HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL



WRITING PROGRESSION 2024 - 2025

Instructions

Year 1

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

Year 2

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

Year 3

Text structure Sentence Useful Vocabulary Word Cla	esses 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. Adjectives The next step is to With a quick pull Try to Noun Form nouns using ponou avoid repetition. Verbs Present perfect for instead of 'the' Adjectives Choose appropriate Conjunctions Express time and consist past and present terms. After that Noun Form nouns using ponou avoid repetition. Verbs Present perfect for instead of 'the' Adjectives Choose appropriate With a quick pull Try to Tense Correct and consist past and present terms. Afterwards Noun Form nouns using ponou avoid repetition. Verbs Present perfect for instead of 'the' Adjectives Choose appropriate Try to Tense Correct and consist past and present terms. Adverbs Introduce/revise ac Express time and consist past and present terms.	prefixes. Introduce possessive apostrophes for plural nouns. Introduce inverted commas. Introduce inverted commas. Introduce inverted commas. Introduce inverted commas. Introduce inverted commas.

Year 4

Text structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
A set of ingredients and equipment needed are outlined clearly. Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter. Friendly tips/suggestions are included to heighten the engagement e.g. This dish is served best with a dash of	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 unt 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	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.
nutmeg.		Avoiu	Choose appropriate adjectives. Conjunctions Use a wide range of conjunctions. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	

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 in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives 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

Year 6

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 use to clarify writers 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 in 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.

Recount – experiences, diary, police reports, sports reports

Year 1

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

Year 2

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

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	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. 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.

Year 4

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 witer's emotions and responses. Elaboration is used to more specific. Use emotive language to show personal response e.g. fabulous, showcase inspired me Variation in sentence structures e.g. While we watched the sea lion show Before long At that very moment At that very moment At that very moment At that very moment When this was complete I was gripped by I felt overwhelmed when I was personally affected by Conjunctions Use a wide range of conjunctions. Tense Correct use of past and present tense.	Text structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted	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	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.	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	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 Conjunctions Use a wide range of conjunctions. 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

Year 5

Text structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organized chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount 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 in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives 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

Year 6

Text structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
The report is well constructed and answers	Verb forms are controlled and precise e.g. It would be	They are unusually		Use a wide range of punctuation throughout the
the readers questions.	regrettable if the wildlife funds come to an end.	They are rarely		writing.
The writer understands the impact and thinks	Modifiers are used to intensify	They are never		
about the response.	or qualify e.g. insignificant amount, exceptionally	They are very		
Information is prioritized		Generally		
according to importance and a frame of response set up for the reply.	Sentence length and type varied according to purpose.	Be careful if you		
	Fronted adverbials use to clarify writers position e.g. As a	Frequently they		
	consequence of their actions	I will attempt to		
	Complex noun phrases used to add detail e.g. <i>The fragile eggs</i>	This article will frame		
	are slowly removed from the large mother hen.	It can be difficult to		
		Each paragraph		
	Prepositional phrases used cleverly. e.g. <i>In the event of a fire</i>	More than half		
		Less than half		

Non-chronological reports

Year 1

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

Year 2

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	Use spaces that reflect the size of the letters.
Written in the appropriate	It happened	They can	compounding. Expanded noun phrases for	Use full stops correctly.
tense. e.g. Sparrow's nest Dinosaurs were	Some modal verbs introduced e.g. would, could, should.	It can	description. Add 'es' to nouns.	Use question marks correctly.
Main ideas organised in groups.	Use simple adverbs e.g. quickly, slowly.	Like many I am going to	Verbs Progressive form of verbs in	Use exclamation marks correctly.
	Use simple noun phrases e.g.	There are two sorts of	the past and present tense. Add 'es', 'ed' and 'ing' to verbs.	Use capital letters correctly.
	large tiger.	They live in	Adjectives Add 'er' and 'est' to adjectives	Apostrophes for contractions.
		The have but the have	where no change is needed to root word.	Possessive apostrophes for singular nouns.
			Conjunctions Subordination – when, if, that, because Coordination – or, and, but.	Commas to separate items in lists.
			Tense Correct and consistent use of past and present tense.	
			Adverbs 'ly' added to adjective to form adverb.	

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. 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.

Year 4

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

Year 5

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

Year 6

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

Letters

Year 1

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

Year 2

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

Year 3

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. 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. 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.

Year 4

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

Year 5

Text structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion using all the letter layout features. Paragraphs developed with prioritised information. Purpose of letter clear and transparent for the reader. Formal language used throughout to engage the reader.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.	I appreciate Whilst we were waiting Your concern Until this is resolved Despite speaking to the duty manager This is a disgrace Unfortunately Many other people also I am delighted to inform you that	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives 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

Year 6

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 Sentence length and type varied according to purpose. Fronted adverbials used to clarify writers 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 in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives 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

Year 1

Sentence	Useful Vocabulary	Word Classes	Punctuation
Simple connectives are used to construct simple sentences e.g.	It was	Noun What a noun is.	Use spaces to separate words.
and, but, then, so.	Brilliant	Regular plural nouns with 'er'	
	Best	Verbs	Begin to use full stops.
		Third person, first person	Begin to use exclamation
	Exciting	I =	marks.
	The most	there is change to root. Simple	Capital letters for start of
	Super	past tense 'ed'	sentence, names, personal pronouns.
		Adjectives	
	Fantastic		Read words with contractions.
	Great	root word.	
	lt will	Conjunctions	
		Join words and sentences using	
	Now you can	and/then.	
	Try	Tense	
		Simple past tense 'ed'	
	Simple connectives are used to construct simple sentences e.g.	Simple connectives are used to construct simple sentences e.g. and, but, then, so. Best Exciting The most Super Fantastic Great It will Now you can	Simple connectives are used to construct simple sentences e.g. and, but, then, so. Best Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Super Adjectives Fantastic Great It will Conjunctions Join words and sentences using and/then.

Year 2

Text structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and	Subject/verb sentences e.g. He	The biggest	Noun	Use spaces that reflect the size
conclusion.	was	The greatest	Form nouns using suffixes and	of the letters.
Written In the present tense.	They were It happened	The greatest	compounding. Expanded noun phrases for	Use full stops correctly.
Written in the present tense.	it nappeneu	The longest	description. Add 'es' to nouns.	Ose run stops correctly.
Main ideas organised	Some modal verbs introduced			Use question marks correctly.
in groups.	e.g. would, could, should.	The tallest	Verbs	
	Harainan la advanta a a	Labial, aboa	Progressive form of verbs in	Use exclamation marks
	Use simple adverbs e.g. yesterday, today.	I think that	the past and present tense. Add 'es', 'ed' and 'ing' to verbs.	correctly.
	yesterday, today.	I believe that	Add es, ed and mg to verss.	Use capital letters correctly.
	Use simple noun phrases e.g.		Adjectives	
	red shoes	Extraordinary	Add 'er' and 'est' to adjectives	Apostrophes for contractions.
		Dama disable	where no change is needed to	December to a market was been four
	Uses rhetorical questions.	Remarkable	root word.	Possessive apostrophes for singular nouns.
	Uses ambitious adjectives to		Conjunctions	Singular nouris.
	grab the reader's attention.		Subordination – when, if, that,	Commas to separate items in
			because	lists.
			Coordination – or, and, but.	
			Tense	
			Correct and consistent use of	
			past and present tense.	
			l	
			Adverbs 'ly' added to adjective to form	
			adverb.	
			44.6.0.	

Year 3

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

Year 4

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

Year 5

Text structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Arguments are well	Verb forms are controlled and	It appears that	Noun	Consolidate all previous
constructed that answer the reader's questions.	precise e.g. It will be a global crisis if people do not take a	There can be no doubt that It is critical	Expanded noun phrases to convey complicated	learning.
reader 3 questions.	stand against	Fundamentally	information concisely.	Brackets
The writer understands the		How can anyone believe this to		
impact or the emotive	Modifiers are used to intensify	be true?	Verbs	Dashes
language and thinks about	or qualify e.g. insignificant	Does anyone really believe	Use modal verbs.	
the response.	amount, exceptionally	that?	Prefixes for verbs; dis, de, mis,	Colons
		As everyone knows	over, ise, ify.	
Information is prioritised	Sentence length and type	I cite, for example	Convert adjectives in verbs	Semi colons
according to the writer's point of view.	varied according to purpose.	I would draw your attention	using suffixes; ate, ise, ify.	
of view.	Fronted adverbials used to	to I would refer to	Adjectives	
	clarify writer's position e.g. As	On the basis of the evidence	Choose appropriate adjectives	
	a consequence of your	presented	Choose appropriate adjectives	
	actions	Phenomenal	Conjunctions	
		Unique	Use a wide range of	
	Complex noun phrases used to	Unmissable	conjunctions.	
	add detail e.g. the phenomenal	Take a moment to		
	impact of using showers	Isn't it time to?	Tense	
	instead of baths	Worried about	Change tense according to	
			features of the genre.	
	Prepositional phrases used		1	
	cleverly. e.g. In the event of a		Adverbs	
	blackout		Link ideas across a text using	
			cohesive devices such as adverbials.	
			auverblais.	

Year 6

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

Biography

Year 1

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

Year 2

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

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 she arrived at the scene, the doctors told her exactly what happened.	During his/her early life Soon afterwards Sometimes he Strangely One of the most remarkable facts about His/her greatest achievement was	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. 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.

Year 4

Text structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly around key events. Elaboration is used to reveal the writer's emotions and responses.	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. fabulous, showcase inspired me to	In his /her early years By the time he/she had In his/ her final years What is clear is that Even though he/she was not popular at the time Although feeling ran high in the community In many ways it wasn't until He/She might have been His/Her one regret was that	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 Conjunctions Use a wide range of conjunctions. 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.

Year 5

Text structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion including elaborated personal response. Descriptions of events are detailed and engaging. The information is organised chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount an experience revealing the writer's perspective.	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 conjunctions e.g. whilst, until, despite.	In (insert year) at the age ofhe/she The time came for In his/her later years Once he/she had Nobody is sure why In spite of His/Her lasting legacy is that	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Conjunctions Use a wide range of conjunctions. 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

Year 6

Text structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
The report is well constructed	Verb forms are controlled and	They are unusually	Noun	Use a wide range of
and answers the reader's questions.	precise e.g. It would be regrettable if the wild life funds come to an end.	They are rarely	Locate and identify expanded noun phrases.	punctuation throughout the writing.
The writer understands the		They are never	Verbs	
impact and thinks about the	Modifiers are used to intensify	-	Use modal verbs.	
response.	or qualify e.g. insignificant amount, exceptionally.	They are very	Prefixes for verbs; dis, de, mis, over, ise, ify.	
Information is prioritised	amount, exceptionally.	Generally	Convert adjectives in verbs	
according to importance and a	Sentence length and type	Jeneram ,	using suffixes; ate, ise, ify.	
frame of response set up for	varied according to purpose.	Be careful if you		
the reply.		,	Adjectives	
	Fronted adverbials usd to clarify writer's position e.g. As	Frequently they	Choose appropriate adjectives	
	a consequence of their	I will attempt to	Conjunctions	
	actions	-	Use a wide range of	
		This article will frame	conjunctions.	
	Complex noun phrases used to			
	add detail e.g. The fragile eggs	It can be difficult to	Tense	
	are slowly removed from		Change tense according to	
	the large mother hen.	Each paragraph	features of the genre.	
	Prepositional phrases used	More than	Adverbs	
	cleverly. e.g. In the event of a		Know what an adverbial phrase	
	fire	Half	is.	
			Fronted adverbials	
		Less than half	Comma after fronted	
			adverbials.	
			Adverbials of time, place and	
			number.	

Balanced Argument – Purpose: Speech, Essay, Letter

Year 1

Text structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped together in time sequence.	Simple connectives are used to construct simple sentences e.g.	but because some people like	Noun What a noun is.	Use spaces to separate words.
Written in first person.	and, but, then, so.	some people feel	Regular plural nouns with 'er'	Begin to use full stops.
		some people believe	Verbs	
Written in the past tense.		other people like	Third person, first person singular.	Begin to use exclamation marks.
Focused on individual or group participants e.g. I, we		other people feel	Ending added to verbs where there is change to root.	Capital letters for start of
		other people believe	Simple past tense 'ed'	sentence, names, personal pronouns.
			Adjectives Add 'er' and 'est' to adjectives	Read words with contractions.
			where no change is needed to	nead words with contractions.
			root word.	
			Conjunctions Join words and sentences using and/then.	
			Tense Simple past tense 'ed'.	

Year 2

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

Year 3

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

Year 4

Text structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and	Variation in sentence	This piece of writing will	Noun	Apostrophe to mark singular
conclusion.	structures e.g. While we		Nouns and pronouns used for	and plural possession.
1	were at the park	feel convinced	clarity and cohesion.	
Links between key ideas in the	As we arrived	l	Noun phrases expanded by the	Commas after fronted
letter.		I intend to	addition of modifying	adverbials.
Davis averages averages of accuracety.	Use embedded/relative clauses	On the other hand	adjectives, nouns and	Lies in sewhood as manness and
Paragraphs organised correctly	e.g. Mrs Holt, who was very	On the other hand	prepositional phrases.	Use inverted commas and other punctuation to indicate
into key ideas.	angry The angry mob, who had	In addition	Verbs	direct speech.
Subheading	broken the barricade	in addition	Standard English forms for	unect speech.
Justicading	broken the barriedde	It is surprising that	verbs.	
Topic sentences	Include adverbs to show how	The is surprising triuting	10.23.	
	often e.g. additionally,	On balance	Adjectives	
	frequently, rarely.		Choose appropriate adjectives	
	, , ,	Finally I would like to add	'' '	
	More complicated rhetorical		Conjunctions	
	questions e.g. Have you ever	My next point concerns	Use a wide range of	
	considered the impact of?		conjunctions.	
		Furthermore		
			Tense	
		Having looked at both sides, I	Correct use of past and present	
		thinkbecause	tense.	
		Having considered the	Adverbs	
		arguments for and against	Know what an adverbial phrase	
			is.	
		Whilst	Fronted adverbials	
			Comma after fronted	
			adverbials.	

Year 5

Text structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and	Sentence length varied e.g	It strikes me that	Noun	Consolidate all previous
conclusion using all the	short/long.		Locate and identify expanded	learning.
argument or leaflet layout		My intention is to	noun phrases.	
features.	Active and passive voice used			Brackets
l	deliberately to heighten	To do this I will	Verbs	
Paragraphs developed with	engagement.e.g. t <i>he café</i>		Use modal verbs.	Dashes
prioritised information.	chairs were broken	As I see it	Prefixes for verbs; dis, de, mis,	Calara
Doth viewpoints are	Wide range of subordinate	It appears to ma	over, ise, ify.	Colons
Both viewpoints are transparent for the reader.	Wide range of subordinate connectives e.g. whilst, until,	It appears to me	Convert adjectives in verbs using suffixes; ate, ise, ify.	Semi colons
transparent for the reader.	despite.	Naturally	using surfixes, ate, ise, iry.	Seriii coloris
Emotive language used	uespite.	ivacurany	Adjectives	
throughout to engage the	Complex sentences that use	It is precisely because	Choose appropriate adjectives	
reader.	well known economic	,		
	expression. e.g Because of their	Subsequently	Conjunctions	
	courageous efforts, all the	,	Use a wide range of	
	passengers were saved, which	Doubtless	conjunctions.	
	was nothing short of a			
	miracle.	Nevertheless	Tense	
		l	Change tense according to	
	Persuasive statements are used to change the reader's	In stark contrast	features of the genre.	
	opinion. E.g. you will never	Contrary to this position	Adverbs	
	need to	, , ,	Know what an adverbial phrase	
		It would seem logical	is.	
		_	Fronted adverbials	
		Let us consider the impact	Comma after fronted	
			adverbials.	
		In conclusion	Adverbials of time, place and	
			number.	
		The evidence presented leads		
		me to conclude		

Year 6

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

Newspaper

Year 1

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

Year 2

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

Year 3

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

Year 4

Text structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
conclusion. Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader. Paragraphs organised correctly into key ideas.	Variation in sentence structures e.g. While the witness was distracted As the police arrived Use embedded/relative clauses e.g. Mrs Holt, who was very angry The tiger, that was pacing Include adverbs to show how often e.g. additionally, frequently, rarely.	John Smith (64), a retired community officer said Within minutes The school confirmed that She claimed that He continued by informing us that Police were	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 Conjunctions Use a wide range of conjunctions. 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.

Year 5

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

Year 6

Text structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Newspapers 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. Headlines include puns.	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 the accident 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	The impact of Despite continued efforts Subsequently The appointed spokesman In addition Mrs Hedges emphasized Tragic Crisis situation Epic proportions Many parents refused to accept The horror Politicians also spoke of how	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Conjunctions Use a wide range of conjunctions . 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.

Story

Year 1

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

Year 2

Sentence	Useful Vocabulary	Word Classes	Punctuation
Subject/verb sentences e.g. He	Year 2 ambitious vocabulary	Noun	Use spaces that reflect the size
was	used	Form nouns using suffixes and	of the letters.
They were		compounding.	
It happened		1 ·	Use full stops correctly.
	1	1	l
•	_	Add 'es' to nouns.	Use question marks correctly.
then, so, when link clauses		Marka	Use exclamation marks
Speech like expressions in		1	
·		1 ²	correctly.
dialogue e.g. Crim out:	1 2 2	l ·	Use capital letters correctly.
Use simple adverbs e.g. quickly.	· · · · · · · · · · · · · · · · · · ·	Add es, ed and mg to verbs.	Ose cupital letters correctly.
		Adjectives	Apostrophes for contractions.
,	summarise	Add 'er' and 'est' to adjectives	
Use simple noun phrases e.g.		where no change is needed to	Possessive apostrophes for
massive field	Conjunctions: who, because	root word.	singular nouns.
	Adverbs: suddenly, quickly,	Conjunctions	Commas to separate items in
	1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	1	lists.
	slowly, truthfully	Coordination – or, and, but.	
		T	
		1	
		past and present tense.	
		Adverbs	
		1	
		adverb.	
	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.	Subject/verb sentences e.g. He was They were It happened 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 Use simple noun phrases e.g. massive field Year 2 ambitious vocabulary used Time connectives: after, after that, at that moment, by 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	Subject/verb sentences e.g. He was They were It happened 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, to morrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise See simple noun phrases e.g. Use simple noun phrases e.g. Conjunctions: who, because Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully 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. 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

Year 3

Text structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Time and place are referenced to guide the reader through the text e.g. in the morning Organised into paragraphs e.g. When she arrived at the bear's house Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her	Simple sentences with extra description. Some complex sentences using because, which, where etc. Tense consistent e.g. typically past tense for narration, present tense in dialogue Dialogue is realistic and conversational in style e.g. Well, I suppose Verbs used are specific for action e.g. rushed, shoved, pushed Adverbials e.g. When she reached home Expanded noun phrases e.g. two horrible hours	Year 3 ambitious vocabulary used Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as Adverbs: very, rather, slightly	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. 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.

Year 4

Text structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
conclusion. Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader. Paragraphs organised correctly into key ideas.	Variation in sentence structures e.g. While the witness was distracted As the police arrived Use embedded/relative clauses e.g. Mrs Holt, who was very angry The tiger, that was pacing Include adverbs to show how often e.g. additionally, frequently, rarely.	John Smith (64), a retired community officer said Within minutes The school confirmed that She claimed that He continued by informing us that Police were	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 Conjunctions Use a wide range of conjunctions. 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.

Year 5

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

Year 6

Text structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
The story is well constructed and raises intrigue. Dialogue is used to move the action on who 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 in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives 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.