

Progression through the Genres





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Progression of Grammatical Vocabulary

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
letter	punctuation	past progressive	article	possessive noun	modal verb	infinitive
word	comma	present	past perfect	possessive	relative pronoun	active
sentence	question mark	progressive	present perfect	pronoun	relative clause	passive
capital letter	exclamation mark	expanded noun	future tense	possessive	bracket	subjunctive
full stop	statement	phrase	adverbial	adjective	dash	
	question	contraction	consonant	regular verbs	hyphen	
	command	possessive	vowel	irregular verbs	colon	
	past tense	apostrophe	inverted commas	finite verbs	semi-colon	
	present tense	adverb	direct speech	determiner	ellipsis	
	noun phrase	preposition	comparative	object	homophone	
	noun	coordinating	superlative	synonym	homonym	
	pronoun	conjunction	common noun	antonym	embedded clause	
	verb	subordinating	collective noun	bullet point	formal	
	subject	conjunction	abstract noun	Indirect/reported	informal	
	adjective		phrase	speech	standard English	
	conjunction		clause	fronted	non-standard English	
	singular		main clause		cohesion	
	plural		subordinate clause			
	suffix		simple sentence			
	prefix		compound			
			sentence			
			complex sentence			



Progression of Grammar and Punctuation

Word Structure	Sentence Structure	<u>Text Structure</u>	<u>Punctuation</u>	Terminology for Pupils	
Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)	How words can combine to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark	
Suffixes that can be added to verbs (e.g. helping, helped, helper)	How and can join words and join sentences	The consistent use of present tense	Introduction to the use of capital letters, full stops, question marks and		
How the prefix <i>un</i> – changes the meaning	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	versus past tense throughout texts	exclamation marks to demarcate sentences	verb, tense (past, present), adjective, noun, suffix,	
of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. until the boat)	Expanded noun phrases for description and	Use of the continuous form of verbs in the present and past tense to mark	Capital letters for names and for the personal pronoun <i>I</i>	apostrophe, comma word family, conjunction,	
Formation of nouns using suffixes such as <i>-ness</i> , <i>-er</i>	specification (e.g. the blue butterfly, plain flour, the man in the moon)	actions in progress (e.g. she is drumming, he was shouting)	Capital letters, full stops, question marks and exclamation marks to demarcate	adverb, preposition, direct speech, inverted commas (
Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes	Sentences with different forms: statement, question, exclamation, command	Introduction to paragraphs as a way to group related material	sentences	'speech marks'), prefix, consonant, vowel, clause, subordinate clause	
can be found in the spelling annex.)	Expressing time and cause using conjunctions	Headings and sub-headings to aid	Commas to separate items in a list Apostrophes to mark contracted forms	pronoun, possessive prono	
Use of the suffixes – <i>er</i> and – <i>est</i> to form comparisons of adjectives and adverbs	(e.g. when, before, after, while, because), adverbs (e.g. then, next, soon, so), or prepositions (e.g.	presentation Use of the perfect form of verbs to mark	in spelling Introduction to speech marks to	adverbial relative clause, modal verb,	
Formation of nouns using a range of prefixes, such as super-, anti-, auto-	before, after, during, in, because of)	relationships of time and cause (e.g. I have written it down so we can check	punctuate direct speech	relative pronoun, parenthesis bracket, dash, determiner,	
Use of the determiners a or an according to whether the next word begins with a	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	what he said.) Use of paragraphs to organise ideas	Use of speech marks to punctuate direct speech	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon	
consonant or a vowel (e.g. a rock, an open box)	Fronted adverbials	around a theme	Apostrophes to mark singular and plural possession (e.g. the girl's name, the		
Word families based on common words	Relative clauses beginning with who, which, where, why, or whose	Appropriate choice of pronoun or noun across sentences	boys' boots) Use of commas after fronted adverbials	bullet points Key:	
The grammatical difference between plural and possessive -s	Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs	Devices to build cohesion within a	(e.g. Later that day, I heard the bad news.)	Year 1	
Standard English forms for verb inflections instead of local spoken forms	(e.g. perhaps, surely) Use of the passive voice to affect the presentation	paragraph (e.g. then, after that, this, firstly)	Brackets, dashes or commas to indicate parenthesis	Year 2	
(e.g. we were instead of we was, or I did instead of I done)	of information in a sentence (e.g. I broke the window in the greenhouse versus The window in	Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g.	Use of commas to clarify meaning or	Year 3	
Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –	the greenhouse was broken) Expanded noun phrases to convey complicated	nearby) and number (e.g. secondly) Linking ideas across paragraphs using a	avoid ambiguity	of the second of	
ify) Verb prefixes (e.g. dis-, de-, mis-, over-	information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was	wider range of cohesive devices; semantic cohesion (e.g. repetition of a	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.	whould be understood we have a set out in the glossary. Year 5 Year 6 Year 6	
and re-) The difference between vocabulary typical of informal speech and vocabulary	raining meant the end of sports day) The difference between structures typical of	word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a	Punctuation of bullet points to list	set (
	informal speech and structures appropriate for formal speech and writing (such as the use of	consequence), and elision.	information How hyphens can be used to avoid	og ui po	
appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)	question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)	Layout devices, such as headings, sub- headings, columns, bullets, or tables, to structure text	ambiguity (e.g. man eating shark versus man eating shark, or recover versus recover)	Year 1 Year 2 Year 3 Year 4 Year 5 Year 6	

Instructions

<u>Year 1</u>

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped in sentences in time sequence. Written in the imperative, e.g., sift the flour. Use of numbers or bullet points to signal order.	Simple connectives 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.	1, 2, 3, 4, 5 First Next After Cut Move Fold Stir Colour Paint	Noun What a noun is. Regular plural nouns with 'er'. Verbs Third person, first person singular. Ending added to verbs where there is a change to the root. Simple past tense 'ed'. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/ then. Tense Simple past tense 'ed'.	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Capital letters for the start of sentence, names, personal pronouns. Read words with contractions.

<u>Instructions</u>

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

Instructions

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.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Adverbials, e.g. When the glue dries, attach the paperclip.	Afterwards After that To begin with Begin by Secondly The next step is to With a slow movement With a quick pull Try to	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the'. Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because). Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause: then, next, soon.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.

Instructions

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.	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.	by Carry on Do this until Stop when When you have done this Try not to Avoid	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.

<u>Instructions</u>

Year 5

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

Instructions

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

Text Structure	Sentence	Useful	Word Class	Punctuation
		Vocabulary		
Ideas grouped together for	Simple	are	<u>Noun</u>	Begin to use questions marks if
similarity.	connectives		What a noun is.	the title contains a question.
	are used to	is	Regular plural nouns with	
Written in the present tense.	construct		'er'.	Use spaces to separate words.
	simple	Did you		
Begin to use formal and	sentences,	know?	<u>Verbs</u>	Use full stops.
technical vocabulary.	e.g. and,		Ending added to verbs	
	but, then,	Have you	where there is a change	Begin to use exclamation marks.
	so	ever	to the root.	
		wondered	Simple past tense 'ed'	Capital letters for the start of
		how ?	when appropriate.	sentence, names, personal
				pronouns.
		There are	<u>Adjectives</u>	
			Add 'er' and 'est' to	
			adjectives where no	
		This is an	change is needed to root	
		example of	word.	
			Expanded noun phrases	
			are beginning to be used	
			to add more detail.	
			Connectives/conjunctions	
			The coordinating	
			Ü	
			conjunction 'and' is used to link two ideas	
			to link two ideas together. E.g. Turtles	
			have a hard shell and	
			tigers have long claws.	
			Present tense '-ing'.	

Text Structure	Sentence	Useful	Word Class	Punctuation
		Vocabulary		
Brief introduction and	Confidently		<u>Noun</u>	Use spaces that reflect the size
conclusion.	use simple		Form nouns using	of the letters.
	sentences		suffixes and	
Written in the appropriate	with extra		compounding.	Use full stops correctly.
tense.	description.		Expanded noun phrases	
			for description.	Use question marks correctly.
Main ideas organised in groups.	Statements		Add 'es' to nouns.	
	are used to			Use exclamation marks correctly.
	showcase		<u>Verbs</u>	
	facts.		Progressive form of verbs	Use capital letters correctly.
			in the past and present	
	Questions		tense. Add 'es' and 'ing'	Apostrophes to show possession
	are used to		to verbs.	of a noun.
	hook the			Common of lists
	reader.		<u>Adjectives</u>	Commas of lists.
			Add 'er' and 'est' to	
	Begin to		adjectives where no	
	use		change is needed to root	
	complex		word.	
	sentences		Expanded noun phrases	
	using when,		are to be used to add	
	if, as etc.		more detail.	
	Aware of			
	present		Connectives/conjunctions	
	tense		Subordination to expand	
	suffixes.		upon independent	
	Advorbials		clauses – when, if, that,	
	Adverbials,		because.	
	e.g. When the		Coordination to link ideas	
	caterpillar		– or, and, but.	
	makes a		– or, and, but.	
	cocoon		Correct and consistent	
	COCOOII		use of the present tense.	
			use of the present tense.	
			Adverbs	
			'ly' added to adjective to	
			form adverb.	
			ionii auverb.	

Text Structure	Sentence	Useful	Word Class	Punctuation
		Vocabulary		
Clear title and introduction.	Simple		<u>Noun</u>	Introduce possessive
	sentences		Form nouns using	apostrophes for plural nouns.
Organised into paragraphs	with extra		prefixes.	
shaped around a key topic	description.		Nouns and pronouns	Introduce inverted commas.
sentence.			used to avoid repetition.	
	Some			Apostrophes for possession.
Use formal and technical	complex		<u>Verbs</u>	
vocabulary.	sentences		Present perfect forms of	Commas in a list.
	using when,		verbs instead of 'the'.	
	if, as etc.		A di a aki ya a	
	Tonco		Adjectives	
	Tense consistent		Choose appropriate	
	consistent		adjectives and expanded noun phrases.	
	Adverbials		noun pinases.	
	of time and		Connectives/conjunctions	
	manner are		Express time and cause	
	used to add		(when, so, before, after,	
	additional		while, because).	
	information.			
			Correct and consistent	
			use of past and present	
			tense.	
			Subordination to expand	
			upon independent	
			clauses – when, as,	
			before, since and	
			although.	
			Coordination to link ideas	
			– and, but, so and for	
			A d b -	
			Adverbs	
			Introduce/revise adverbs.	
			Express time and cause:	
			following that, soon	
			after, moments later.	
			arter, moments later.	
			Explore adverbs ending in	
			'-ly'.	
			4.5	

Text Structure	Sentence	Useful	Word Class	Punctuation
		Vocabulary		
Revisit the use of formal and	Variation in		<u>Noun</u>	Apostrophe to mark
technical vocabulary.	sentence		Nouns and pronouns	singular and plural
	structures, e.g.		used for clarity and	possession.
Introductory paragraph	While the eggs		cohesion.	
outlines what is going to be	hatch, female			Commas after fronted
explained.	penguins		Noun phrases expanded	adverbials.
			by the addition of	
Links between sentences help	Written in third		modifying adjectives,	Use inverted commas
to navigate the reader from	person.		nouns and prepositional	and other punctuation
one idea to the next.			phrases.	to indicate direct
	Use			speech.
Paragraphs organised correctly	embedded/relative		Consideration of nouns	
into key ideas.	clauses e.g.		ending in '-tion'.	
	Dinosaurs, which			
Subheadings are used to	are very strong,		<u>Verbs</u>	
organise information.			Standard English forms	
	Include adverbs to		for verbs.	
E.g. sections of the river, body	show how often,			
parts, layers of earth.	e.g. daily,		Connectives/conjunctions	
	regularly, rarely.		Use a wide range of	
			connectives.	
	Sentences build			
	from a general		<u>Tense</u>	
	idea to more		Correct and consistent	
	specific.		use of past and present	
			tense.	
	Use technical			
	vocabulary to		<u>Adverbs</u>	
	show the reader		Use a range of fronted	
	the writer's		adverbial for both time	
	expertise.		and manner.	
			Fronted adverbials are	
			used correctly (comma	
			after a fronted adverbial).	

	rear 5					
Text Structure	Sentence	Useful	Word Class	Punctuation		
		Vocabulary				
A clear and well crafted title.	Sentence		Noun	Use a wide range of		
	length		Locate and identify	punctuation throughout the		
Revisit the use of formal and	varied, e.g.		expanded noun phrases.	writing.		
technical vocabulary.	short/long.					
,	and quality		Verbs	Punctuation for parentheses is		
Introductory paragraph outlines	Written in		Use modal verbs. Prefixes	used to show additional		
clearly what is going to be	third		for verbs; dis, de, mis,	information.		
explained.	person.		over, ise, ify. Convert			
· ·			adjectives into verbs			
Description of the phenomenon	Wide range		using suffixes; ate, ise,			
is technical and accurate.	of		ify.			
	subordinate		· ·			
Generalised sentences are used	connectives,		<u>Adjectives</u>			
to categorise and sort	e.g. whilst,		Choose appropriate			
information for the reader.	until,		adjectives.			
	despite.					
Purpose of the text is to inform			Connectives/conjunctions			
the reader.			Use a wide range of			
			connectives.			
			Relative clauses are used			
			to embed extra			
			information.			
			_			
			<u>Tense</u>			
			Change tense according			
			to features of the genre.			
			Adverbs			
			Conjunctive adverbs for			
			cause and effect are used			
			to link connective points.			

Text Structure	Sentence	Useful	Word Class	Punctuation
		Vocabulary		
Revisit the use of formal and	Verb forms		<u>Noun</u>	Consolidate all previous
technical vocabulary.	are		Expanded noun phrases	learning.
	controlled		to convey complicated	
The overall explanation of the	and precise.		information concisely.	Punctuation for parentheses
chosen topic is well				is used to show additional
constructed and answers the	Written in		<u>Verbs</u>	information.
reader's questions.	third person.		Use modal verbs. Prefixes	
			for verbs; dis, de, mis,	Punctuation such as dashes,
The writer understands the	Modifiers are		over, ise, ify.	colons and semi-colons are
impact and thinks about	used to		Convert adjectives into	used correctly.
further questions that this	intensify or		verbs using suffixes; ate,	
explanation text may raise.	qualify, e.g.		ise, ify.	
	insignificant			
Information is prioritised	amount,		Connectives/conjunctions	
according to importance and	exceptionally.		Use a wide range of	
captivates the reader.			connectives.	
	Sentence		-	
	length and		Tense	
	type varied		Change tense according	
	according to		to features of the genre.	
	purpose.		Advarbs	
	Complex		Adverbs Link ideas across a text	
	noun phrases		using cohesive devices,	
	used to add		such as adverbials.	
	detail, e.g.		Use of evaluative adverbs	
	The delicate		 incredibly, amazingly, 	
	flowers are		etc.	
	slowly		Ctc.	
	removed			
	from the			
	large walled			
	garden.			
	<u>.</u>			
	Prepositional			
	phrases used			
	cleverly. e.g.			
	In the event			
	of			

Recount – experiences, diary, police reports, sports reports

<u>Year 1</u>

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped together in time sequence.	Simple connectives are used to construct simple sentences, e.g.	First Next	<u>Noun</u> What a noun is. Regular plural nouns with 'er'.	Use spaces to separate words.
Written in first person. Written in the past tense. Focused on individual or	and, but, then, so.	After Finally	Verbs Third person, first person singular. Ending added to verbs where there is a change to the root. Simple past tense 'ed'.	Begin to use full stops. Begin to use exclamation marks.
group participants, e.g. I, we.		The best part was The worst part was I liked	Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then.	Capital letters for the start of sentence, names, personal pronouns. Read words with contractions.
		I didn't like	<u>Tense</u> Simple past tense 'ed'.	

Recount – experiences, diary, police reports, sports reports

Text Structure	Sentence	Useful	Word Classes	Punctuation
TEAT OU GOOGLE	Genten Ge	Vocabulary	J. 3.3333	. anotaanon
Brief introduction and conclusion.	Subject/verb sentences, e.g. He	Afterwards	Noun Form nouns using suffixes and compounding.	Use spaces that reflect the size of the letters.
Written in the past tense, e.g. I went, I saw	was They were It happened	After that When	Expanded noun phrases for description. Add 'es' to nouns.	Use full stops correctly.
Main ideas organized in	Some modal verbs introduced, e.g. would, could, should.	Suddenly	Verbs Progressive form of verbs in the past and present tense.	Use question marks correctly.
groups. Ideas organised in	Use simple adverbs, e.g. quickly, slowly.	Just then	Add 'es', 'ed' and 'ing' to verbs.	Use exclamation marks correctly.
chronological order using connectives that signal time.	Use simple noun phrases, e.g. large	Next Much later	Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.	Use capital letters correctly.
	tiger.	I found it interesting When	<u>Connectives/conjunctions</u> Subordination – when, if, that, because. Coordination – or, and, but.	Apostrophes for contractions.
		I found it boring when	<u>Tense</u> Correct and consistent use of past and	Possessive apostrophes for singular nouns.
		I didn't expect	present tense. Adverbs	Commas to separate items in lists.
			'ly' added to adjective to form adverb.	

Recount - experiences, diary, police reports, sports reports

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.	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 we arrived, the tour guide gave us a chocolate bar.	During our school trip	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the'. Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because). Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause: then, next, soon.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.

Recount – experiences, diary, police reports, sports reports

<u>Year 4</u>

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.	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.	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	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.

Recount - experiences, diary, police reports, sports reports

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 is an experience revealing the writer's perspective.	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 subordinate connectives, e.g. whilst, until, despite.	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	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.	Consolidate all previous learning. Brackets Dashes Colons Semi-colons

Recount – experiences, diary, police reports, sports reports

			<u>cai o</u>	
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 wildlife 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. Fronted adverbials used to clarify writer's position, e.g. As a consequence of their 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	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 then half	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes: ate, ise, ify. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices, such as adverbials.	Use a wide range of punctuation throughout the writing.

<u>Letters</u>

<u>Year 1</u>

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

Letters

Year 2

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

Letters

<u>1601.6</u>					
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	
Clear introduction. Points about the visit/issue.	Simple sentences with extra description. Some complex sentences	While, if, as, when	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.	Introduce possessive apostrophes for plural nouns.	
visity issue.	using when, if, as etc.	inform you	repetition.	Introduce inverted	
Organised into paragraphs denoted by time/place.	Tense consistent, e.g. modal verbs can/will.	that It has come to my attention that	Verbs Present perfect forms of verbs instead of 'the'.	commas.	
Topic sentences.	Adverbials, e.g. When they have a	Thank you	<u>Adjectives</u> Choose appropriate adjectives.		
Some letter layout features included.	problem, we played after tea. It was scary in the tunnel.	for I hope that	Connectives/conjunctions Express time and cause (when, so, before, after, while, because).		
			<u>Tense</u> Correct and consistent use of past and present tense.		
			Adverbs Introduce/revise adverbs. Express time and cause: then, next, soon.		

Letters

Year 4

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

Letters

<u>Year 5</u>

-)	5
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
		vocabulary		
Developed	Sentence length varied, e.g.	I appreciate	<u>Noun</u>	Consolidate all previous
introduction and	short/long.		Locate and identify expanded noun	learning.
conclusion using all		Whilst we were	phrases.	
the letter layout	Active and passive voice used	waiting		Brackets
features.	deliberately to heighten		<u>Verbs</u>	Dashes
	engagement.	Your concern	Use modal verbs.	Colons
Paragraphs developed	e.g. The café chairs were		Prefixes for verbs; dis, de, mis, over, ise,	Semi-colons
with prioritised	broken.	Until this is	ify.	
information.		resolved	Convert adjectives into verbs using suffixes; ate, ise, ify.	
5 (1	Wide range of subordinate		suffixes, ate, ise, ify.	
Purpose of letter is	connectives, e.g. whilst, until, despite.	Despite speaking	<u>Adjectives</u>	
clear and transparent for reader.	e.g. willist, uittii, despite.	to the duty	Choose appropriate adjectives.	
ioi readei.	Complex sentences that use	manager	choose appropriate adjectives.	
Formal language used	well known economic	This is a disgrace	Connectives/conjunctions	
throughout to engage	expression. e.g. Because of	iiiis is a disgrace	Use a wide range of connectives.	
the reader.	their courageous efforts, all	Unfortunately	Ŭ	
	the passengers were saved,	omortanately	<u>Tense</u>	
	which was nothing short of a	Many other	Change tense according to features of the	
	miracle.	people also	genre.	
		I am delighted to	<u>Adverbs</u>	
		inform you	Know what an adverbial phrase is.	
		that	Fronted adverbials.	
			Comma after fronted adverbials. Adverbials of time, place and number.	
			raversials of time, place and number.	

Letters

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Letter well constructed that 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 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. Fronted adverbials used to clarify writer's position, e.g. As a consequence of your 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	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	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices, such as adverbials.	Use a wide range of punctuation throughout the writing.

<u> Year 1</u>

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

<u>Persuasion - Purpose: advert, leaflet, argument</u> <u>Year 2</u>

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

Year PAGE 3

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction. Points about subject/issue. Organised into paragraphs. Subheading used to organise texts.	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 they have a problem, go outside until dark. It felt better by the train station. Start sentences with verbs, e.g. imagine, consider, enjoy.	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	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the'. Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because). Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause: then, next, soon.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion.	Variation in sentence structures, e.g. Only a fool would believe,	I believe that It seems to me that	Noun Nouns and pronouns used for clarity and cohesion.	Apostrophe to mark singular and plural possession.
Links between key ideas in the letter.	many customers agree.	It is clear that	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.	Commas after fronted adverbials.
Paragraphs organised correctly into key ideas.	Use embedded/relative clauses, e.g. The giraffe, who	Is it any wonder that	<u>Verbs</u> Standard English forms for verbs.	Use inverted commas and other punctuation to indicate direct speech.
Subheading Topic sentences	was very clumsy The friend, that was jealous	Furthermore As I see it	Adjectives Choose appropriate adjectives.	
Topic settences	Include adverbs to show how often, e.g.	Tremendous	Connectives/conjunctions Use a wide range of connectives.	
	annually, everyday, never.	Implore you to consider	Tense Correct use of past and present tense.	
	More complicated rhetorical questions, e.g. haven't you	Extremely significant	Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.	
	always longed for a?	Inevitably	Commu arter fronted daversals.	
		Finally In		
		conclusion		
		In summary		
		The evidence presented		
		Have you ever thought about?		
		Do you think that?		
		Fed up with?		

<u>Year 5</u>

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

<u>Persuasion - Purpose: advert, leaflet, argument</u> <u>Year 6</u>

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

Biography

Year 1

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped	Simple connectives are used to	First	Noun	Use spaces to
together in time sequence.	construct simple sentences, e.g. and, but, then, so.	Next	What a noun is. Regular plural nouns with 'er'.	separate words.
Written in first		After	<u>Verbs</u> Third person, first person singular.	Begin to use full stops.
person.		"	Ending added to verbs where there is a change to the root. Simple past tense	Begin to use
Written in the past tense.		Finally	'ed'.	exclamation marks.
Focused on		When he/she was born	Adjectives	Capital letters for
individual or group participants, e.g. l,		When he/she was five	Add 'er' and 'est' to adjectives where no change is needed to root word.	the start of sentence, names,
we.		years old	Connectives/conjunctions	personal pronouns.
		An interesting thing	Join words and sentences using and/then.	Read words with
		about	<u>Tense</u>	contractions.
		A fact about	Simple past tense 'ed'.	
		He/she will be		
		remembered for		

Biography

<u>Year 2</u>					
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	
Brief introduction and conclusion.	Subject/verb sentences, e.g. He was They were It happened	As a child As a teenager	Noun Form nouns using suffixes and compounding.	Use spaces that reflect the size of the letters.	
Written in the past tense, e.g. He went She travelled	Some modal verbs introduced, e.g. would, could, should.	At a young	Expanded noun phrases for description. Add 'es' to nouns. Verbs	Use full stops correctly.	
Main ideas organised in groups.	Use simple adverbs, e.g. loudly, badly.	age Many years later	Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.	Use question marks correctly.	
Ideas organised in chronological order	Use simple noun phrases, e.g. large crowd.	One of the interesting things	Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.	Use exclamation marks correctly.	
using connectives that signal time.		aboutwas	Connectives/conjunctions Subordination – when, if, that, because	Use capital letters correctly.	
		In my view His/Her life	Coordination – or, and, but.	Apostrophes for contractions.	
		was	Tense Correct and consistent use of past and present tense.	Possessive apostrophes for singular nouns.	
		l believe	Adverbs 'ly' added to adjective to form adverb.	Commas to separate items in lists.	
		He/She was		lists.	
		He/She			

	became	

Biography

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.	Sentence 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 she arrived at the scene, the doctors told her exactly what happened.	Useful Vocabulary During his/her early life Soon afterwards Sometimes he Strangely One of the most remarkable facts about His/her greatest achievement was	Word Classes Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the'. Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because). Tense Correct and consistent use of past and present tense. Adverbs	Punctuation Introduce possessive apostrophes for plural nouns. Introduce inverted commas.
			Introduce/revise adverbs. Express time and cause: then, next, soon.	

Biography

and conclusion. e.g. While we watched the movie By the time he/she Links between sentences help to navigate the reader from one idea to the next. Include adverbs to show how organised correctly around key events. Elaboration is used to reveal the writer's emotions and responses. Use emotive language to show personal responses. e.g. While we watched the movie By the time he/she By the addition of modifying adjectives, nouns and prepositional phrases. Commas after fronted adverbials. Verbs Standard English forms for verbs. Use inverted Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Although feelings ran high in the community Tense Correct use of past and present tense.	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
wonderfully encouraged me to In many ways, it wasn't until Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.	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	Variation in sentence structures, e.g. While we watched the movie Use embedded/relative clauses, e.g. Camels, which are very grumpy. Include adverbs to show how often, e.g. daily, frequently, often. Sentences build from a general idea to more specific. Use emotive language to show personal response, e.g. that wonderfully encouraged me	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 feelings ran high in the community In many ways, it wasn't	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct

Biography

<u>Year 5</u>

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

Biography

<u>Year 6</u>

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
The report is well constructed and	Verb forms are controlled and precise, e.g. It would be	They are unusually	Noun Expanded noun phrases to convey	Consolidate all previous learning.
answers the reader's questions.	understandable if the exciting times came to an end.	They are rarely	complicated information concisely.	Brackets
The writer understands the	Modifiers are used to intensify or qualify, e.g. insignificant	They are never	<u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over,	Dashes
impact and thinks about the response.	amount, aggressively.	They are very	ise, ify. Convert adjectives into verbs using	Colons
Information is	Sentence length and type varied according to purpose.	Generally	suffixes; ate, ise, ify.	Semi-colons
prioritised according to importance and a	Fronted adverbials used to	Be careful if you	Adjectives Choose appropriate adjectives.	
frame of response set up for the reply.	clarify writer's position, e.g. As an effect of the weather	Frequently	Connectives/conjunctions Use a wide range of connectives.	
	Complex noun phrases used to	they I will	<u>Tense</u>	
	add detail, e.g. The extravagant cake are carefully removed from the large van	attempt to	Change tense according to features of the genre.	
	Prepositional phrases used	This article will	Adverbs Link ideas across a text using cohesive	
	cleverly. e.g. In the result of an	frame It can be	devices, such as adverbials.	
	earthquake	difficult to Each		
		paragraph More		

	than half	
	Less than half	

<u> Year 1</u>

Sentence	Useful Vocabulary	Word Classes	Punctuation
Simple connectives are used to	are	Noun	Use spaces to
construct simple sentences, e.g. and, but, then, so.	is		separate words.
			Begin to use full
	They	<u>Verbs</u> Third person, first person singular.	stops.
	are	Ending added to verbs where there is a	Begin to use
	The	change to the root. Simple past tense ed.	exclamation marks.
		<u>Adjectives</u>	
	different	•	Capital letters for the start of
	This is a	change is needed to root word.	sentence, names,
	-1	Connectives/conjunctions	personal
	inere are	Join words and sentences using and/then.	pronouns.
	These can be	<u>Tense</u> Simple past tense 'ed'	Read words with contractions.
	Simple connectives are used to construct simple sentences, e.g.	Simple connectives are used to construct simple sentences, e.g. and, but, then, so. They are The different This is a There are	Simple connectives are used to construct simple sentences, e.g. and, but, then, so. They Werbs Third person, first person singular. Ending added to verbs where there is a change to the root. Simple past tense 'ed'. The different This is a There are These can be Tense

Non-Chronological Reports

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion.	Subject/verb sentences e.g. He was They were	They like to	Noun Form nouns using suffixes and compounding.	Use spaces that reflect the size
Written in the	It happened	They can	Expanded noun phrases for description. Add 'es' to nouns.	of the letters.
appropriate tense. e.g. Sparrow's	Some modal verbs introduced e.g. would, could, should.	It can	<u>Verbs</u>	Use full stops correctly.
nest Dinosaurs were	Use simple adverbs, e.g. loudly,	Like many	Progressive form of verbs in the past and present tense.	Use guestion
Main ideas	gently.	I am going to	Add 'es', 'ed' and 'ing' to verbs.	marks correctly.
organised in groups.	Use simple noun phrases, e.g. giant dinosaur.	There are two sorts of	<u>Adjectives</u> Add 'er' and 'est' to adjectives where no	Use exclamation marks correctly.
	giant amosaan	They live in	change is needed to root word.	Use capital
		Thehave but the have	Connectives/conjunctions Subordination – when, if, that, because.	letters correctly.
			Coordination – or, and, but.	Apostrophes for contractions.
			<u>Tense</u> Correct and consistent use of past and	
			present tense.	Possessive apostrophes for
			Adverbs 'ly' added to adjective to form adverb.	singular nouns.
			iy added to adjective to form adverb.	Commas to separate items
				in lists.

Year 3

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction. Organised into paragraphs shaped around a key topic sentence. Use of subheadings.	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	The following report They don't It doesn't Sometimes Often Most	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the'. Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because). Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause: then, next, soon.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.

Non-Chronological Reports

<u>Year 4</u>

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction	Variation in sentence	This report will	<u>Noun</u>	Apostrophe to mark
and conclusion.	structures, e.g. While the	_, ,, ,	Nouns and pronouns used for clarity and	singular and plural
Cala batana	eggs hatch female penguins	The following information	cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and	possession.
Links between sentences help to	penguins	illiorillation	prepositional phrases.	Commas after fronted
navigate the	Use embedded/relative	Usually	propositional prinades.	adverbials.
reader from one	clauses	,	<u>Verbs</u>	
idea to the next.	e.g. Dinosaurs, which are	Normally	Standard English forms for verbs.	Use inverted commas
	very strong,			and other punctuation
Paragraphs		Even though	Adjectives Choose appropriate adjectives.	to indicate direct speech.
organised correctly into key	Include adverbs to show how often, e.g. daily,	Despite the fact	Choose appropriate adjectives.	зреесн.
ideas.	regularly, rarely.	2 00 p. 10 1.10 1.10 1.11	Connectives/conjunctions	
	<i>5</i> ,, ,	As a rule	Use a wide range of connectives.	
Subheadings are	Sentences build from a			
used to organise	general idea to more		Tense	
information. E.g.	specific.		Correct use of past and present tense.	
Qualities, body parts, behaviour.	Hee to choicel weephyleny		Adverbs	
parts, beriavioui.	Use technical vocabulary to show the reader the		Know what an adverbial phrase is.	
	writer's expertise.		Fronted adverbials.	
			Comma after fronted adverbials.	

<u>Year 5</u>

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Text Structure 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.	Sentence 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 subordinate connectives, e.g. whilst, until, despite.	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	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the	Punctuation Use a wide range of punctuation throughout the writing.
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.		will enable you to understand Unlike Despite Although Like many	Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.	

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 wildlife 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. Fronted adverbials used to clarify writer's position, e.g. As a result of their game Complex noun phrases used to add detail, e.g. The delicate flowers are slowly removed from the large walled garden. Prepositional phrases used cleverly. e.g. In the event of an accident	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 then half	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices, such as adverbials.	Consolidate all previous learning. Brackets Dashes Colons Semi-colons

Balanced Argument - Purpose: Speech, Essay, Letter

<u>Year 1</u>

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

<u>Balanced Argument – Purpose: Speech, Essay, Letter</u>

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written with an impersonal style. Main ideas organised in groups.	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 noun phrases, e.g. angry mum. Use rhetorical questions. Use ambitious adjectives to grab the reader's attention.	I am going to In fact It seems To sum this up The opposite view of this is Not everyone agrees with this	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination — when, if, that, because. Coordination — or, and, but.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions.
	grab the redder 3 attention.		<u>Tense</u> Correct and consistent use of past and present tense.	Possessive apostrophes for singular nouns.
			Adverbs 'ly' added to adjective to form adverb.	Commas to separate items in lists.

Balanced Argument - Purpose: Speech, Essay, Letter

<u>Icur y</u>				
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction.	Simple sentences with extra description.	I will begin	<u>Noun</u> Form nouns using prefixes.	Introduce possessive
Points about subject/issue.	Some complex sentences using	by Maybe	Nouns and pronouns used to avoid repetition.	apostrophes for plural nouns.
Organised into paragraphs.	· · · · · · · · · · · · · · · · · · ·	Firstly	Verbs	Introduce inverted commas.
Subheading used		Many people are concerned that	Present perfect forms of verbs instead of 'the'.	
to organise texts.		l wonder	Adjectives Choose appropriate adjectives.	
		Sometimes	Connectives/conjunctions Express time and cause (when, so, before,	
		It could be argued that	after, while, because).	
		Therefore	Tense Correct and consistent use of past and present tense.	
			Adverbs Introduce/revise adverbs. Express time and cause: then, next, soon.	
		My overall feeling/opinion is		
		An example of this is		
		It is clear that		

<u>Balanced Argument – Purpose: Speech, Essay, Letter</u>

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences	Variation in sentence structures, e.g. While we made the cake As we departed Use embedded/relative clauses, e.g. The Headteacher, who was very angry The angry mob, who had broken the barricade Include adverbs to show how often, e.g. monthly, constantly, rarely. More complicated rhetorical questions, e.g. Have you ever considered the impact of?	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	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.

<u>Balanced Argument – Purpose: Speech, Essay, Letter</u>

<u>Year 5</u>

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
1 0.110	Sentence Sentence length varied, e.g. short/long. Active and passive voice used deliberately to heighten engagement. e.g. the dogs were missing. Wide range of subordinate connectives, e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g. Because of their enormous energy, the treehouse was built, which was nothing short of a miracle. Persuasive statements are used to change the reader's opinion. E.g. you will never need to	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	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.	Consolidate all previous learning. Brackets Dashes Colons Semi-colons
		In conclusion The evidence presented leads me to conclude		

<u>Balanced Argument – Purpose: Speech, Essay, Letter</u>

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Arguments are well constructed that answer the reader's	Verb forms are controlled and precise, e.g. It will be a global disaster if people do not make a change now	I will present Following that, I will	Noun Expanded noun phrases to convey complicated information concisely.	Use a wide range of punctuation throughout the
questions. The writer understands the impact or the	Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally.	One argument for this is that fundamentally flawed	Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using	writing.
emotive language and thinks about the response.	Sentence length and type varied according to purpose.	an easy answer that avoids	suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives.	
Information is prioritised according to the writer's point of	Fronted adverbials used to clarify writer's position, e.g. As a result of the discussion Complex noun phrases used to add	I would counter this view It seems plausible to	Connectives/conjunctions Use a wide range of connectives.	
view.	detail, e.g. the phenomenal impact of using reusable bags	Moreover In point of fact	<u>Tense</u> Change tense according to features of the genre.	
	Prepositional phrases used cleverly. e.g. In the event of a snowstorm	The evidence I would use to support this is	Adverbs Link ideas across a text using cohesive devices, such as adverbials.	
		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>Year 1</u>

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

<u>Year 2</u>

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 – time related words. A photo with a caption.	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 noun phrases, e.g. brown hair.	It was a terrible The scene was Many passers-by Some children were	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly.
		Shocking Awful Amazing Incredible Afterwards	Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.

<u>Year 3</u>

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

Year 4

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

Newspaper

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

<u>Newspaper</u>

<u>Year 6</u>

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

<u>Year 1</u>

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

<u>Year 2</u>

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

<u>Year 3</u>

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

Story

<u>Year 4</u>								
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. Paragraphs organised correctly to build up to key event. Repetition avoided through using different sentence structures and ellipsis.	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.	Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.				

<u>Year 5</u>

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Sequence of plot may be disrupted for effect, e.g. flashback.	Sentence length varied, e.g. short/long.	Year 5 ambitious vocabulary used	Noun Locate and identify expanded noun phrases.	Consolidate all previous learning.
Opening and resolution shape the story.	Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from		Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes;	Brackets Dashes Colons Semi-colons
Structural features of narrative are included,	the drawer.		ate, ise, ify.	3 0 00.0
e.g. repetition for effect.	Wide range of subordinate connectives,		Adjectives Choose appropriate adjectives.	
Paragraphs varied in length and structure.	e.g. whilst, until, despite.		Connectives/conjunctions	
Pronouns used to hide the doer of the action,	Embedded subordinate clauses are used for economy or		Use a wide range of connectives. Tense	
e.g. it crept into the woods.	emphasis. Figurative language used to build		Change tense according to features of the genre.	
woods.	description (sometimes clichéd), e.g. the crowd charged like bulls.		Adverbs	
	Repetition is used for effect, e.g.		Know what an adverbial phrase is. Fronted adverbials.	
	the boys ran and ran until they could run no more.		Comma after fronted adverbials. Adverbials of time, place and number.	

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
The story is well constructed and raises intrigue. Dialogue is used to move the action on to heighten empathy for central character. Deliberate ambiguity is set up in the mind of the reader until later in the text.	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. Fronted adverbials used to clarify writer's position, e.g. As a consequence of his selfish actions 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.	Year 6 ambitious vocabulary used	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices, such as adverbials.	Use a wide range of punctuation throughout the writing.