect forms. <u>Adverbs</u> Identify and use adverbs to add detail. <u>Prepositions</u> Use prepositions to mark place or time	Use punctuation learnt in Key Stage 1. Begin to use commas after fronted adverbials. Use apostrophes for contraction. Use apostrophes for possession.

Year 4

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
A set of ingredients and equipment needed are outlined clearly. Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter. Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg. Final evaluative statement used to finish the process.	Variation in sentence structures e.g. While the pastry cooks... As the sauce thickens... Include adverbs to show how often e.g. additionally, frequently, rarely. Use of expanded noun phrases. Use conjunctions to link paragraphs. Relative clauses are used to add detail. Varied openers.	Use appropriate synonyms and antonyms Continue by... Carry on... Do this until... Stop when... When you have done this... Try not to... Avoid...	Modify word classes <u>Noun</u> Identify and use nouns (including irregular plurals) Use the correct determiner. Use pronouns to avoid repetition. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Standard English forms for verbs. <u>Adjectives</u> Identify and use adjectives to create impact. <u>Conjunctions</u> Use a wide range of conjunctions. Choose sophisticated conjunctions such as however, meanwhile. <u>Tense</u> Correct use of past and present tense including perfect forms. <u>Adverbs</u> Identify and use adverbs and adverbial phrases to add detail. Punctuate fronted adverbials. <u>Prepositions</u> Use prepositions to mark place or time	Use punctuation learnt in Key Stage 1. Use commas after fronted adverbials consistently. Use commas to separate clauses. Use apostrophes for singular and plural possession.

Year 5

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Consolidate work from previous learning. Show an awareness for the audience, purpose and form. Writing organised into paragraphs to show different information or events. Can write accurate instructions for complicated processes. Use stylistic devices to create effects in writing. Can write imaginative instructions using flair and humour.	Sentence length varied e.g short/long. Sophisticated conjunctions are selected to fit the purpose. A range of sentence openers for variety judging the impact or effect needed. Use of relative clauses with a range of relative pronouns. Use of parenthesis. Consistent organisation of work into paragraphs. Use a range of conjunctions and adverbs to link ideas within paragraphs building cohesion. Consistent tense using regular and irregular verb forms.	Use a wide range of appropriate synonyms and antonyms. Don't forget to.. Be careful of... Don't worry about... Concentrate on... At this point...	Modify and convert between word classes. Identify prefixes and suffixes and their meanings. <u>Noun</u> Identify and use nouns (including collective and abstract) Use expanded noun phrases to create impact. <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Use modal verbs to indicate degrees of possibility. Use the subjunctive form. Use the perfect form. <u>Adjectives</u> Choose appropriate and adventurous adjectives. <u>Conjunctions</u> Select and use sophisticated conjunctions for the right purpose. <u>Tense</u> Use tense consistently, using regular and irregular verb forms. <u>Adverbs</u> Identify and use adverbials to add detail, create cohesion and mark the passing of time. <u>Prepositions</u> Use modifying prepositions that express locations, directions or relation of time.	Use punctuation learnt in the past. Use brackets. Use dashes. Use colons. Use semi-colons. Use commas to clarify meaning or avoid ambiguity.

Year 6

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Consolidate work from previous learning. Vary sentences depending whether it is formal or informal. Match the sentence structure and layout to the requirements of the text type. Use paragraphs to signal change.	Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally. Make deliberate choices when varying the structure of sentences according to purpose. Vary sentence structure to build up detail or convey shades of meaning e.g. by varying word order, using adverbs and adverbials. Adverbials used to clarify writers position e.g. If the temperature gets too high... Use a wide range of devices to build cohesion across paragraphs. Prepositional phrases used cleverly e.g. In the event of overcooking... Use of parenthesis. Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer Varied openers. Consistent tense using regular and irregular verb forms.	Understand how words are related by meaning as synonyms and antonyms and use them. Whilst that is... Focus on... Try to make sure that... When you do____, don't... I would suggest... Many people at this stage...	Modify and convert between word classes. Identify prefixes and suffixes and their meanings. <u>Noun</u> Identify and use nouns (including collective and abstract) <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Use the active voice e.g. The school arranged a visit. Use the passive voice e.g. a visit was arranged by the school <u>Adjectives</u> Choose appropriate and adventurous adjectives for impact. <u>Conjunctions</u> Select and use a wide range of sophisticated conjunctions appropriate for the form, audience and purpose. <u>Tense</u> Ensure consistency with tense, using regular and irregular verb forms. <u>Adverbs</u> Identify and use adverbials to add detail, create cohesion and mark the passing of time. Link paragraphs using adverbs and adverbials phrases. <u>Prepositions</u> Use modifying prepositions that express locations, directions or relations of time cleverly.	Use a wide range of punctuation previously learnt. Use brackets effectively. Use dashes effectively. Use colons and semi-colons effectively. Use commas to clarify meaning or avoid ambiguity. Use hyphens to avoid ambiguity.

Recount – Diaries, Experiences

Year 1

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Use of chronological order to sequence events. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we	Simple conjunctions are used to construct simple sentences e.g. and, but, so. Simple adjectives are used to add detail. Use phrases such as then, after to sequence. Simple noun phrases are used. Multi-clause sentences used. Varied sentence openers (nouns/pronouns/order/where)	First... Next... After... Finally... The best part was... The worst part was... I liked... I didn't like...	Know how the prefix 'un' changes the meaning of verbs and adjectives. <u>Noun</u> Identify and use nouns. Regular plural nouns with 's' and 'es' <u>Verbs</u> Identify and use verbs including imperatives. Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'. <u>Adjectives</u> Identify and use adjectives to add detail. Add 'er' and 'est' to adjectives where there is no change to the root word. <u>Conjunctions</u> Join words and sentences using co-ordinating and subordinating conjunctions. <u>Adverbs</u> Identify and use adverbs to add detail. <u>Tense</u> Present and past tense including the progressive form.	Use finger spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Begin to use question marks. Begin to use capital letters for start of sentences, proper nouns, personal pronoun 'I'. Begin to use commas for lists. Begin to use apostrophes for contractions.

Year 2

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written in the past tense e.g. I went... I saw... Main ideas organised in groups. Ideas organised in chronological order using conjunctions or adverbs that signal time. The appropriate perspective is used.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple and expanded noun phrases e.g. large tiger. Varied openers (nouns/pronouns/ order/time/where/ comparison) Multi-clause sentences used.	Afterwards... After that... When... Suddenly... Just then... Next... Much later... I found it interesting when... I found it boring when... I didn't expect...	Identify root words and use prefixes. <u>Noun</u> Identify and use nouns. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Identify and use adjectives to add detail. Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join sentences using appropriate subordinating and coordinating conjunctions. <u>Tense</u> Correct use of past and present tense including progressive form. <u>Adverbs</u> Identify and use adverbs to add detail. 'ly' added to adjectives to form adverbs.	Use appropriate spaces to separate words. Use full stops. Use question marks. Use exclamation marks. Use commas to separate items in lists. Use capital letters correctly for names of people, places, days of the week and for the personal pronoun 'I' Use apostrophes for contraction Begin to use apostrophes for possession. Begin to punctuate direct speech.

Year 3

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction. Ideas organised in chronological order using conjunctions or adverbs that signal time. Organised into paragraphs shaped around key events or themes. A closing statement to summarise the overall impact. The appropriate perspective is used. Written mainly in the past tense including simple, perfect and progressive forms.	Simple sentences with extra description using adjectives to add detail. Some complex sentences using when, if, as etc. Experimentation with relative clauses. Tense consistent e.g. modal verbs can/will Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar. Detail expressed in ways which will engage the reader e.g. Visitors with smiling faces walked merrily around the attraction. Conjunctions to signal time, shift attention, inject suspense, shift the setting, express cause and effect. Varied openers.	Experiment with synonyms and antonyms. Last week... During our school trip... Soon... Meanwhile... To begin with... I was pleased that... I didn't expect that... It was difficult to...	Modify word classes. <u>Noun</u> Identify and use nouns. Form nouns using prefixes. Use a or an according to whether the next word begins with a vowel or consonant. <u>Verbs</u> Identify and use verbs including imperatives and modals. Present perfect forms of verbs to mark relationships of time and cause. <u>Adjectives</u> Identify and use adjectives to create impact. <u>Conjunctions</u> Use conjunctions that signal time, shift attention, inject suspense and shift the setting. Use conjunctions to express cause and effect. <u>Tense</u> Correct and consistent use of past and present tense including progressive and perfect forms. <u>Adverbs</u> Identify and use adverbs to add detail. <u>Prepositions</u> Use prepositions to mark place or time	Use punctuation learnt in Key Stage 1. Begin to use commas after fronted adverbials. Use apostrophes for contraction. Use apostrophes for possession. Punctuate direct speech.

Year 4

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly around key events. Elaboration is used to reveal the writer's emotions and responses.	Variation in sentence structures e.g. While we watched the sea lion show... Use embedded/relative clauses e.g. Penguins, which are very agile, Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use emotive language to show personal response e.g. the fabulous showcase inspired me Varied openers.	Use appropriate synonyms and antonyms Later on... Before long... At that very moment... At precisely... When this was complete... I was gripped by... I felt overwhelmed when... I was personally affected by... This has changed how I feel about...	Modify word classes <u>Noun</u> Identify and use nouns (including irregular plurals) Use the correct determiner. Use pronouns to avoid repetition. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Standard English forms for verbs. <u>Adjectives</u> Identify and use adjectives to create impact. <u>Conjunctions</u> Use a wide range of conjunctions. Choose sophisticated conjunctions such as however, meanwhile. <u>Tense</u> Correct use of past and present tense including perfect forms. <u>Adverbs</u> Identify and use adverbs and adverbial phrases to add detail. Punctuate fronted adverbials. <u>Prepositions</u> Use prepositions to mark place or time	Use punctuation learnt in Key Stage 1. Use commas after fronted adverbials consistently. Use commas to separate clauses. Use apostrophes for singular and plural possession. Punctuate direct speech accurately.

Year 5

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organised chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount and experience revealing the writer's perspective. Appropriate tone dependent on formal or informal purpose.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure. Use of parenthesis. Wide range of sophisticated conjunctions used. Varied but consistent use of the past tense e.g. As I was running away, I noticed... Use of causal conjunctions to express the outcome of an action or event. Varied openers.	Use a wide range of appropriate synonyms and antonyms. As it happened... As a result of... Consequently... Subsequently... Unlike the rest of the group, I felt... In a flash... Presently... Meanwhile... In conclusion... The experience overall...	Modify and convert between word classes. Identify prefixes and suffixes and their meanings. <u>Noun</u> Identify and use nouns (including collective and abstract) Use expanded noun phrases to create impact. <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Use modal verbs to indicate degrees of possibility. Use the subjunctive form. Use the perfect form. <u>Adjectives</u> Choose appropriate and adventurous adjectives. <u>Conjunctions</u> Select and use sophisticated conjunctions for the right purpose. <u>Tense</u> Use tense consistently, using regular and irregular verb forms. <u>Adverbs</u> Identify and use adverbials to add detail, create cohesion and mark the passing of time. <u>Prepositions</u> Use modifying prepositions that express locations, directions or relation of time.	Use punctuation learnt in the past. Use brackets Use dashes. Use colons. Use semi-colons. Use commas to clarify meaning or avoid ambiguity.

Year 6

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion including elaborated personal response. Personal recount uses stronger language including description of emotions. Description of events are detailed and engaging. The information is organised chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount and experience revealing the writer's perspective. Appropriate tone and perspective dependent on formal or informal purpose.	Sentence length varied e.g short/long. Wide range of sophisticated conjunctions appropriate for form, audience and purpose. Adverbials used to clarify writer's position e.g. As a consequence of his selfish actions.... Varied but consistent use of the past tense e.g. As I was running away, I noticed... Use of parenthesis. Descriptive language used to embellish the retelling e.g. The liquid bubbled out of the test tube like a volcano erupting. Complex noun phrases used to add detail e.g. The fragile eggs were slowly removed from the large mother hen. Prepositional phrases used cleverly. e.g. In the event of a fire... Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer Varied openers. Consistent tense using regular and irregular verb forms.	Understand how words are related by meaning as synonyms and antonyms and use them. As it happened... As a result of... Consequently... Subsequently... Despite feeling nervous... In a flash... Presently... Concurrently... Ultimately... I would recommend... The experience overall...	Modify and convert between word classes. Identify prefixes and suffixes and their meanings. <u>Noun</u> Identify and use nouns (including collective and abstract) <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Use the active voice e.g. The school arranged a visit. Use the passive voice e.g. a visit was arranged by the school <u>Adjectives</u> Choose appropriate and adventurous adjectives for impact. <u>Conjunctions</u> Select and use a wide range of sophisticated conjunctions appropriate for the form, audience and purpose. <u>Tense</u> Ensure consistency with tense, using regular and irregular verb forms. <u>Adverbs</u> Identify and use adverbials to add detail, create cohesion and mark the passing of time. Link paragraphs using adverbs and adverbials phrases. <u>Prepositions</u> Use modifying prepositions that express locations, directions or relations of time cleverly.	Use a wide range of punctuation previously learnt. Use brackets effectively. Use dashes effectively. Use colons and semi-colons effectively. Use commas to clarify meaning or avoid ambiguity. Use hyphens to avoid ambiguity.

Recounts- Newspapers

Year 1

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped in sentences in time sequence. Attempts at third person writing. e.g. The man was run over. Beginning describes what happened. Written in the past tense.	Simple conjunctions are used to construct simple sentences e.g. and, but, so. Simple statements are used for facts. Use of simple noun phrases e.g. the red car. Multi-clause sentences used. Varied sentence openers (nouns/pronouns/order/where)	On Monday... The accident... People felt: Happy Angry Upset First... Next... After... When... Then... So But It was...	Know how the prefix 'un' changes the meaning of verbs and adjectives. <u>Noun</u> Identify and use nouns. Regular plural nouns with 's' and 'es' <u>Verbs</u> Identify and use verbs including imperatives. Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'. <u>Adjectives</u> Identify and use adjectives to add detail. Add 'er' and 'est' to adjectives where there is no change to the root word. <u>Conjunctions</u> Join words and sentences using co-ordinating and subordinating conjunctions. <u>Adverbs</u> Identify and use adverbs to add detail. <u>Tense</u> Present and past tense including the progressive form.	Use finger spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Begin to use question marks. Begin to use capital letters for start of sentences, proper nouns, personal pronoun 'I'. Begin to use commas for lists. Begin to use apostrophes for contractions.

Year 2

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written in the past tense (simple and progressive forms) e.g. The man shouted. The dog was leaping up at his legs. Main ideas organised in groups. Using sequencing techniques – adverbs and prepositions. A photo with a caption. Written in the third person.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple and expanded noun phrases e.g. the red, glittery and delicate shoes Varied openers (nouns/pronouns/order/time/where/comparison) Multi-clause sentences used.	It was a terrible... The scene was... Many passersby... Some children were... Shocking Awful Amazing Incredible Afterwards...	Identify root words and use prefixes. <u>Noun</u> Identify and use nouns. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Identify and use adjectives to add detail. Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join sentences using appropriate subordinating and coordinating conjunctions. <u>Tense</u> Correct use of past and present tense including progressive form. <u>Adverbs</u> Identify and use adverbs to add detail. 'ly' added to adjectives to form adverbs.	Use appropriate spaces to separate words. Use full stops. Use question marks. Use exclamation marks. Use commas to separate items in lists. Use capital letters correctly for names of people, places, days of the week and for the personal pronoun 'I' Use apostrophes for contraction Begin to use apostrophes for possession. Begin to punctuate direct speech.

Year 3

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction. Points about the issue with topic sentences. Organised into paragraphs denoted by time or place. Some newspaper layout features included. A bold eye-catching headline. Written in the third person. Written in the past tense. Use of quotes from people at the event. Formal tone.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Embedded clauses are experimented with e.g. Mr Phillips, aged 40, was at the scene. Adverbials e.g. As the police arrived, the crowd scattered. Direct speech used for quotes. Past tense used e.g. simple, progressive and perfect forms. Varied openers. Conjunctions to signal time, express cause and effect.	Experiment with synonyms and antonyms. While, if, as, when. Witnesses felt... He reported that... He also claimed that... She went on to state that... He continued by... Hours later... Unfortunately... Fortunately...	Modify word classes. <u>Noun</u> Identify and use nouns. Form nouns using prefixes. Use a or an according to whether the next word begins with a vowel or consonant. <u>Verbs</u> Identify and use verbs including imperatives and modals. Present perfect forms of verbs to mark relationships of time and cause. <u>Adjectives</u> Identify and use adjectives to create impact. <u>Conjunctions</u> Use conjunctions that signal time, shift attention, inject suspense and shift the setting. Use conjunctions to express cause and effect. <u>Tense</u> Correct and consistent use of past and present tense including progressive and perfect forms. <u>Adverbs</u> Identify and use adverbs to add detail. <u>Prepositions</u> Use prepositions to mark place or time	Use punctuation learnt in Key Stage 1. Begin to use commas after fronted adverbials. Use apostrophes for contraction Use apostrophes for possession Punctuate direct speech.

Year 4

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion. Links between key ideas in the newspaper. Who, what, where, when and why information is clear in the introduction to orientate the reader. Paragraphs organised correctly into key ideas or themes. Newspaper layout features included. Bold eye-catching headline which may include alliteration. Written in the third person. Written in the past tense. Direct and indirect speech used to add detail. Formal and objective tone to writing.	Variation in sentence structures e.g. While the witness was distracted... As the police arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely. Pronouns used to avoid repetition of nouns and provide clarity. Direct and reported speech used for quotes. Past tenses used appropriately e.g. simple, progressive and perfect forms. Varied openers.	Use appropriate synonyms and antonyms John Smith (64), a retired community officer said... Within minutes... The school confirmed that... She claimed that.. He continued by informing us that... Police were...	<u>Noun</u> Modify word classes <u>Noun</u> Identify and use nouns (including irregular plurals) Use the correct determiner. Use pronouns to avoid repetition. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Standard English forms for verbs. <u>Adjectives</u> Identify and use adjectives to create impact. <u>Conjunctions</u> Use a wide range of conjunctions. Choose sophisticated conjunctions such as however, meanwhile. <u>Tense</u> Correct use of past and present tense including perfect forms. <u>Adverbs</u> Identify and use adverbs and adverbial phrases to add detail. Punctuate fronted adverbials. <u>Prepositions</u> Use prepositions to mark place or time	Use punctuation learnt in Key Stage 1. Use commas after fronted adverbials consistently. Use commas to separate clauses. Use apostrophes for singular and plural possession. Punctuate direct speech accurately.

Year 5

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion using all the newspaper's layout features. Paragraphs developed with prioritised information into columns. Subheadings are used as an organisational device. Formal language used throughout to engage the reader. Direct and indirect speech used to add detail. Quotations are succinct and emotive. Written in the third person. Written in the past tense. Formal and objective tone to writing.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of sophisticated conjunctions used. 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. Use of parenthesis. Direct and reported speech used for quotes. Past tenses used appropriately e.g. simple, progressive and perfect forms. Varied openers. Use of parenthesis.	Use a wide range of appropriate synonyms and antonyms. Until this is resolved... Unfortunately... Chaos ensued... Many panicked when... He disputed... She refused to accept that... The parents agreed that... Witnesses... Pupils emphasized... They spoke to... In addition to this...	Modify and convert between word classes. Identify prefixes and suffixes and their meanings. <u>Noun</u> Identify and use nouns (including collective and abstract) Use expanded noun phrases to create impact. <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Use modal verbs to indicate degrees of possibility. Use the subjunctive form. Use the perfect form. <u>Adjectives</u> Choose appropriate and adventurous adjectives. <u>Conjunctions</u> Select and use sophisticated conjunctions for the right purpose. <u>Tense</u> Use tense consistently, using regular and irregular verb forms. <u>Adverbs</u> Identify and use adverbials to add detail, create cohesion and mark the passing of time. <u>Prepositions</u> Use modifying prepositions that express locations, directions or relation of time.	Use punctuation learnt in the past. Use brackets Use dashes. Use colons. Use semi-colons. Use commas to clarify meaning or avoid ambiguity.

Year 6

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Newspaper is well constructed that answers the readers' questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply. Headlines may include puns. Subheadings are used as an organizational device. Quotes are used to provide extra information and opinions. They may be embedded. Impersonal and formal tone used. Written in the third person. Written in the past tense.	Verb forms are controlled and precise. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Wide range of sophisticated conjunctions appropriate for form, audience and purpose. Adverbials used to clarify writer's position e.g. As a consequence of his selfish actions... Use of parenthesis. Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous. Prepositional phrases used cleverly. e.g. In the event of a fire... Direct and reported speech used for quotes. Past tenses used appropriately e.g. simple, progressive and perfect forms. Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer Varied openers.	Understand how words are related by meaning as synonyms and antonyms and use them. The impact of... Despite continued efforts... Subsequently... The appointed spokesman... In addition... Mrs Hedges emphasized... Tragically... A crisis situation... Epic proportions... Many parents refused to accept... The horror... Politicians also spoke of how...	Modify and convert between word classes. Identify prefixes and suffixes and their meanings. <u>Noun</u> Identify and use nouns (including collective and abstract) <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Use the active voice e.g. The school arranged a visit. Use the passive voice e.g. a visit was arranged by the school <u>Adjectives</u> Choose appropriate and adventurous adjectives for impact. <u>Conjunctions</u> Select and use a wide range of sophisticated conjunctions appropriate for the form, audience and purpose. <u>Tense</u> Ensure consistency with tense, using regular and irregular verb forms. <u>Adverbs</u> Identify and use adverbials to add detail, create cohesion and mark the passing of time. Link paragraphs using adverbs and adverbials phrases. <u>Prepositions</u> Use modifying prepositions that express locations, directions or relations of time cleverly.	Use a wide range of punctuation previously learnt. Use brackets effectively. Use dashes effectively. Use colons and semi-colons effectively. Use commas to clarify meaning or avoid ambiguity. Use hyphens to avoid ambiguity.

Letters

Year 1

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped in sentences in time sequence.	Sentences using simple pronouns and conjunctions.	Dear From I like... I went... I saw... It was... My favourite... They were... There was... Next Then First After	Know how the prefix 'un' changes the meaning of verbs and adjectives. <u>Noun</u> Identify and use nouns. Regular plural nouns with 's' and 'es' <u>Verbs</u> Identify and use verbs including imperatives. Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'.	Use finger spaces to separate words. Begin to use full stops.
Begins and ends with appropriate phrases.	Use of simple adjectives to add detail.			Begin to use exclamation marks.
Use of the past tense.	Simple noun phrases are used.			Begin to use exclamation marks.
Use of first person.	Multi-clause sentences used.	And, but, so, when	<u>Adjectives</u> Identify and use adjectives to add detail. Add 'er' and 'est' to adjectives where there is no change to the root word. <u>Conjunctions</u> Join words and sentences using co-ordinating and subordinating conjunctions. <u>Adverbs</u> Identify and use adverbs to add detail. <u>Tense</u> Present and past tense including the progressive form.	Begin to use question marks. Begin to use capital letters for start of sentences, proper nouns, personal pronoun 'I'. Begin to use commas for lists. Begin to use apostrophes for contractions.
	Varied sentence openers (nouns/pronouns/order/where)			

Year 2

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – adverbs and prepositions. Accurate use of letter structure with appropriate phrases to introduce and sign off.	Subject/verb sentences e.g. I think... We want... Some modal verbs introduced e.g. would, could, should. Use simple adverbs to aid chronology e.g. yesterday, today. Use simple and expanded noun phrases e.g. red, glittering and delicate shoes Varied openers (nouns/pronouns/order/time/where/comparison) Multi-clause sentences used.	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...	Identify root words and use prefixes. <u>Noun</u> Identify and use nouns. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Identify and use adjectives to add detail. Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join sentences using appropriate subordinating and coordinating conjunctions. <u>Tense</u> Correct use of past and present tense including progressive form. <u>Adverbs</u> Identify and use adverbs to add detail. 'ly' added to adjectives to form adverbs.	Use appropriate spaces to separate words. Use full stops. Use question marks. Use exclamation marks. Use commas to separate items in lists. Use capital letters correctly for names of people, places, days of the week and for the personal pronoun 'I' Use apostrophes for contraction Begin to use apostrophes for possession. Begin to punctuate direct speech.

Year 3

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction. Points about the issue with topic sentences. Organised into paragraphs denoted by time or place Some letter layout features included including dates and addresses. The appropriate perspective is used.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Relative clauses are experimented with e.g. The children, who attend the school, want a change. Tense consistent e.g. modal verbs can/will Adverbial phrases e.g. When they have a problem, we played after tea. It was scary in the tunnel. Conjunctions used that signal time and shift attention. Expanded noun phrases are used. Varied openers.	Experiment with synonyms and antonyms. While, if, as, when. I would like to inform you that... It has come to my attention that... Thank you for... I hope that...	Modify word classes. <u>Noun</u> Identify and use nouns. Form nouns using prefixes. Use a or an according to whether the next word begins with a vowel or consonant. <u>Verbs</u> Identify and use verbs including imperatives and modals. Present perfect forms of verbs to mark relationships of time and cause. <u>Adjectives</u> Identify and use adjectives to create impact. <u>Conjunctions</u> Use conjunctions that signal time, shift attention, inject suspense and shift the setting. Use conjunctions to express cause and effect. <u>Tense</u> Correct and consistent use of past and present tense including progressive and perfect forms. <u>Adverbs</u> Identify and use adverbs to add detail. <u>Prepositions</u> Use prepositions to mark place or time	Use punctuation learnt in Key Stage 1. Begin to use commas after fronted adverbials. Use apostrophes for contraction. Use apostrophes for possession. Punctuate direct speech.

Year 4

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion. Links between key ideas in the letter to support cohesion of writing. Paragraphs organised correctly into key ideas. Letter layout features included. Correct tone dependent on formal or informal purpose.	Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely. Use modal verbs to hint future action or possibilities e.g. should, would, could Tenses are used with consistent accuracy. Varied openers.	Use appropriate synonyms and antonyms As I stated earlier... Referring to... This is an unfortunate... It is with regret... I would be grateful if... It is with regret that... I look forward to hearing from you in due course.	<u>Noun</u> Modify word classes <u>Noun</u> Identify and use nouns (including irregular plurals) Use the correct determiner. Use pronouns to avoid repetition. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Standard English forms for verbs. <u>Adjectives</u> Identify and use adjectives to create impact. <u>Conjunctions</u> Use a wide range of conjunctions. Choose sophisticated conjunctions such as however, meanwhile. <u>Tense</u> Correct use of past and present tense including perfect forms. <u>Adverbs</u> Identify and use adverbs and adverbial phrases to add detail. Punctuate fronted adverbials. <u>Prepositions</u> Use prepositions to mark place or time	Use punctuation learnt in Key Stage 1. Use commas after fronted adverbials consistently. Use commas to separate clauses. Use apostrophes for singular and plural possession. Punctuate direct speech accurately.

Year 5

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion using all the letter layout features. Paragraphs developed with prioritised information. Purpose of letter clear and transparent for reader. Formal or informal language used throughout to engage the reader dependent on purpose of writing.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Consistent tense using regular and irregular verb forms. Wide range of sophisticated conjunctions e.g. whilst, until, despite Use of parenthesis. 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. Varied openers.	Use a wide range of appropriate synonyms and antonyms. I appreciate... Whilst we were waiting... Your concern... Until this is resolved... Despite speaking to the duty manager... This is a disgrace... Unfortunately... Many other people also... I am delighted to inform you that...	Modify and convert between word classes. Identify prefixes and suffixes and their meanings. <u>Noun</u> Identify and use nouns (including collective and abstract) Use expanded noun phrases to create impact. <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Use modal verbs to indicate degrees of possibility. Use the subjunctive form. Use the perfect form. <u>Adjectives</u> Choose appropriate and adventurous adjectives. <u>Conjunctions</u> Select and use sophisticated conjunctions for the right purpose. <u>Tense</u> Use tense consistently, using regular and irregular verb forms. <u>Adverbs</u> Identify and use adverbials to add detail, create cohesion and mark the passing of time. <u>Prepositions</u> Use modifying prepositions that express locations, directions or relation of time.	Use punctuation learnt in the past. Use brackets Use dashes. Use colons. Use semi-colons. Use commas to clarify meaning or avoid ambiguity.

Year 6

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Letter is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply. Formal or informal language used throughout to engage the reader dependent on purpose of writing.	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 Sentence length and type varied according to purpose. Use of parenthesis. Wide range of sophisticated conjunctions appropriate for form, audience and purpose. Adverbials used to clarify writer's position e.g. As a consequence of his selfish actions... Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous. Prepositional phrases used cleverly. e.g. In the event of a fire... Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer Varied openers. Consistent tense using regular and irregular verb forms.	Understand how words are related by meaning as synonyms and antonyms and use them. Please do not hesitate to contact me... An early response would be greatly appreciated... Please accept my... I wish to express... The impact of... Despite continued efforts... Subsequently...	Modify and convert between word classes. Identify prefixes and suffixes and their meanings. <u>Noun</u> Identify and use nouns (including collective and abstract) <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Use the active voice e.g. The school arranged a visit. Use the passive voice e.g. a visit was arranged by the school <u>Adjectives</u> Choose appropriate and adventurous adjectives for impact. <u>Conjunctions</u> Select and use a wide range of sophisticated conjunctions appropriate for the form, audience and purpose. <u>Tense</u> Ensure consistency with tense, using regular and irregular verb forms. <u>Adverbs</u> Identify and use adverbials to add detail, create cohesion and mark the passing of time. Link paragraphs using adverbs and adverbials phrases. <u>Prepositions</u> Use modifying prepositions that express locations, directions or relations of time cleverly.	Use a wide range of punctuation previously learnt. Use brackets effectively. Use dashes effectively. Use colons and semi-colons effectively. Use commas to clarify meaning or avoid ambiguity. Use hyphens to avoid ambiguity.

Information texts (Non-Chronological Reports)

Year 1

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Attempts at third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... Use of factual information to draw in the reader. Use of correct structure and purpose for the text type. Some use of technical vocabulary. Use of statements.	Simple conjunctions are used to construct simple sentences e.g. and, but, so. Use of simple adjectives to add detail to nouns. Simple noun phrases used. Multi-clause sentences used. Varied sentence openers (nouns/pronouns/order/where)	_____ are... _____ is... They are... The different... This is a _____ There are _____ These can be grouped _____	Know how the prefix 'un' changes the meaning of verbs and adjectives. <u>Noun</u> Identify and use nouns. Regular plural nouns with 's' and 'es' <u>Verbs</u> Identify and use verbs including imperatives. Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'. <u>Adjectives</u> Identify and use adjectives to add detail. Add 'er' and 'est' to adjectives where there is no change to the root word. <u>Conjunctions</u> Join words and sentences using co-ordinating and subordinating conjunctions. <u>Adverbs</u> Identify and use adverbs to add detail. <u>Tense</u> Present and past tense including the progressive form.	Use finger spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Begin to use question marks. Begin to use capital letters for start of sentences, proper nouns, personal pronoun 'I'. Begin to use commas for lists. Begin to use apostrophes for contractions. Begin to use commas for lists. Begin to use apostrophes for contractions.

Year 2

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... Main ideas organized in groups. Ideas grouped together for similarity. Relevant word choices used.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple and expanded noun phrases. Varied openers (nouns/pronouns/order/time/where/comparison) Multi-clause sentences used.	They like to... They can... It can... Like many... I am going to... There are two sorts of... They live in... _____ have but the... _____ have _____	Identify root words and use prefixes. <u>Noun</u> Identify and use nouns. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Identify and use adjectives to add detail. Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join sentences using appropriate subordinating and coordinating conjunctions. <u>Tense</u> Correct use of past and present tense including progressive form. <u>Adverbs</u> Identify and use adverbs to add detail. 'ly' added to adjectives to form adverbs.	Use appropriate spaces to separate words. Use full stops. Use question marks. Use exclamation marks. Use commas to separate items in lists. Use capital letters correctly for names of people, places, days of the week and for the personal pronoun 'I' Use apostrophes for contraction Begin to use apostrophes for possession.

Year 3

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction indicating an overall classification of what is being described. Organised into paragraphs shaped around a theme. Use of organizational devices such as simple headings and subheadings related to the information. Appropriate perspective used. Impersonal language.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When the caterpillar makes a cocoon... Language (specific and sometimes technical) is used to describe and differentiate. Conjunctions to signal time, shift attention, express cause and effect. Embedded clauses are experimented with Use of questions to interest the reader. Varied openers.	Experiment with synonyms and antonyms. The following report... They don't... It doesn't... Sometimes... Often... Most...	Modify word classes. <u>Noun</u> Identify and use nouns. Form nouns using prefixes. Use a or an according to whether the next word begins with a vowel or consonant. <u>Verbs</u> Identify and use verbs including imperatives and modals. Present perfect forms of verbs to mark relationships of time and cause. <u>Adjectives</u> Identify and use adjectives to create impact. <u>Conjunctions</u> Use conjunctions that signal time, shift attention, inject suspense and shift the setting. Use conjunctions to express cause and effect. <u>Tense</u> Correct and consistent use of past and present tense including progressive and perfect forms. <u>Adverbs</u> Identify and use adverbs to add detail. <u>Prepositions</u> Use prepositions to mark place or time	Use punctuation learnt in Key Stage 1. Begin to use commas after fronted adverbials. Use apostrophes for contraction. Use apostrophes for possession.

Year 4

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly into key themes. Subheadings are used to organise information effectively. E.g. qualities, body parts, behaviour. Appropriate perspective and tone is used.	Variation in sentence structures e.g. While the eggs hatch female penguins ... Sentences starters are varied. Use embedded/relative clauses e.g. Penguins, which are very agile, Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use technical vocabulary to show the reader the writer's expertise. Questions used to engage the reader and progress the text.	Use appropriate synonyms and antonyms This report will... The following information... Usually... Normally... Even though... Despite the fact... As a rule...	Modify word classes <u>Noun</u> Identify and use nouns (including irregular plurals) Use the correct determiner. Use pronouns to avoid repetition. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Standard English forms for verbs. <u>Adjectives</u> Identify and use adjectives to create impact. <u>Conjunctions</u> Use a wide range of conjunctions. Choose sophisticated conjunctions such as however, meanwhile. <u>Tense</u> Correct use of past and present tense including perfect forms. <u>Adverbs</u> Identify and use adverbs and adverbial phrases to add detail. Punctuate fronted adverbials. <u>Prepositions</u> Use prepositions to mark place or time	Use punctuation learnt in Key Stage 1. Use commas after fronted adverbials consistently. Use commas to separate clauses. Use apostrophes for singular and plural possession.

Year 5

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion using all the layout features. Description of the phenomenon is technical and accurate. Generalised sentences are used to categorise and sort information for the reader Purpose of the report is to inform the reader and to describe the way things are. Formal and technical language used throughout to engage the reader. Reader is guided using a range of organizational features.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach. Wide range of sophisticated conjunctions e.g. whilst, until, despite. Consistent tense using regular and irregular verb forms. Use of parenthesis. Use of an impersonal style which focuses on clarity and conciseness. Paragraphs are linked using adverbs and adverbial phrases. Varied openers.	Use a wide range of appropriate synonyms and antonyms. The purpose of this report/article is to... The information presented will... Some experts believe... This article is designed to... Many specialists consider... Firstly I will... It can be difficult.... ___ will enable you to understand. Unlike ... Despite ... Although ... Like many...	Modify and convert between word classes. Identify prefixes and suffixes and their meanings. <u>Noun</u> Identify and use nouns (including collective and abstract) Use expanded noun phrases to create impact. <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Use modal verbs to indicate degrees of possibility. Use the subjunctive form. Use the perfect form. <u>Adjectives</u> Choose appropriate and adventurous adjectives. <u>Conjunctions</u> Select and use sophisticated conjunctions for the right purpose. <u>Tense</u> Use tense consistently, using regular and irregular verb forms. <u>Adverbs</u> Identify and use adverbials to add detail, create cohesion and mark the passing of time. <u>Prepositions</u> Use modifying prepositions that express locations, directions or relation of time.	Use punctuation learnt in the past. Use brackets Use dashes. Use colons. Use semi-colons. Use commas to clarify meaning or avoid ambiguity.

Year 6

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply.	Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Wide range of sophisticated conjunctions appropriate for form, audience and purpose. Adverbials used to clarify writer's position e.g. As a consequence of his selfish actions... Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. Use of parenthesis. Prepositional phrases used cleverly. e.g. In the event of a fire... Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer. Varied openers. Consistent tense using regular and irregular verb forms.	Understand how words are related by meaning as synonyms and antonyms and use them. They are unusually... They are rarely... They are never... They are very... Generally Be careful if you... Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than half Less than half...	Modify and convert between word classes. Identify prefixes and suffixes and their meanings. <u>Noun</u> Identify and use nouns (including collective and abstract) <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Use the active voice e.g. The school arranged a visit. Use the passive voice e.g. a visit was arranged by the school <u>Adjectives</u> Choose appropriate and adventurous adjectives for impact. <u>Conjunctions</u> Select and use a wide range of sophisticated conjunctions appropriate for the form, audience and purpose. <u>Tense</u> Ensure consistency with tense, using regular and irregular verb forms. <u>Adverbs</u> Identify and use adverbials to add detail, create cohesion and mark the passing of time. Link paragraphs using adverbs and adverbials phrases. <u>Prepositions</u> Use modifying prepositions that express locations, directions or relations of time cleverly.	Use a wide range of punctuation previously learnt. Use brackets effectively. Use dashes effectively. Use colons and semi-colons effectively. Use commas to clarify meaning or avoid ambiguity. Use hyphens to avoid ambiguity.

Information texts (Biographies)

Year 1

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped together in time sequence. Written in first person if an autobiography. Written in third person if a biography of someone else. Written in the past tense. Focused on individual or group participants e.g. I, we	Simple conjunctions are used to construct simple sentences e.g. and, but, so. Starting to use adverbs of time to sequence events. Multi-clause sentences used. Varied sentence openers (nouns/pronouns/order/where)	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...	Know how the prefix 'un' changes the meaning of verbs and adjectives. <u>Noun</u> Identify and use nouns. Regular plural nouns with 's' and 'es' <u>Verbs</u> Identify and use verbs including imperatives. Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'. <u>Adjectives</u> Identify and use adjectives to add detail. Add 'er' and 'est' to adjectives where there is no change to the root word. <u>Conjunctions</u> Join words and sentences using co-ordinating and subordinating conjunctions. <u>Adverbs</u> Identify and use adverbs to add detail. <u>Tense</u> Present and past tense including the progressive form.	Use finger spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Begin to use question marks. Begin to use capital letters for start of sentences, proper nouns, personal pronoun 'I'. Begin to use commas for lists. Begin to use apostrophes for contractions.

Year 2

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written in the past tense e.g. He went... She travelled Written in first person if an autobiography. Written in third person if a biography of someone else Main ideas organised in groups. Ideas organised in chronological order using conjunctions that signal time.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large crowd Varied openers (nouns/pronouns/order/time/where/comparison) Multi-clause sentences used.	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...	Identify root words and use prefixes. <u>Noun</u> Identify and use nouns. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Identify and use adjectives to add detail. Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join sentences using appropriate subordinating and coordinating conjunctions. <u>Tense</u> Correct use of past and present tense including progressive form. <u>Adverbs</u> Identify and use adverbs to add detail. 'ly' added to adjectives to form adverbs.	Use appropriate spaces to separate words. Use full stops. Use question marks. Use exclamation marks. Use commas to separate items in lists. Use capital letters correctly for names of people, places, days of the week and for the personal pronoun 'I' Use apostrophes for contraction Begin to use apostrophes for possession.

Year 3

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact. Use of the correct pronouns and perspective dependent on whether a biography or an autobiography. Written consistently using the past tense (simple, progressive and perfect forms)	Simple sentences with extra description. Expanded noun phrases used to add detail. Some complex sentences using when, if, as etc. Embedded clauses are experimented wit. Conjunctions to signal time, shift attention, inject suspense, shift the setting, express cause and effect. Tense consistent e.g. modal verbs can/will Adverbials e.g. When she arrived at the scene, the doctors told her exactly what happened. Varied openers.	Experiment with synonyms and antonyms. During his/her early life... Soon afterwards... Sometimes he... Strangely... One of the most remarkable facts about... His/her greatest achievement was...	Modify word classes. <u>Noun</u> Identify and use nouns. Form nouns using prefixes. Use a or an according to whether the next word begins with a vowel or consonant. <u>Verbs</u> Identify and use verbs including imperatives and modals. Present perfect forms of verbs to mark relationships of time and cause. <u>Adjectives</u> Identify and use adjectives to create impact. <u>Conjunctions</u> Use conjunctions that signal time, shift attention, inject suspense and shift the setting. Use conjunctions to express cause and effect. <u>Tense</u> Correct and consistent use of past and present tense including progressive and perfect forms. <u>Adverbs</u> Identify and use adverbs to add detail. <u>Prepositions</u> Use prepositions to mark place or time	Use punctuation learnt in Key Stage 1. Begin to use commas after fronted adverbials. Use apostrophes for contraction. Use apostrophes for possession.

Year 4

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly around key events. Elaboration is used to reveal the writer's emotions and responses. Use of the correct pronouns and perspective e.g. 1st person for autobiographies, 3rd person for biographies of others. Chronological order used to sequence events. This is supported through the use of adverbs.	Variation in sentence structures e.g. While we watched the sealion show... Range of sentence openers used to engage the reader and to add interest. Use embedded/relative clauses e.g. Penguins, which are very agile, Include adverbs to show when the event took place and how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use emotive language to show personal response e.g. fabulous, showcase inspired me to....	Use appropriate synonyms and antonyms 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...	<u>Noun</u> Modify word classes <u>Noun</u> Identify and use nouns (including irregular plurals) Use the correct determiner. Use pronouns to avoid repetition. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Standard English forms for verbs. <u>Adjectives</u> Identify and use adjectives to create impact. <u>Conjunctions</u> Use a wide range of conjunctions. Choose sophisticated conjunctions such as however, meanwhile. <u>Tense</u> Correct use of past and present tense including perfect forms. <u>Adverbs</u> Identify and use adverbs and adverbial phrases to add detail. Punctuate fronted adverbials. <u>Prepositions</u> Use prepositions to mark place or time	Use punctuation learnt in Key Stage 1. Use commas after fronted adverbials consistently. Use commas to separate clauses. Use apostrophes for singular and plural possession.

Year 5

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organised chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount an experience revealing the writer's perspective. Use of key dates and information to sequence. Written in the past tense. Correct use of pronouns to avoid repetition.	Sentence length varied e.g short/long. Active and passive voice used e.g. Giraffes left the enclosure. Wide range of sophisticated conjunctions e.g. whilst, until, despite. Consistent use of tense with different forms used e.g. progressive, perfect and simple. Use of parenthesis. Varied openers.	Use a wide range of appropriate synonyms and antonyms. In (insert year) at the age of.....he/she... The time came for... In his/her later years... Once he/she had... Nobody is sure why... In spite of... His/Her lasting legacy is that...	Modify and convert between word classes. Identify prefixes and suffixes and their meanings. <u>Noun</u> Identify and use nouns (including collective and abstract) Use expanded noun phrases to create impact. <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Use modal verbs to indicate degrees of possibility. Use the subjunctive form. Use the perfect form. <u>Adjectives</u> Choose appropriate and adventurous adjectives. <u>Conjunctions</u> Select and use sophisticated conjunctions for the right purpose. <u>Tense</u> Use tense consistently, using regular and irregular verb forms. <u>Adverbs</u> Identify and use adverbials to add detail, create cohesion and mark the passing of time. <u>Prepositions</u> Use modifying prepositions that express locations, directions or relation of time.	Use punctuation learnt in the past. Use brackets Use dashes. Use colons. Use semi-colons. Use commas to clarify meaning or avoid ambiguity.

Year 6

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply. Introduction and conclusion used to provide summaries of information. Use of formal language and tone. Written using chronological order effectively with flair. Use of dates, facts and evidence to support information. Correct pronouns used depending on purpose and form to provide clarity and avoid repetition. Past tenses used accurately with care taken to include different forms.	Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Wide range of sophisticated conjunctions appropriate for form, audience and purpose. Use of parenthesis. Adverbials used to clarify writer's position e.g. As a consequence of his selfish actions... Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. Prepositional phrases used cleverly. e.g. In the event of a fire... Deliberate use of passive and active voice to heighten engagement. Range of tense forms used for variety e.g. past, progressive, perfect form. Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer Varied openers.	Understand how words are related by meaning as synonyms and antonyms and use them. They are unusually... They are rarely... They are never.. They are very... Generally... Be careful if you... Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than half... Less than half...	Modify and convert between word classes. Identify prefixes and suffixes and their meanings. <u>Noun</u> Identify and use nouns (including collective and abstract) <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Use the active voice e.g. The school arranged a visit. Use the passive voice e.g. a visit was arranged by the school <u>Adjectives</u> Choose appropriate and adventurous adjectives for impact. <u>Conjunctions</u> Select and use a wide range of sophisticated conjunctions appropriate for the form, audience and purpose. <u>Tense</u> Ensure consistency with tense, using regular and irregular verb forms. <u>Adverbs</u> Identify and use adverbials to add detail, create cohesion and mark the passing of time. Link paragraphs using adverbs and adverbials phrases. <u>Prepositions</u> Use modifying prepositions that express locations, directions or relations of time cleverly.	Use a wide range of punctuation previously learnt. Use brackets effectively. Use dashes effectively. Use colons and semi-colons effectively. Use commas to clarify meaning or avoid ambiguity. Use hyphens to avoid ambiguity.

Persuasive Writing

Year 1

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas are grouped together for similarity. Written in first person. Written in the present tense. Use of statements, commands, exclamations and questions.	Simple conjunctions are used to construct sentences e.g. and, but, so. Adjectives used to interest the reader. Use of simple noun phrases. Multi-clause sentences used. Varied sentence openers (nouns/pronouns/order/where)	It was: Brilliant Best Exciting The most Super Fantastic Great It will... Now you can... Try...	Know how the prefix 'un' changes the meaning of verbs and adjectives. <u>Noun</u> Identify and use nouns. Regular plural nouns with 's' and 'es' <u>Verbs</u> Identify and use verbs including imperatives. Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'. <u>Adjectives</u> Identify and use adjectives to add detail. Add 'er' and 'est' to adjectives where there is no change to the root word. <u>Conjunctions</u> Join words and sentences using co-ordinating and subordinating conjunctions. <u>Adverbs</u> Identify and use adverbs to add detail. <u>Tense</u> Present and past tense including the progressive form.	Use finger spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Begin to use question marks. Begin to use capital letters for start of sentences, proper nouns, personal pronoun 'I'. Begin to use commas for lists. Begin to use apostrophes for contractions.

Year 2

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written in the present tense including the progressive form. Related information is grouped. Use of superlatives and positive language to engage the reader. Relevant word choices used based on the topic. Use of statements, commands, exclamations and questions.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple and expanded noun phrases. Use of questions. Uses ambitious adjectives to grab the reader's attention. Varied openers (nouns/pronouns/order/time/where/comparison) Multi-clause sentences used.	The biggest... The greatest... The longest... The tallest... I think that... I believe that.... Extraordinary Remarkable	Identify root words and use prefixes. <u>Noun</u> Identify and use nouns. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Identify and use adjectives to add detail. Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join sentences using appropriate subordinating and coordinating conjunctions. <u>Tense</u> Correct use of past and present tense including progressive form. <u>Adverbs</u> Identify and use adverbs to add detail. 'ly' added to adjectives to form adverbs.	Use appropriate spaces to separate words. Use full stops. Use question marks. Use exclamation marks. Use commas to separate items in lists. Use capital letters correctly for names of people, places, days of the week and for the personal pronoun 'I' Use apostrophes for contraction Begin to use apostrophes for possession. Begin to punctuate direct speech.

Year 3

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction. Points about subject/issue. Organised into paragraphs and are sequenced. Sub-headings used to organise the information. Appropriate perspective is used. Relevant choice of words based on the topic. Use of statements, commands, exclamations and questions.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Experimentation with relative clauses to add detail. Use of expanded noun phrases. Tense consistent e.g. modal verbs can/will Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel. Start sentences with verbs e.g. imagine, consider, enjoy. Varied use of superlatives to introduce exaggeration. Conjunctions used to express cause and effect. Varied openers.	Experiment with synonyms and antonyms. Surely Obviously Clearly Don't you think... Firstly Secondly Thirdly My own view is... My last point is... My final point is ... Imagine Consider Enjoy	Modify word classes. <u>Noun</u> Identify and use nouns. Form nouns using prefixes. Use a or an according to whether the next word begins with a vowel or consonant. <u>Verbs</u> Identify and use verbs including imperatives and modals. Present perfect forms of verbs to mark relationships of time and cause. <u>Adjectives</u> Identify and use adjectives to create impact. <u>Conjunctions</u> Use conjunctions that signal time, shift attention, inject suspense and shift the setting. Use conjunctions to express cause and effect. <u>Tense</u> Correct and consistent use of past and present tense including progressive and perfect forms. <u>Adverbs</u> Identify and use adverbs to add detail. <u>Prepositions</u> Use prepositions to mark place or time	Use punctuation learnt in Key Stage 1. Begin to use commas after fronted adverbials. Use apostrophes for contraction Use apostrophes for possession Punctuate direct speech

Year 4

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion.	Variation in sentence structures e.g. While we were at the park... As we arrived...	Use appropriate synonyms and antonyms	<u>Noun</u> Modify word classes	Use punctuation learnt in Key Stage 1.
Links between key ideas in the letter.		I believe that... It seems to me that...	<u>Noun</u> Identify and use nouns (including irregular plurals) Use the correct determiner. Use pronouns to avoid repetition. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.	Use commas after fronted adverbials consistently.
Paragraphs organised correctly into key ideas.	Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing...	It is clear that... Is it any wonder that... Furthermore...		Use commas to separate clauses.
Creative titles and subheadings to attract and engage the reader.		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...?	<u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Standard English forms for verbs. <u>Adjectives</u> Identify and use adjectives to create impact. <u>Conjunctions</u> Use a wide range of conjunctions. Choose sophisticated conjunctions such as however, meanwhile. <u>Tense</u> Correct use of past and present tense including perfect forms. <u>Adverbs</u> Identify and use adverbs and adverbial phrases to add detail. Punctuate fronted adverbials.	Use apostrophes for singular and plural possession.
Topic sentences.	Use of expanded noun phrases.			Punctuate direct speech accurately.
Use of the appropriate perspective.	Include adverbs to show how often e.g. additionally, frequently, rarely.			
Use of statements, commands, exclamations and questions.	More complicated rhetorical questions e.g. haven't you always longed for a...? Use of exaggeration through comparatives and superlatives. Use of logical conjunctions e.g. however, this shows, because Varied openers.		<u>Prepositions</u> Use prepositions to mark place or time	

Year 5

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view. Appropriate use of standard English. Use of the correct tone where appropriate. Formal and informal tone used effectively.	Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against... Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Adverbials used to clarify writer's position e.g. As a consequence of your actions... Use of parenthesis. Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths... Wide range of sophisticated conjunctions. Prepositional phrases used cleverly. e.g. In the event of a blackout... Use of persuasive words and phrases e.g. 'it wouldn't be difficult' or 'surely'. Use of a range of sentence forms. Use of persuasive definitions e.g. 'no-one but a complete idiot would...' or 'every right thinking person would...' or 'the real truth is...' Use of rhetorical questions e.g. 'are we expected to...?' or 'where will future audiences come from if....?' Persuasive techniques such as pandering, condescension and concession e.g. 'naturally, it takes time for local residents...' Deliberate ambiguities e.g. 'probably the best ... in the world' Figurative language used to build descriptions. Varied openers.	Use a wide range of appropriate synonyms and antonyms. It appears that... There can be no doubt that... It is critical... Fundamentally... How can anyone believe this to be true? Does anyone really believe that...? As everyone knows... I cite, for example... I would draw your attention to... I would refer to... On the basis of the evidence presented... Phenomenal Unique Unmissable You will be... Don't... Take a moment to... Isn't it time to...? Worried about...	Modify and convert between word classes. Identify prefixes and suffixes and their meanings. <u>Noun</u> Identify and use nouns (including collective and abstract) Use expanded noun phrases to create impact. <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Use modal verbs to indicate degrees of possibility. Use the subjunctive form. Use the perfect form. <u>Adjectives</u> Choose appropriate and adventurous adjectives. <u>Conjunctions</u> Select and use sophisticated conjunctions for the right purpose. <u>Tense</u> Use tense consistently, using regular and irregular verb forms. <u>Adverbs</u> Identify and use adverbials to add detail, create cohesion and mark the passing of time. <u>Prepositions</u> Use modifying prepositions that express locations, directions or relation of time.	Use punctuation learnt in the past. Use brackets Use dashes. Use colons. Use semi-colons. Use commas to clarify meaning or avoid ambiguity.

Year 6

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Viewpoint is transparent for reader with persuasive techniques deliberately used to influence. Emotive language used throughout to engage the reader and appeal to the known feelings and views of the audience. Pre-empting and answering of potential objections. Tailoring of writing towards a specific audience and using the appropriate formal or informal tone.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Use of modal verbs to show conditions e.g. then, might, if, could. Wide range of sophisticated conjunctions appropriate for form, audience and purpose. 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. Use of parenthesis. Persuasive statement are used to change the readers opinion. E.g. you will never need to... Use of examples, illustration and evidence to provide support to the argument. Figurative language used to build descriptions. Varied choice of sentence forms used. Varied openers. Consistent tense using regular and irregular verb forms.	Understand how words are related by meaning as synonyms and antonyms and use them. It strikes me that... There is no doubt that... I am convinced that... It appears... In my opinion... Surely only a fool would consider... In addition... Furthermore... Moreover... My evidence to support this is... On balance.. Just think how... Now you can... For the rest of your life... Unbelievable Outrageous Incredible	Modify and convert between word classes. Identify prefixes and suffixes and their meanings. <u>Noun</u> Identify and use nouns (including collective and abstract) <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Use the active voice e.g. The school arranged a visit. Use the passive voice e.g. a visit was arranged by the school <u>Adjectives</u> Choose appropriate and adventurous adjectives for impact. <u>Conjunctions</u> Select and use a wide range of sophisticated conjunctions appropriate for the form, audience and purpose. <u>Tense</u> Ensure consistency with tense, using regular and irregular verb forms. <u>Adverbs</u> Identify and use adverbials to add detail, create cohesion and mark the passing of time. Link paragraphs using adverbs and adverbials phrases. <u>Prepositions</u> Use modifying prepositions that express locations, directions or relations of time cleverly.	Use a wide range of punctuation previously learnt. Use brackets effectively. Use dashes effectively. Use colons and semi-colons effectively. Use commas to clarify meaning or avoid ambiguity. Use hyphens to avoid ambiguity.

Explanation texts

Year 1

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
General statement to introduce the topic being explained e.g. In Winter, some animals hibernate. Steps in the process are explained in order e.g. when the nights get longer... because the temperature begins to drop... so the hedgehog looks for a safe place to hide. Written in the present tense. Written in the third person.	Simple conjunctions are used to construct sentences e.g. and, but, so. Varied way sentences begin (nouns/pronouns/order/where) Multi-clause sentences used. Use of simple noun phrases.	First Next After Last So But Because This explanation will...	Know how the prefix 'un' changes the meaning of verbs and adjectives. <u>Noun</u> Identify and use nouns. Regular plural nouns with 's' and 'es' <u>Verbs</u> Identify and use verbs including imperatives. Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'. <u>Adjectives</u> Identify and use adjectives to add detail. Add 'er' and 'est' to adjectives where there is no change to the root word. <u>Conjunctions</u> Join words and sentences using co-ordinating and subordinating conjunctions. <u>Adverbs</u> Identify and use adverbs to add detail. <u>Tense</u> Present and past tense including the progressive form.	Use finger spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Begin to use question marks. Begin to use capital letters for start of sentences, proper nouns, personal pronoun 'I'. Begin to use commas for lists. Begin to use apostrophes for contractions.

Year 2

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. General statement to introduce the topic being explained e.g. In Winter, some animals hibernate. Written in the present tense e.g. the hedgehog hibernates. Main ideas organised in groups. Steps in the process are explained in order e.g. when the nights get longer... because the temperature begins to drop... so the hedgehog looks for a safe place to hide. Relevant topic specific words are used.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple and expanded noun phrases. Use of pronouns to avoid repetition. Varied openers (nouns/pronouns/order/time/where/comparison) Multi-clause sentences used.	Firstly Next Afterwards When At this point Lastly Because The purpose of this explanation is to...	Identify root words and use prefixes. <u>Noun</u> Identify and use nouns. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Identify and use adjectives to add detail. Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join sentences using appropriate subordinating and coordinating conjunctions. <u>Tense</u> Correct use of past and present tense including progressive form. <u>Adverbs</u> Identify and use adverbs to add detail. 'ly' added to adjectives to form adverbs.	Use appropriate spaces to separate words. Use full stops. Use question marks. Use exclamation marks. Use commas to separate items in lists. Use capital letters correctly for names of people, places, days of the week and for the personal pronoun 'I' Use apostrophes for contraction Begin to use apostrophes for possession.

Year 3

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction to introduce the topic being explained e.g. In Winter, some animals hibernate. Organised into paragraphs shaped around main ideas. A closing statement to summarise the explanation Steps in the process are explained in order e.g. when the nights get longer... because the temperature begins to drop... so the hedgehog looks for a safe place to hide. Written consistently using the present tense. Reader addressed directly using second person pronouns. A clear title showing what the text is about. Topic specific words included.	Simple sentences with extra description. Expanded noun phrases used to add detail. Embedded clauses are experimented with. Conjunctions to signal time, express cause and effect. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When she arrived at the scene, the doctors told her exactly what happened. Use of simple. progressive and perfect tenses. Varied openers.	Experiment with synonyms and antonyms. Because If When As After While Before So What Why How Explain For example... This causes... Produces Eventually The purpose of this explanation is to help...	Modify word classes. <u>Noun</u> Identify and use nouns. Form nouns using prefixes. Use a or an according to whether the next word begins with a vowel or consonant. <u>Verbs</u> Identify and use verbs including imperatives and modals. Present perfect forms of verbs to mark relationships of time and cause. <u>Adjectives</u> Identify and use adjectives to create impact. <u>Conjunctions</u> Use conjunctions that signal time, shift attention, inject suspense and shift the setting. Use conjunctions to express cause and effect. <u>Tense</u> Correct and consistent use of past and present tense including progressive and perfect forms. <u>Adverbs</u> Identify and use adverbs to add detail. <u>Prepositions</u> Use prepositions to mark place or time	Use punctuation learnt in Key Stage 1. Begin to use commas after fronted adverbials. Use apostrophes for contraction. Use apostrophes for possession.

Year 4

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction to introduce the topic being explained e.g. In Winter, some animals hibernate. Organised into paragraphs shaped around main ideas. A closing statement to summarise the explanation Steps in the process are explained in order e.g. when the nights get longer... because the temperature begins to drop... so the hedgehog looks for a safe place to hide. Written consistently using the correct tenses. Reader addressed directly using second person pronouns. A clear title showing what the text is about using how or why. Appropriate subheadings chosen. Specialist terminology used. Use of diagrams.	Variation in sentence structures e.g. While we watched the sealion show... Use of range of conjunctions including causal conjunctions. Range of sentence openers used to engage the reader and to add interest. Use embedded/relative clauses e.g. Penguins, which are very agile, Include adverbs to show how often and when e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use of rhetorical questions e.g. Have you ever thought about the way that...?	Use appropriate synonyms and antonyms. At first... This causes... Due to... Next Eventually What Why How When Where While Consequently For example... Produces Creates Happens Process The purpose of this explanation is to help... The following information will...	Modify word classes <u>Noun</u> Identify and use nouns (including irregular plurals) Use the correct determiner. Use pronouns to avoid repetition. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Standard English forms for verbs. <u>Adjectives</u> Identify and use adjectives to create impact. <u>Conjunctions</u> Use a wide range of conjunctions. Choose sophisticated conjunctions such as however, meanwhile. <u>Tense</u> Correct use of past and present tense including perfect forms. <u>Adverbs</u> Identify and use adverbs and adverbial phrases to add detail. Punctuate fronted adverbials. <u>Prepositions</u> Use prepositions to mark place or time	Use punctuation learnt in Key Stage 1. Use commas after fronted adverbials consistently. Use commas to separate clauses. Use apostrophes for singular and plural possession. .

Year 5

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction to introduce the topic being explained e.g. In Winter, some animals hibernate. Organised into paragraphs shaped around main ideas. Connections between paragraphs are made clear with links. A closing statement to summarise the explanation Steps in the process are explained in order e.g. when the nights get longer... because the temperature begins to drop... so the hedgehog looks for a safe place to hide. Written in the present tense with varied forms. Reader addressed directly using second person pronouns. A clear title showing what the text is about using how or why. Use of diagrams, charts or illustrations. Specialist terminology used. A glossary can be included.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure. Wide range of sophisticated conjunctions e.g. whilst, until, despite. Use of parenthesis. Consistent use of tense with different forms used e.g. progressive, perfect and simple. Appropriate and well-considered rhetorical questions. Causal conjunctions used e.g. due to the fact, because of, as a result.	Use a wide range of appropriate synonyms and antonyms. This explanation is intended to... Explain Produces First While Effect Creates Next Before Happens This leads to... Eventually As a result... Finally Although Design Due to Unless Reason Consequently When Otherwise Results in... This causes... Subsequently Process Therefore For that reason... During Allows Following that, I intend to...	Modify and convert between word classes. Identify prefixes and suffixes and their meanings. <u>Noun</u> Identify and use nouns (including collective and abstract) Use expanded noun phrases to create impact. <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Use modal verbs to indicate degrees of possibility. Use the subjunctive form. Use the perfect form. <u>Adjectives</u> Choose appropriate and adventurous adjectives. <u>Conjunctions</u> Select and use sophisticated conjunctions for the right purpose. <u>Tense</u> Use tense consistently, using regular and irregular verb forms. <u>Adverbs</u> Identify and use adverbials to add detail, create cohesion and mark the passing of time. <u>Prepositions</u> Use modifying prepositions that express locations, directions or relation of time.	Use punctuation learnt in the past. Use brackets Use dashes. Use colons. Use semi-colons. Use commas to clarify meaning or avoid ambiguity.

Year 6

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction to introduce the topic being explained e.g. In Winter, some animals hibernate. Organised into paragraphs shaped around main ideas. A closing statement to summarise the explanation Steps in the process are explained in order e.g. when the nights get longer... because the temperature begins to drop... so the hedgehog looks for a safe place to hide. Written in the present tense with varied forms. Reader addressed directly using second person pronouns. A clear title showing what the text is about using how or why. Use of diagrams, charts or illustrations. Specialist terminology used. A glossary can be included. Impersonal and objective style used.	Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Use of parenthesis. Wide range of sophisticated conjunctions appropriate for form, audience and purpose. Adverbials used to clarify writer's position e.g. As a consequence of his selfish actions... Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. Deliberate use of passive and active voice to heighten engagement. Appropriate and well-considered rhetorical questions. Hypothetical language used e.g. if... then, might..., when the... Causal conjunctions used e.g. due to the fact, because of, as a result. Varied openers. Consistent tense using regular and irregular verb forms.	Understand how words are related by meaning as synonyms and antonyms and use them. This causes... As a result... This results in... This leads to ... This is because... Therefore... Furthermore... The purpose of this explanation is to ... Following that I intend to... It can be difficult to... so... Nobody knows why... It is true to say that... Everyone understands that...	Modify and convert between word classes. Identify prefixes and suffixes and their meanings. <u>Noun</u> Identify and use nouns (including collective and abstract) <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Use the active voice e.g. The school arranged a visit. Use the passive voice e.g. a visit was arranged by the school <u>Adjectives</u> Choose appropriate and adventurous adjectives for impact. <u>Conjunctions</u> Select and use a wide range of sophisticated conjunctions appropriate for the form, audience and purpose. <u>Tense</u> Ensure consistency with tense, using regular and irregular verb forms. <u>Adverbs</u> Identify and use adverbials to add detail, create cohesion and mark the passing of time. Link paragraphs using adverbs and adverbials phrases. <u>Prepositions</u> Use modifying prepositions that express locations, directions or relations of time cleverly.	Use a wide range of punctuation previously learnt. Use brackets effectively. Use dashes effectively. Use colons and semi-colons effectively. Use commas to clarify meaning or avoid ambiguity. Use hyphens to avoid ambiguity.

Discussion texts (Balanced Arguments)

Year 1

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas are grouped together for similarity. Written in first person. Written using the present tense.	Simple conjunctions are used to construct simple sentences e.g. and, but, then, so. Use of adjectives to attract the reader. Multi-clause sentences used. Varied sentence openers (nouns/pronouns/order/where)	But Because Some people like... Some people feel... Some people believe... Other people like... Other people feel... Other people believe...	Know how the prefix 'un' changes the meaning of verbs and adjectives. <u>Noun</u> Identify and use nouns. Regular plural nouns with 's' and 'es' <u>Verbs</u> Identify and use verbs including imperatives. Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'. <u>Adjectives</u> Identify and use adjectives to add detail. Add 'er' and 'est' to adjectives where there is no change to the root word. <u>Conjunctions</u> Join words and sentences using co-ordinating and subordinating conjunctions. <u>Adverbs</u> Identify and use adverbs to add detail. <u>Tense</u> Present and past tense including the progressive form.	Use finger spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Begin to use question marks. Begin to use capital letters for start of sentences, proper nouns, personal pronoun 'I'. Begin to use commas for lists. Begin to use apostrophes for contractions.

Year 2

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written with an impersonal style Main ideas organised in groups. Written in first person. Use of present tense. Both viewpoints addressed fairly.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, last week Use simple and expanded noun phrases. Uses rhetorical questions. Uses ambitious adjectives to grab the reader's attention. Varied openers (nouns/pronouns/order/time/where/comparison) Multi-clause sentences used.	I am going to... In fact... It seems... To sum this up... The opposite view of this is... Not everyone agrees with this...	Identify root words and use prefixes. <u>Noun</u> Identify and use nouns. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Identify and use adjectives to add detail. Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join sentences using appropriate subordinating and coordinating conjunctions. <u>Tense</u> Correct use of past and present tense including progressive form. <u>Adverbs</u> Identify and use adverbs to add detail. 'ly' added to adjectives to form adverbs.	Use appropriate spaces to separate words. Use full stops. Use question marks. Use exclamation marks. Use commas to separate items in lists. Use capital letters correctly for names of people, places, days of the week and for the personal pronoun 'I' Use apostrophes for contraction Begin to use apostrophes for possession.

Year 3

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction. Points about subject/issue. Organised into paragraphs Sub-heading used to organise texts. Use of first person. Written in the present tense. Personal opinions are addressed. Both sides of the argument expressed fairly.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs could/might Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel. Embedded clauses are experimented with Start sentences with verbs e.g. imagine, consider, enjoy. Use of rhetorical questions to add engagement. Effective use of pronouns to involve the reader. Use of simple, progressive and perfect forms of tenses. Conjunctions to signal time, shift attention, express cause and effect. Varied openers.	Experiment with synonyms and antonyms. 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...	Modify word classes. <u>Noun</u> Identify and use nouns. Form nouns using prefixes. Use a or an according to whether the next word begins with a vowel or consonant. <u>Verbs</u> Identify and use verbs including imperatives and modals. Present perfect forms of verbs to mark relationships of time and cause. <u>Adjectives</u> Identify and use adjectives to create impact. <u>Conjunctions</u> Use conjunctions that signal time, shift attention, inject suspense and shift the setting. Use conjunctions to express cause and effect. <u>Tense</u> Correct and consistent use of past and present tense including progressive and perfect forms. <u>Adverbs</u> Identify and use adverbs to add detail. <u>Prepositions</u> Use prepositions to mark place or time	Use punctuation learnt in Key Stage 1. Begin to use commas after fronted adverbials. Use apostrophes for contraction. Use apostrophes for possession.

Year 4

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion. Links between key ideas. Paragraphs organised correctly into key ideas. Subheadings used to organize ideas. Topic sentences. Use of first person. Written in the present tense. Personal opinions are addressed and justified. Both sides of the argument expressed fairly with views explained. Points summarized for the reader.	Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The angry mob, who had broken the barricade... Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. Have you ever considered the impact of...? Effective use of pronouns to involve the reader. Use of simple, progressive and perfect forms of tenses. Emotive language used to provoke feelings from reader. Varied openers.	Use appropriate synonyms and antonyms. 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...	<u>Noun</u> Modify word classes <u>Noun</u> Identify and use nouns (including irregular plurals) Use the correct determiner. Use pronouns to avoid repetition. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Standard English forms for verbs. <u>Adjectives</u> Identify and use adjectives to create impact. <u>Conjunctions</u> Use a wide range of conjunctions. Choose sophisticated conjunctions such as however, meanwhile. <u>Tense</u> Correct use of past and present tense including perfect forms. <u>Adverbs</u> Identify and use adverbs and adverbial phrases to add detail. Punctuate fronted adverbials. <u>Prepositions</u> Use prepositions to mark place or time	Use punctuation learnt in Key Stage 1. Use commas after fronted adverbials consistently. Use commas to separate clauses. Use apostrophes for singular and plural possession.

Year 5

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Both viewpoints are transparent for reader. Personal viewpoints expressed and justified. Emotive language used throughout to engage the reader.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of sophisticated conjunctions e.g. whilst, until, despite. 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. Use of parenthesis. Persuasive statements are used to change the reader's opinion. e.g. you will never need to... Complex rhetorical questions used to evoke an emotional response from the reader. Use of well-considered and logical conjunctions with progresses the debate e.g. however, therefore. Varied openers. Consistent tense using regular and irregular verb forms.	Use a wide range of appropriate synonyms and antonyms. 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...	Modify and convert between word classes. Identify prefixes and suffixes and their meanings. <u>Noun</u> Identify and use nouns (including collective and abstract) Use expanded noun phrases to create impact. <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Use modal verbs to indicate degrees of possibility. Use the subjunctive form. Use the perfect form. <u>Adjectives</u> Choose appropriate and adventurous adjectives. <u>Conjunctions</u> Select and use sophisticated conjunctions for the right purpose. <u>Tense</u> Use tense consistently, using regular and irregular verb forms. <u>Adverbs</u> Identify and use adverbials to add detail, create cohesion and mark the passing of time. <u>Prepositions</u> Use modifying prepositions that express locations, directions or relation of time.	Use punctuation learnt in the past. Use brackets Use dashes. Use colons. Use semi-colons. Use commas to clarify meaning or avoid ambiguity.

Year 6

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Arguments are well constructed that answer the reader's questions.	Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...	Understand how words are related by meaning as synonyms and antonyms and use them.	Modify and convert between word classes. Identify prefixes and suffixes and their meanings.	Use a wide range of punctuation previously learnt.
Introduction and conclusions are concise but offer clear summaries of points discussed.	Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally	I will present... Following that, I will... One argument for this is that... ...fundamentally flawed...	<u>Noun</u> Identify and use nouns (including collective and abstract)	Use brackets effectively.
The writer understands the impact or the emotive language and thinks about the response.	Sentence length and type varied according to purpose.	...an easy answer that avoids... I would counter this view.... It seems plausible to... Moreover... In point of fact... The evidence I would use to support this is... It surprises me that... It is my conviction... Finally, I would like to add... Even though there has been a long history of activists...	<u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Use the active voice e.g. The school arranged a visit. Use the passive voice e.g. a visit was arranged by the school	Use dashes effectively.
Information is prioritised according to the writer's point of view.	Wide range of sophisticated conjunctions appropriate for form, audience and purpose.		<u>Adjectives</u> Choose appropriate and adventurous adjectives for impact.	Use colons and semi-colons effectively.
Opposing views are discussed fairly although strengths and weaknesses of different positions are addressed and clarified.	Adverbials used to clarify writer's position e.g. As a consequence of his selfish actions...		<u>Conjunctions</u> Select and use a wide range of sophisticated conjunctions appropriate for the form, audience and purpose.	Use commas to clarify meaning or avoid ambiguity.
Writer's viewpoint is clear and justified.	Use of parenthesis.		<u>Tense</u> Ensure consistency with tense, using regular and irregular verb forms.	Use hyphens to avoid ambiguity.
Draw reasoned conclusions based on available evidence.	Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...		<u>Adverbs</u> Identify and use adverbials to add detail, create cohesion and mark the passing of time. Link paragraphs using adverbs and adverbials phrases.	.
Use of formal language as appropriate.	Prepositional phrases used cleverly. e.g. In the event of a blackout...		<u>Prepositions</u> Use modifying prepositions that express locations, directions or relations of time cleverly.	
	Complex rhetorical questions used to evoke an emotional response from the reader.			
	Use of well-considered and logical conjunctions with progresses the debate e.g. however, therefore.			
	Use modal verbs to investigate conditionals e.g. if, might, could, would.			
	Use of a bank of useful terms and phrases e.g. similarly, whereas.			
	Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer.			
	Varied openers.			

Narratives

Year 1

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Beginning or end of narrative signalled e.g. one day... Ideas grouped together for similarity. Attempts at third person writing. e.g. The wolf was hiding. Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is... Main events are sequenced focusing on who is in the event, where it takes place and what happens.	Simple sentences, starting with a pronoun and a verb e.g. He went home Simple conjunctions are used to construct simple sentences e.g. and, but, so. Simple adjectives are used to add detail. Simple noun phrases are used. Sentence openers are varied (nouns/pronouns/order/where). Multi-clause sentences used.	Ambitious vocabulary used. Range of size adjectives used e.g. big, small Range of colour adjectives used e.g. red, blue Range of emotion words used e.g. sad, angry, cross Pronouns: I, she, he, they. Conjunctions: and, but, or Prepositions: up, down, in, into, out, to, onto Adverbs of time : first, then, next, once upon a time, one day, happily ever after	Know how the prefix 'un' changes the meaning of verbs and adjectives. <u>Noun</u> Identify and use nouns. Regular plural nouns with 's' and 'es' <u>Verbs</u> Identify and use verbs including imperatives. Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'. <u>Adjectives</u> Identify and use adjectives to add detail. Add 'er' and 'est' to adjectives where there is no change to the root word. <u>Conjunctions</u> Join words and sentences using co-ordinating and subordinating conjunctions. <u>Adverbs</u> Identify and use adverbs to add detail. <u>Tense</u> Present and past tense including the progressive form.	Use finger spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Begin to use question marks. Begin to use capital letters for start of sentences, proper nouns, personal pronoun 'I'. Begin to use commas for lists. Begin to use apostrophes for contractions.

Year 2

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Sentences organised chronologically indicated by time related words e.g. finally Divisions in narrative may be marked by sections/paragraphs Connections between sentences make reference to characters e.g. Peter and Jane/ they Connections between sentences indicate extra information e.g. but they got bored OR indicate concurrent events e.g. as they were waiting Use past tense. Use the 3rd person consistently. A sustained and logical sequence of events. Some dialogue is experimented with.	Subject/verb sentences e.g. He was... They were... It happened... Simple conjunctions e.g. and, but, so, when to link clauses Speech-like expressions in dialogue e.g. Chill out! Use simple adverbs e.g. quickly, slowly. Use simple and expanded noun phrases e.g. massive field Multi-clause sentences are used. Varied sentence starters (nouns/pronouns/order/time/ where/comparisons)	Ambitious and relevant vocabulary used. Adverbs of time: 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 Conjunctions: who, because Adverbs of manner: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully	Identify root words and use prefixes. <u>Noun</u> Identify and use nouns. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Identify and use adjectives to add detail. Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join sentences using appropriate subordinating and coordinating conjunctions. <u>Tense</u> Correct use of past and present tense including progressive form. <u>Adverbs</u> Identify and use adverbs to add detail. 'ly' added to adjectives to form adverbs..	Use appropriate spaces to separate words. Use full stops. Use question marks. Use exclamation marks. Use commas to separate items in lists. Use capital letters correctly for names of people, places, days of the week and for the personal pronoun 'I' Use apostrophes for contraction Begin to use apostrophes for possession. Begin to punctuate direct speech.

Year 3

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Time and place are referenced to guide the reader through the text e.g. in the morning Organised into paragraphs e.g. When she arrived at the bear's house... Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her A full sequence of events in narrative order. Settings are used to create atmosphere. Scene changes move the plot on. Use of dilemma or conflict and a resolution. Use the appropriate perspective. Use conventions for written dialogue. Dialogue included that shows the relationship between two characters.	Simple sentences with extra description. Some complex sentences using because, which, where etc. Relative clauses begin to be used to add detail. Tense consistent e.g. typically past tense for narration, present tense in dialogue Dialogue is realistic and conversational in style e.g. Well, I suppose... Verbs used are specific for action e.g. rushed, shoved, pushed Adverbials e.g. When she reached home... Expanded noun phrases e.g. two horrible hours Varied sentence starters (DADWAVERS) Some use of figurative language. Conjunctions used to signal time, shift attention, inject suspense and shift the setting.	Ambitious and relevant vocabulary used. Experiment with synonyms and antonyms Conjunctions: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as Adverbs: very, rather, slightly	Modify word classes. <u>Noun</u> Identify and use nouns. Form nouns using prefixes. Use a or an according to whether the next word begins with a vowel or consonant. <u>Verbs</u> Identify and use verbs including imperatives and modals. Present perfect forms of verbs to mark relationships of time and cause. <u>Adjectives</u> Identify and use adjectives to create impact. <u>Conjunctions</u> Use conjunctions that signal time, shift attention, inject suspense and shift the setting. Use conjunctions to express cause and effect. <u>Tense</u> Correct and consistent use of past and present tense including progressive and perfect forms. <u>Adverbs</u> Identify and use adverbs to add detail. <u>Prepositions</u> Use prepositions to mark place or time	Use punctuation learnt in Key Stage 1. Begin to use commas after fronted adverbials. Use apostrophes for contraction. Use apostrophes for possession. Punctuate direct speech.

Year 4

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Link between opening and resolution. Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack Use details to build character descriptions and evoke a response. Paragraphs organised correctly to build up to key event and to sequence the narrative. Stages identified in the telling: introduction – build up – climax/conflict – resolution. Repetition avoided through using different sentence structures and ellipsis. Develop settings using adjectives and figurative language to evoke time, place and mood.	Variation in sentence structures e.g. while, although, until Use embedded/relative clauses e.g. Marcus, who grinned slyly at the teacher,.... Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking Different openers used to introduce and/or connect paragraphs e.g. some time later, suddenly, inside the castle. Sentence starters are varied (DADWAVERS). Use of figurative language.	Ambitious and relevant vocabulary used. Use appropriate synonyms and antonyms. Conjunctions: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually	Modify word classes <u>Noun</u> Identify and use nouns (including irregular plurals) Use the correct determiner. Use pronouns to avoid repetition. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Standard English forms for verbs. <u>Adjectives</u> Identify and use adjectives to create impact. <u>Conjunctions</u> Use a wide range of conjunctions. Choose sophisticated conjunctions such as however, meanwhile. <u>Tense</u> Correct use of past and present tense including perfect forms. <u>Adverbs</u> Identify and use adverbs and adverbial phrases to add detail. Punctuate fronted adverbials. <u>Prepositions</u> Use prepositions to mark place or time	Use punctuation learnt in Key Stage 1. Use commas after fronted adverbials consistently. Use commas to separate clauses. Use apostrophes for singular and plural possession. Punctuate direct speech accurately.

Year 5

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Sequence of plot may be disrupted for effect e.g. flashback Organise more complex chronological narratives into several paragraphs relating to story structure. Opening and resolution shape the story. Adapt for narratives that do not have linear chronology e.g. portray events happening simultaneously. Structural features of narrative are included e.g. repetition for effect Paragraphs varied in length and structure. Pronouns used to hide the doer of the action e.g. it crept into the woods Aim for consistency in character and style. Demonstrate an awareness of audience by using techniques such as recap or humour. Use spoken language imaginatively to entertain and engage the listener. Experiment with different ways to open the story. Develop characterization by showing the reader what characters say and do and how they feel and react and different points in the story. Use of 'show not tell'	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer Wide range of sophisticated conjunctions. Embedded subordinate clauses are used for economy or emphasis. Use of parenthesis. Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls Repetition is used for effect e.g. the boys ran and ran until they could run no more. Extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases. Varied sentence openers (DADWAVERS). Description and dialogue is interwoven.	Ambitious and sophisticated vocabulary used. Use a wide range of appropriate synonyms and antonyms.	Modify and convert between word classes. Identify prefixes and suffixes and their meanings. <u>Noun</u> Identify and use nouns (including collective and abstract) Use expanded noun phrases to create impact. <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Use modal verbs to indicate degrees of possibility. Use the subjunctive form. Use the perfect form. <u>Adjectives</u> Choose appropriate and adventurous adjectives. <u>Conjunctions</u> Select and use sophisticated conjunctions for the right purpose. <u>Tense</u> Use tense consistently, using regular and irregular verb forms. <u>Adverbs</u> Identify and use adverbials to add detail, create cohesion and mark the passing of time. <u>Prepositions</u> Use modifying prepositions that express locations, directions or relation of time.	Use punctuation learnt in the past. Use brackets Use dashes. Use colons. Use semi-colons. Use commas to clarify meaning or avoid ambiguity.

Year 6

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
The story is well constructed and raises intrigue. Use a variety of techniques to introduce characters and develop characterization. Use paragraphs to vary pace and emphasis. Dialogue is used to move the action on or heighten empathy for central character or to reveal new information. Deliberate ambiguity is set up in the mind of the reader until later in the text. Create a setting by using expressive or figurative language; describing how it makes the character feel. Vary narrative structures when writing complete stories e.g. start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives. Use non-linear narrative structures. Use of 'show not tell'	Vary sentence length to achieve a particular effect. Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Wide range of sophisticated conjunctions appropriate for form, audience and purpose. Adverbials used to clarify writer's position e.g. As a consequence of his selfish actions... Use of parenthesis. Figurative language used to build up description e.g. everyone charged like a deer pack under threat Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand. Prepositional phrases used cleverly. e.g. In the messy scramble for the bag. Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer Varied sentence openers (DADWAVERS).	Ambitious and sophisticated vocabulary used. Understand how words are related by meaning as synonyms and antonyms and use them.	Modify and convert between word classes. Identify prefixes and suffixes and their meanings. <u>Noun</u> Identify and use nouns (including collective and abstract) <u>Verbs</u> Identify and use verbs including imperatives, modals and conditionals. Use the active voice e.g. The school arranged a visit. Use the passive voice e.g. a visit was arranged by the school <u>Adjectives</u> Choose appropriate and adventurous adjectives for impact. <u>Conjunctions</u> Select and use a wide range of sophisticated conjunctions appropriate for the form, audience and purpose. <u>Tense</u> Ensure consistency with tense, using regular and irregular verb forms. <u>Adverbs</u> Identify and use adverbials to add detail, create cohesion and mark the passing of time. Link paragraphs using adverbs and adverbials phrases. <u>Prepositions</u> Use modifying prepositions that express locations, directions or relations of time cleverly.	Use a wide range of punctuation previously learnt. Use brackets effectively. Use dashes effectively. Use colons and semi-colons effectively. Use commas to clarify meaning or avoid ambiguity. Use hyphens to avoid ambiguity.