

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'. <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is a change to the root. Simple past tense 'ed'. <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Connectives/conjunctions</u> Join words and sentences using and/ then. <u>Tense</u> 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.

Instructions

<u>Year 2</u>

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

<u>Year 4</u>

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.	Continue 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.

Instructions Year 5

<u>rear 5</u>				
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

<u>Year 6</u>

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.

Explanation Year 1

Text Structure	Sentence	Useful Vocabulary	Word Class	Punctuation
	Circuit.	Vocabulary	N	
Ideas grouped together for	Simple	are	Noun	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	
			conjunction 'and' is used	
			to link two ideas	
			together. E.g. Turtles	
			have a hard shell and	
			tigers have long claws.	
			Present tense '-ing'.	
			Fieselli lelise -ling.	

		<u>rea</u>		
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			
	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	
			clauses – when, if, that,	
	Adverbials,		because.	
	e.g. When		Consultantian to the field	
	the		Coordination to link ideas	
	caterpillar		– or, and, but.	
	makes a		Correct and consistent	
	cocoon			
			use of the present tense.	
			Adverbs_	
			'ly' added to adjective to	
			form adverb.	

Year 3

<u>Year 3</u>						
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.					
			<u>Adjectives</u>			
	Tense		Choose appropriate			
	consistent		adjectives and expanded			
			noun phrases.			
	Adverbials					
	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 			
			<u>Adverbs</u>			
			Introduce/revise adverbs.			
			Express time and cause:			
			following that, soon			
			after, moments later.			
			Explore adverbs ending in			
			'-ly'.			
			·/·			

		<u>Year 4</u>		
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).	

Υ	ear	5

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Text Structure	Sentence	Useful	Word Class	Punctuation
		Vocabulary		
A clear and well crafted title.	Sentence		<u>Noun</u>	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.			
	_		<u>Verbs</u>	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.	

Y	ea	r 6

<u>Year 6</u>					
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	Ũ	
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		<u>Tense</u>		
	type varied		Change tense according		
	according to		to features of the genre.		
	purpose.				
			<u>Adverbs</u>		
	Complex		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 .				
	removed				
	from the				
	large walled				
	garden.				
	Duonositional				
	Prepositional				
	phrases used				
	cleverly. e.g. In the event				
	of				
L	U				

<u>Recount – experiences, diary, police reports, sports reports</u>

Year 1					
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	
Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants, e.g. I, we.	Simple connectives are used to construct simple sentences, e.g. and, but, then, so.	First Next After Finally The best part was The worst part was I liked I didn't like	NounWhat a noun is.Regular plural nouns with 'er'.VerbsThird person, first person singular.Ending added to verbs where there is a change to the root. Simple past tense 'ed'.AdjectivesAdd '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>Recount – experiences, diary, police reports, sports reports</u>

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 organized in groups. Ideas organised in chronological order using connectives 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 tiger.	Afterwards After that When Suddenly Just then Next Much later I found it interesting When I found it boring when I didn't expect	NounForm nouns using suffixes and compounding.Expanded noun phrases for description. Add 'es' to nouns.VerbsProgressive form of verbs in the past and present tense.Add 'es', 'ed' and 'ing' to verbs.Add 'es', 'ed' and 'ing' to verbs.AdjectivesAdd 'er' and 'est' to adjectives where no change is needed to root word.Connectives/conjunctions Subordination – when, if, that, because. Coordination – or, and, but.Tense Correct and consistent use of past and present tense.Adverbs 'ly' added to adjective to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.

<u>Year 2</u>

<u>Recount – experiences, diary, police reports, sports reports</u>

<u>Year 3</u>					
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.	Last week During our school trip Soon Meanwhile To begin with I was pleased that I didn't expect that It was difficult 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.	

<u>Recount – experiences, diary, police reports, sports reports</u>

<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.	Variation in sentence structures, e.g. While we watched the sea lion show Use embedded/relative clauses, e.g. Penguins, which are very agile.	Later on Before long At that very moment At precisely When this was complete	Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.
events. Elaboration is used to reveal the writer's emotions and responses.	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.	I was gripped by I felt overwhelmed when I was personally affected by This has changed how I feel about	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.	

Recount – experiences, diary, police reports, sports reports

	<u>Year 5</u>					
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation		
Developed introduction and conclusion including elaborated personal response. Description of events are	Sentence length varied, e.g. short/long. Active and passive voice used	As it happened As a result of Consequently	<u>Noun</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs.	Consolidate all previous learning. Brackets Dashes		
detailed and engaging. The information is organised chronologically with clear signals to the reader about time, place and personal response.	deliberately to heighten engagement. e.g. Giraffes left the enclosure. Wide range of subordinate	Subsequently Unlike the rest of the group, I felt In a flash Presently	Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives.	Colons Semi-colons		
Purpose of the recount is an experience revealing the writer's perspective.	connectives, e.g. whilst, until, despite.	Meanwhile In conclusion The experience overall	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.			

Recount – experiences, diary, police reports, sports reports

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>Year 6</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 I went I saw It was My favourite They were 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'. 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.

<u>Year 2</u>

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

<u>Letters</u>

<u>Year 3</u>

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction. Points about the visit/issue. Organised into paragraphs denoted by time/place. Topic sentences. Some letter layout features included.	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, we played after tea. It was scary in the tunnel.	While, if, as, when I would like to inform you that It has come to my attention that Thank you for I hope that	 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.

<u>Year 4</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. All letter layout features included.	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. regularly, weekly, annually.	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	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>Letters</u>

<u>Year 5</u>

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed	Sentence length varied, e.g.	l appreciate	Noun	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	-	Verbs	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	
	Wide range of subordinate		suffixes; ate, ise, ify.	
Purpose of letter is	connectives,	Despite speaking		
clear and transparent	e.g. whilst, until, despite.	to the duty	<u>Adjectives</u>	
for reader.		manager	Choose appropriate adjectives.	
	Complex sentences that use			
Formal language used	well known economic	This is a disgrace	Connectives/conjunctions	
throughout to engage	expression. e.g. Because of		Use a wide range of connectives.	
the reader.	their courageous efforts, all	Unfortunately		
	the passengers were saved,		<u>Tense</u>	
	which was nothing short of a	Many other people	Change tense according to features of the	
	miracle.	also	genre.	
		I am delighted to	<u>Adverbs</u>	
		inform you that	Know what an adverbial phrase is.	
			Fronted adverbials.	
			Comma after fronted adverbials.	
			Adverbials of time, place and number.	

<u>Year 6</u>

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.

Persuasion - Purpose: advert, leaflet, argument

<u>Year 1</u>

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

Persuasion - Purpose: advert, leaflet, argument

<u>Year 2</u>

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written in the present tense. Main ideas organised in groups.	Some modal verbs	Vocabulary The biggest The greatest The longest The tallest I think that I believe that Extraordinary	Noun Form nouns using suffixes and compounding. 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> Add 'er' and 'est' to adjectives where	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.
	Use rhetorical questions. Use ambitious adjectives to grab the reader's attention.	Remarkable	Adverbs <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>Adverbs</u> <u>A</u>	Possessive apostrophes for singular nouns. Commas to separate items in lists.

Persuasion - Purpose: advert, leaflet, argument

Year 3	

Points about subject/issue. Organised into paragraphs. Subheading used to organise texts. Adve e.g. prot dark It fel stati	odal verbs can/will. verbials, . When they have a oblem, go outside until rk. elt better by the train	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.

Persuasion - Purpose: advert, leaflet, argument

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. Only a fool would believe, many customers agree.	I believe that It seems to me that It is clear that	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials.	
Paragraphs organised correctly into key ideas. Subheading Topic sentences	Use embedded/relative clauses, e.g. The giraffe, who was very clumsy The friend, that was jealous Include adverbs to show how often, e.g. annually, everyday, never. More complicated rhetorical questions, e.g. haven't you always longed for a?	Is it any wonder that Furthermore As I see it Tremendous Implore you to consider Extremely significant Inevitably Finally In conclusion In summary The evidence presented Have you ever thought about? Do you think that?	VerbsStandard English forms for verbs.AdjectivesChoose appropriate adjectives.Connectives/conjunctionsUse a wide range of connectives.TenseCorrect use of past and present tense.AdverbsKnow what an adverbial phrase is.Fronted adverbials.Comma after fronted adverbials.	Use inverted commas and other punctuation to indicate direct speech.	

Persuasion - Purpose: advert, leaflet, argument Year 5

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

Persuasion - Purpose: advert, leaflet, argument Year 6

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
	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 value used	There is no doubt that	Locate and identify expanded noun phrases.	Brackots
leaflet layout	Active and passive voice used deliberately to heighten	I am convinced that	phrases.	Brackets
features.	engagement.		<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		
information.	connectives,	Surely only a fool would	Prefixes for verbs; dis, de, mis, over, ise, ify.	Semi-colons
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 known economic expression.	In addition	Adjectives	
Emotive language used throughout to		Furthermore	Choose appropriate adjectives.	
	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 to change the reader's opinion.	On balance	Tense	
	E.g. you will never need to	Just think how	Change tense according to features of the genre.	
		Now you can	<u>Adverbs</u>	
		For the rest of your life	Know what an adverbial phrase is.	
		Unbelievable	Fronted adverbials.	
		Outrageous	Comma after fronted adverbials. Adverbials of time, place and number.	
		Incredible		

Biography

		<u>Year 1</u>		
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped together in time	Simple connectives are used to construct simple sentences,	First	<u>Noun</u> What a noun is.	Use spaces to separate words.
sequence.	e.g. and, but, then, so.	Next	Regular plural nouns with 'er'.	Begin to use full
Written in first person.		After	<u>Verbs</u> Third person, first person singular.	stops.
Written in the past tense.		Finally	Ending added to verbs where there is a change to the root. Simple past tense 'ed'.	Begin to use exclamation marks.
Focused on		When he/she was born	<u>Adjectives</u>	Capital letters for
individual or group participants, e.g. I, we.		When he/she was five years old	Add 'er' and 'est' to adjectives where no change is needed to root word.	the start of sentence, names, personal
		An interesting thing about	<u>Connectives/conjunctions</u> Join words and sentences using and/then.	pronouns. Read words with
		A fact about	<u>Tense</u> Simple past tense 'ed'.	contractions.
		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	As a child	<u>Noun</u> Form nouns using suffixes and	Use spaces that reflect the size of
Written in the past	It happened	As a teenager	compounding. Expanded noun phrases for	the letters.
tense, e.g. He went She	Some modal verbs introduced, e.g. would, could, should.	At a young age	description. Add 'es' to nouns.	Use full stops correctly.
travelled Main ideas	Use simple adverbs, e.g. loudly, badly.	Many years later	<u>Verbs</u> Progressive form of verbs in the past and present tense.	Use question marks correctly.
organised in groups.	Use simple noun phrases, e.g.	One of the interesting	Add 'es', 'ed' and 'ing' to verbs.	Use exclamation
Ideas organised in chronological order	large crowd.	things aboutwas	Adjectives Add 'er' and 'est' to adjectives where no	marks correctly.
using connectives that signal time.		In my view	change is needed to root word.	Use capital letters correctly.
		His/Her life was	<u>Connectives/conjunctions</u> Subordination – when, if, that, because	Apostrophes for
		I believe	Coordination – or, and, but.	contractions.
		He/She was	Tense Correct and consistent use of past and present tense.	Possessive apostrophes for singular nouns.
		He/She became	<u>Adverbs</u> 'ly' added to adjective to form adverb.	Commas to separate items in lists.

<u>Biography</u>

<u>Year 3</u>

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

Biography

<u>Year 4</u>

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

Biography

<u>Year 5</u>

Sentence	Useful Vocabulary	Word Classes	Punctuation
Sentence length varied, e.g. short/long.	In (insert year) at the age of he/she	<u>Noun</u> Locate and identify expanded noun phrases.	Use a wide range of punctuation throughout the
Active and passive voice used deliberately to heighten engagement.	The time came for	<u>Verbs</u> Use modal verbs.	writing.
e.g. Monkeys left the tree.	In his/her later years	Prefixes for verbs; dis, de, mis, over, ise, ify.	
Wide range of subordinate Connectives,	Once he/she had	Convert adjectives into verbs using suffixes; ate, ise, ify.	
e.g. whilst, until, despite.	Nobody is sure why	Adjectives	
	In spite of		
	His/Her lasting legacy is	Use a wide range of connectives.	
	that	<u>Tense</u> Change tense according to features of	
		the genre.	
		<u>Adverbs</u> Know what an adverbial phrase is.	
		Fronted adverbials. Comma after fronted adverbials.	
	Sentence length varied, e.g. short/long. Active and passive voice used deliberately to heighten engagement. e.g. Monkeys left the tree. Wide range of subordinate Connectives,	Sentence length varied, e.g. short/long.In (insert year) at the age of he/sheActive and passive voice used deliberately to heighten engagement. e.g. Monkeys left the tree.The time came forWide range of subordinate Connectives, e.g. whilst, until, despite.Once he/she hadNobody is sure whyIn spite of	Sentence length varied, e.g. short/long.In (insert year) at the age of he/sheNoun Locate and identify expanded noun phrases.Active and passive voice used deliberately to heighten engagement. e.g. Monkeys left the tree.The time came forVerbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.Wide range of subordinate Connectives, e.g. whilst, until, despite.Once he/she hadConvert adjectives into verbs using suffixes; ate, ise, ify.Nobody is sure why His/Her lasting legacy is thatAdjectives Connectives/conjunctions Use a wide range of connectives.In spite of thatTense Change tense according to features of the genre.Adverbs Know what an adverbial phrase is. Fronted adverbials.Adverbs Know what an adverbial phrase is. Fronted adverbials.

<u>Biography</u>

<u>Year 6</u>

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
The report is well constructed and	Verb forms are controlled and	They are unusually	<u>Noun</u> Expanded noun phrases to convey	Consolidate all
answers the reader's	precise, e.g. It would be understandable if the exciting	They are rarely	complicated information concisely.	previous learning.
questions.	times came to an end.		<u>Verbs</u>	Brackets
The writer understands the	Modifiers are used to intensify or qualify, e.g. insignificant	They are never	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		Be careful if you	<u>Adjectives</u> Choose appropriate adjectives.	
frame of response set	Fronted adverbials used to clarify writer's position,		Connectives/conjunctions	
up for the reply.	e.g. As an effect of the weather	Frequently they	Use a wide range of connectives.	
	Complex noun phrases used to	I will attempt to	<u>Tense</u>	
	add detail, e.g. The extravagant cake are carefully removed	This article will frame	Change tense according to features of the genre.	
	from the large van	It can be difficult to	<u>Adverbs</u>	
	Prepositional phrases used cleverly.	Fach as a second	Link ideas across a text using cohesive devices, such as adverbials.	
	e.g. In the result of an	Each paragraph		
	earthquake	More than half		
		Less than half		

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped together for similarity.	Simple connectives are used to construct simple sentences, e.g. and, but, then, so.	are is	<u>Noun</u> What a noun is. Regular plural nouns with 'er'.	Use spaces to separate words.
Attempts at third person writing.		They are	<u>Verbs</u> Third person, first person singular.	Begin to use full stops.
e.g. The man was run over.		The different This is a	Ending added to verbs where there is a change to the root. Simple past tense 'ed'.	Begin to use exclamation marks.
Written in the appropriate tense. e.g. Sparrow's		There are	<u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.	Capital letters for the start of
nest Dinosaurs were		These can be grouped	<u>Connectives/conjunctions</u> Join words and sentences using and/then.	sentence, names, personal pronouns.
			<u>Tense</u> Simple past tense 'ed'.	Read words with contractions.

Non-Chronological Reports

Year 2

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction	Subject/verb sentences e.g. He	They like to	Noun	Use spaces that
and conclusion.	was They were		Form nouns using suffixes and compounding.	reflect the size
	It happened	They can	Expanded noun phrases for	of the letters.
Written in the			description. Add 'es' to nouns.	
appropriate tense.	Some modal verbs introduced	It can	N 1	Use full stops
e.g. Sparrow's nest	e.g. would, could, should.	Like menu	<u>Verbs</u>	correctly.
Dinosaurs were	Lice simple advertes o a loudly	Like many	Progressive form of verbs in the past and present tense.	Use question
Main ideas	Use simple adverbs, e.g. loudly, gently.	I am going to	Add 'es', 'ed' and 'ing' to verbs.	marks correctly.
organised in groups.	gentiy.		Aut es, et and ing to verbs.	marks correctly.
	Use simple noun phrases, e.g.	There are two sorts of	<u>Adjectives</u>	Use exclamation
	giant dinosaur.		Add 'er' and 'est' to adjectives where no	marks correctly.
		They live in	change is needed to root word.	
		- 1 1 1		Use capital
		The have but the have	Connectives/conjunctions	letters correctly.
			Subordination – when, if, that, because. Coordination – or, and, but.	
			coordination – or, and, but.	Apostrophes for
			Tense	contractions.
			Correct and consistent use of past and	Possessive
			present tense.	apostrophes for
				singular nouns.
			<u>Adverbs</u>	
			'ly' added to adjective to form adverb.	Commas to
				separate items
				in lists.

<u>Year 1</u>

	<u>rear s</u>					
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

Year 4

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

<u>Year 3</u>

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.	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 Like many	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. <u>Tense</u> 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.	Use a wide range of punctuation throughout the writing.		

<u>Year 6</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 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	 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

	<u>Year 1</u>					
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation		
ldeas 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 Some people believe	Noun What a noun is. Regular plural nouns with 'er'. <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is a change to the root. Simple past tense 'ed'.	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks.		
		Other people like Other people feel Other people believe	Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Connectives/conjunctions</u> Join words and sentences using and/then. <u>Tense</u> Simple past tense 'ed'.	Capital letters for the start of sentence, names, personal pronouns. Read words with contractions.		

Balanced Argument – Purpose: Speech, Essay, Letter

<u>Year 2</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.	Vocabulary 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. Add 'es', 'ed' and 'ing' to verbs. Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Connectives/conjunctions</u> Subordination – when, if, that, because. Coordination – or, and, but. <u>Tense</u> Correct and consistent use of past and present tense.	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.
			<u>Adverbs</u> 'ly' added to adjective to form adverb.	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.	I will begin by	<u>Noun</u> Form nouns using prefixes.	Introduce possessive	
Points about subject/issue.	Some complex sentences using	Maybe	Nouns and pronouns used to avoid repetition.	apostrophes for plural nouns.	
Organised into	when, if, as etc.	Firstly		Introduce inverted commas.	
paragraphs.	Tense consistent, e.g. modal verbs could/might.	Many people are	Verbs Present perfect forms of verbs instead of	invertea commas.	
Subheading used to organise texts.	Adverbials,	concerned that	'the'.		
	e.g. When they are struggling we have another go. It was scary	l wonder	<u>Adjectives</u> Choose appropriate adjectives.		
	trying something new.	Sometimes	Connectives/conjunctions Express time and cause (when, so, before,		
	Start sentences with verbs, e.g. imagine, consider, enjoy.	It could be argued	after, while, because).		
		that	<u>Tense</u> Correct and consistent use of past and		
		Therefore	present tense.		
		My overall feeling/opinion is	<u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.		
		An example of this is			
		It is clear that			

Year 3

		<u>Year 4</u>			
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	
Clear introduction and conclusion.	Variation in sentence structures, e.g. While we made the cake As we departed	This piece of writing will	<u>Noun</u> Nouns and pronouns used for clarity and cohesion.	Apostrophe to mark singular and plural possession.	
Links between key ideas in the letter.	Use embedded/relative clauses, e.g. The Headteacher, who was	feel convinced l intend to	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.	Commas after fronted	
Paragraphs organised correctly into key ideas.	very angry The angry mob, who had broken the barricade	On the other hand	<u>Verbs</u> Standard English forms for verbs.	adverbials. Use inverted	
Subheading	Include adverbs to show how often, e.g. monthly, constantly,	In addition	<u>Adjectives</u> Choose appropriate adjectives.	commas and other punctuation to	
Topic sentences	rarely. More complicated rhetorical questions, e.g. Have you ever considered the	It is surprising that	<u>Connectives/conjunctions</u> Use a wide range of connectives.	indicate direct speech.	
		questions, e.g. Have you ever considered the	questions,	On balance	<u>Tense</u> Correct use of past and present tense.
		Finally, I would like to add	<u>Adverbs</u> Know what an adverbial phrase is.		
		My next point concerns	Fronted adverbials. Comma after fronted adverbials.		
		Furthermore			
		Having looked at both sides, l think because			
		Having considered the arguments for and against			
		Whilst			

	<u>rears</u>					
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. 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 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 Doubtless Nevertheless In stark contrast Contrary to this position It would seem logical Let us consider the impact In conclusion	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		

<u>Year 5</u>

<u>Teal 0</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	<u>Verbs</u> 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.		
Information is prioritised	Fronted adverbials used to clarify writer's position, e.g. As a result of the discussion	I would counter this view	Choose appropriate adjectives.		
according to the writer's point of view.	Complex noun phrases used to add detail, e.g. the phenomenal impact of	It seems plausible to	Use a wide range of connectives. <u>Tense</u>		
	using reusable bags Prepositional phrases used cleverly.	Moreover In point of fact	Change tense according to features of the genre.		
	e.g. In the event of a snowstorm	The evidence I would use to support this is	<u>Adverbs</u> 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 6</u>

Newspaper

Year 1						
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	<u>Noun</u> What a noun is.	Use spaces to separate words.		
sequence.	and, but, then, so.	The accident	Regular plural nouns with 'er'.	Begin to use full		
Attempts at third person writing.		People felt	<u>Verbs</u> Third person, first person singular.	stops.		
e.g. The man was run over.		Happened	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.		Angry	Adjectives	Capital letters for the start of		
		Upset	Add 'er' and 'est' to adjectives where no change is needed to root word.	sentence, names, personal pronouns.		
		First	<u>Connectives/conjunctions</u> Join words and sentences using	Read words with contractions.		
		Next	and/then.			
		After	<u>Tense</u> Simple past tense 'ed'.			
		When				
		Then				
		So				
		But				
		It was				

Newspaper

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 – 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 Shocking Awful Amazing Incredible Afterwards	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. Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because. Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.	

<u>Newspaper</u>

Year 3

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction.	Simple sentences with extra	While	Noun	Introduce
Points about the visit/issue.	description. Some complex sentences using	If	Form nouns using prefixes. Nouns and pronouns used to avoid repetition.	possessive 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 that	Connectives/conjunctions	
included.		He also claimed that	Express time and cause (when, so, before, after, while, because).	
A bold eye-catching headline.		He continued by	Tense Correct and consistent use of past and present tense.	
		Hours later		
		Unfortunately	Adverbs Introduce/revise adverbs. Express time and cause: then, next, soon.	
	1	Fortunately		

Newspaper

<u>Year 4</u>					
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		and cohesion.	possession.	
Links between key ideas	arrived	Within minutes	Noun phrases expanded by the		
in the newspaper. Who,			addition of modifying adjectives,	Commas after	
what, where, when and	Use embedded/relative	The school confirmed	nouns and prepositional phrases.	fronted adverbials.	
why information is clear	clauses,	that			
to orientate the reader.	e.g. The scarecrow, who was		<u>Verbs</u>	Use inverted	
	very curious	She claimed that	Standard English forms for verbs.	commas and other	
Paragraphs organised	The elephant, that was			punctuation to	
correctly into key ideas.	stomping	He continued by informing	<u>Adjectives</u>	indicate direct	
		us that	Choose appropriate adjectives.	speech.	
All newspaper layout	Include adverbs to show how				
features included.	often, e.g. weekly, regularly,	Police were	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.		
			<u>Adverbs</u>		
			Know what an adverbial phrase is.		
			Fronted adverbials		
			Comma after fronted adverbials.		

Newspaper

<u>Year 5</u>

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction	Sentence length varied, e.g.	Until this is resolved	Noun	Consolidate all
and conclusion using all	short/long.		Locate and identify expanded noun phrases.	previous
the newspaper's layout	5.101 t/ 101.B.	Unfortunately		learning.
features.	Active and passive voice used		Verbs	
	deliberately to heighten	Chaos ensued	Use modal verbs.	Brackets
Paragraphs developed	engagement.		Prefixes for verbs; dis, de, mis, over, ise, ify.	Dashes
with prioritised	e.g. the children were	Many panicked	Convert adjectives into verbs using suffixes;	Colons
information into	horrified.	when	ate, ise, ify.	Semi-colons
columns.				
	Wide range of subordinate	He disputed	Adjectives	
Subheadings are used	connectives,		Choose appropriate adjectives.	
as an organisational	e.g. whilst, until, despite.	She refused to accept		
device.		that	Connectives/conjunctions	
	Complex sentences that use		Use a wide range of connectives.	
Formal language used	well known economic	The parents agreed		
throughout to engage	expression.	that	Tense	
the reader.	e.g. Because of their		Change tense according to features of the	
	interesting ideas, the school	Witnesses	genre.	
Quotations are	play was saved, which was			
succinct/emotive.	nothing short of a miracle.	Pupils emphasised	Adverbs	
			Know what an adverbial phrase is.	
		They spoke to	Fronted adverbials.	
		In addition to this	Comma after fronted adverbials.	
		In addition to this	Adverbials of time, place and number.	

<u>Newspaper</u>

<u>Year 6</u>

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



Narrative: Progression through Genres

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Feeling Asking 00 Noticing Touching

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A Section A OPD Action A OPD Action S A Smelling T Section S A Smelling C S Checking C A Checking

<u>Year 1</u>

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	Simple sentences, starting with a pronoun and a verb, e.g. He went home. Simple connectives are used to construct simple sentences, e.g. and, but, then, so.	Year 1 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, then, or, this Prepositions: up, down, in, into, out, to, onto Time connectives: first, then, next Once upon a time, one day,	Noun What a noun is. Regular plural nouns with 'er'. <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is a change to root. Simple past tense 'ed'. <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to the root word. <u>Connectives/conjunctions</u> Join words and sentences using and/then. <u>Tense</u> 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.
		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. 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.	Subject/verb sentences, e.g. He was They were It happened Simple connectives and, but, then, so, when link clauses. Speech-like expressions in dialogue, e.g. Chill out! Use simple adverbs, e.g. quickly, slowly. Use simple noun phrases, e.g. massive field.	Vocabulary Year 2 ambitious vocabulary used Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise Conjunctions: who, because Adverbs: suddenly, guickly, slowly,	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. Add 'es', 'ed' and 'ing' to verbs. Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Connectives/conjunctions</u> Subordination – when, if, that, because. Coordination – or, and, but. <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u>	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns.
		carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully	'ly' added to adjective to form adverb.	separate items in lists.

<u>Year 3</u>

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

<u>Story</u>

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

<u>Year 6</u>

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.