# Willowpark Primary Academy
# Genre Overview and Progression Through Genres
# EYFS – Year 6

## EYFS – Year 2

### Narrative Writing

| EYFS | Year 1 | Year 2 |
|---|---|---|
| • Retell known story<br>• Shared composition with adults | • Retell of a story with simple changed elements<br>• Character Profile | • Story structure to write about own experience<br>• Short story using known structure |

### Non- Fiction Writing

| EYFS | Year 1 | Year 2 |
|---|---|---|
| • Labels and captions for pictures<br>• One action instructional sentence using word banks/ simple vocabulary | • Signs<br>• Labelled diagrams<br>• Captions for pictures<br>• Question writing<br>• Lists<br>• Instructions<br>• Chronological report based on one factual object<br>• Recounts on known experience | • Sequence of instructions<br>• Fact file<br>• Chronological report created through known facts<br>• Letters<br>• Short diary entry<br>• Recount of events<br>• Recount of experienced events |

### Poetry

| EYFS | Year 1 | Year 2 |
|---|---|---|
| • Recite Nursery rhymes | • Rhyming poetry<br>• Simple, repetitive poetry | • Riddles<br>• Acoustic Poems |

## Year 3 – Year 6

### Fiction Writing

| Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|
| • Adventure/ Mystery<br>• Myths and Legends<br>• Stories with familiar settings<br>• Book/ Story reviews<br>• Dialogue/ Plays<br>• Character/ setting description | • Stories with historical settings<br>• Stories from other cultures<br>• Stories which raise issues/ dilemmas<br>• Plays<br>• Stories set in imaginary worlds<br>• Classic fiction | • Novels/ stories by significant children's authors<br>• Fables, Myths and legends<br>• Stories from other cultures<br>• Character description<br>• Setting description<br>• Modern fiction | • Short stories with flashbacks<br>• Author Studies and comparative authors (Children write in the style of an author)<br>• Fantasy<br>• Classic plays and stories<br>• Stories that raise global issues<br>• Character/ setting descriptions |

### Non – Fiction Writing

| Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|
| • Reports<br>• Instructions<br>• Information texts<br>• Recounts<br>• Persuasive Writing- adverts<br>• Explanation texts | • Recounts/ Newspaper/ Magazines<br>• Explanation texts<br>• Information texts<br>• Persuasive texts<br>• Instructions<br>• Reports | • Instructions<br>• Recounts<br>• Persuasive Writing<br>• Blogs<br>• Arguments and debate<br>• Information Texts | • Biography/ autobiography<br>• Journalistic Writing<br>• Argument<br>• Persuasive writing<br>• Formal writing<br>• Diary writing |

### Poetry

| Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|
| • Poem to perform<br>• Calligrams/ Shape poems<br>• Language play | • Creating Images<br>• Exploring Form | • Poetic Style<br>• Classic/ narrative poetry<br>• Performance poetry | • Humorous poems relating to the reader<br>• Poems with imagery<br>• ' Free' writing poems |

## EYFS Progression in Genres

| Narrative |
| --- |
| • Write a simple sentence<br>• Begin to use colour adjectives to describe a noun<br>• Begin to use story language in their writing ( Once upon a time, they lived happily ever after) |

| Recount |
| --- |
| • Sequencing of events<br>• Simple time adverbials E.g. First, Next, Then, Finally in a simple sentence using word banks or the spelling of time adverbials |

| Instruction Text |
| --- |
| • Sequencing of events<br>• Simple time adverbials E.g. First, Next, Then, Finally in a simple sentence using word banks or the spelling of time adverbials (*First* mix it) |

# Instructions

## Year 1

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

# Instructions

## Year 2

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

# Instructions

## Year 3

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

# Instructions

## Year 4

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

# Instructions

## Year 5

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

# Instructions

## 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.<br><br>Sentence length and type varied according to purpose.<br><br>Fronted adverbials used to clarify writer's position, e.g. If the temperature gets too high...<br><br>Complex noun phrases used to add detail, e.g. The golden pastry can be decorated with smaller pastry petals.<br><br>Prepositional phrases used cleverly, e.g. In the event of overcooking... | Whilst that is...<br><br>Focus on...<br><br>Try to make sure that...<br><br>When you do, don't...<br><br>I would suggest...<br><br>Many people at this stage... | <u>Noun</u><br>Expanded noun phrases to convey complicated information concisely.<br><br><u>Verbs</u><br>Use modal verbs.<br>Prefixes for verbs; dis, de, mis, over, ise, ify.<br>Convert adjectives into verbs using suffixes; ate, ise, ify.<br><br><u>Adjectives</u><br>Choose appropriate adjectives.<br><br><u>Connectives/conjunctions</u><br>Use a wide range of connectives.<br><br><u>Tense</u><br>Change tense according to features of the genre.<br><br><u>Adverbs</u><br>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 |
|---|---|---|---|---|
| Ideas grouped together for similarity.<br><br>Written in the present tense.<br><br>Begin to use formal and technical vocabulary. | Simple connectives are used to construct simple sentences, e.g. and, but, then, so | _____are …<br><br>____is ….<br><br>Did you know ...?<br><br>Have you ever wondered how... ?<br><br>There are …<br><br>This is an example of … | <u>Noun</u><br>What a noun is.<br>Regular plural nouns with 'er'.<br><br><u>Verbs</u><br>Ending added to verbs where there is a change to the root.<br>Simple past tense 'ed' when appropriate.<br><br><u>Adjectives</u><br>Add 'er' and 'est' to adjectives where no change is needed to root word.<br>Expanded noun phrases are beginning to be used to add more detail.<br><br><u>Connectives/conjunctions</u><br>The coordinating conjunction 'and' is used to link two ideas together. E.g. Turtles have a hard shell and tigers have long claws.<br>Present tense '–ing'. | Begin to use questions marks if the title contains a question.<br><br>Use spaces to separate words.<br><br>Use full stops.<br><br>Begin to use exclamation marks.<br><br>Capital letters for the start of sentence, names, personal pronouns. |

# Explanation

## Year 2

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

# Explanation

## Year 3

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

# Explanation

## Year 4

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

# Explanation

## Year 5

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

# Explanation

## Year 6

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

# Recount – experiences, diary, police reports, sports reports

## Year 1

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

# Recount – experiences, diary, police reports, sports reports

## Year 2

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

# Recount – experiences, diary, police reports, sports reports

## Year 3

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

# Recount – experiences, diary, police reports, sports reports

## Year 4

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

# Recount – experiences, diary, police reports, sports reports

## Year 5

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

# Recount – experiences, diary, police reports, sports reports

## Year 6

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

# Letters

## Year 1

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

# Letters

## Year 2

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

# Letters

## Year 3

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

# Letters

## Year 4

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

# Letters

## Year 5

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---|---|---|---|---|
| Developed introduction and conclusion using all the letter layout features.<br><br>Paragraphs developed with prioritised information.<br><br>Purpose of letter is clear and transparent for reader.<br><br>Formal language used throughout to engage the reader. | Sentence length varied, e.g. short/long.<br><br>Active and passive voice used deliberately to heighten engagement.<br>e.g. The café chairs were broken.<br><br>Wide range of subordinate connectives,<br>e.g. whilst, until, despite.<br><br>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…<br><br>Whilst we were waiting…<br><br>Your concern…<br><br>Until this is resolved…<br><br>Despite speaking to the duty manager…<br><br>This is a disgrace…<br><br>Unfortunately…<br><br>Many other people also…<br><br>I am delighted to inform you that… | <u>Noun</u><br>Locate and identify expanded noun phrases.<br><br><u>Verbs</u><br>Use modal verbs.<br>Prefixes for verbs; dis, de, mis, over, ise, ify.<br>Convert adjectives into verbs using suffixes; ate, ise, ify.<br><br><u>Adjectives</u><br>Choose appropriate adjectives.<br><br><u>Connectives/conjunctions</u><br>Use a wide range of connectives.<br><br><u>Tense</u><br>Change tense according to features of the genre.<br><br><u>Adverbs</u><br>Know what an adverbial phrase is.<br>Fronted adverbials.<br>Comma after fronted adverbials.<br>Adverbials of time, place and number. | Consolidate all previous learning.<br><br>Brackets<br>Dashes<br>Colons<br>Semi-colons |

# Letters

## Year 6

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

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

# Persuasion - Purpose: advert, leaflet, argument

## Year 2

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

# Persuasion - Purpose: advert, leaflet, argument

## Year 3

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

# Persuasion - Purpose: advert, leaflet, argument

## Year 4

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---|---|---|---|---|
| Clear introduction and conclusion.<br><br>Links between key ideas in the letter.<br><br>Paragraphs organised correctly into key ideas.<br><br>Subheading<br><br>Topic sentences | Variation in sentence structures, e.g. Only a fool would believe, many customers agree.<br><br>Use embedded/relative clauses,<br>e.g. The giraffe, who was very clumsy…<br>The friend, that was jealous…<br><br>Include adverbs to show how often, e.g. annually, everyday, never.<br><br>More complicated rhetorical questions, e.g. haven't you always longed for a…? | I believe that…<br><br>It seems to me that…<br><br>It is clear that…<br><br>Is it any wonder that…<br><br>Furthermore…<br><br>As I see it…<br><br>Tremendous…<br><br>Implore you to consider…<br><br>Extremely significant…<br><br>Inevitably…<br><br>Finally…<br><br>In conclusion…<br><br>In summary…<br><br>The evidence presented…<br><br>Have you ever thought about…?<br><br>Do you think that…?<br><br>Fed up with…? | <u>Noun</u><br>Nouns and pronouns used for clarity and cohesion.<br>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.<br><br><u>Verbs</u><br>Standard English forms for verbs.<br><br><u>Adjectives</u><br>Choose appropriate adjectives.<br><br><u>Connectives/conjunctions</u><br>Use a wide range of connectives.<br><br><u>Tense</u><br>Correct use of past and present tense.<br><br><u>Adverbs</u><br>Know what an adverbial phrase is.<br>Fronted adverbials.<br>Comma after fronted adverbials. | Apostrophe to mark singular and plural possession.<br><br>Commas after fronted adverbials.<br><br>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 that answer the reader's questions.<br><br>The writer understands the impact or the emotive language and thinks about the response.<br><br>Information is prioritised according to the writer's point of view. | Verb forms are controlled and precise,<br>e.g. It will be a global crisis if people do not take a stand against…<br><br>Modifiers are used to intensify or qualify,<br>e.g. insignificant amount, exceptionally.<br><br>Sentence length and type varied according to purpose.<br><br>Fronted adverbials used to clarify writer's position,<br>e.g. As a consequence of your behaviour…<br><br>Complex noun phrases used to add detail, e.g. the phenomenal impact of using showers instead of baths…<br><br>Prepositional phrases used cleverly.<br>e.g. In the event of a blackout… | It appears that…<br><br>There can be no doubt that...<br><br>It is critical...<br><br>Fundamentally…<br><br>How can anyone believe this to be true?...<br><br>Does anyone really believe that?...<br><br>As everyone knows...<br><br>I cite, for example…<br><br>I would draw your attention to…<br><br>I would refer to…<br><br>On the basis of the evidence presented…<br><br>Phenomenal...<br><br>Unique...<br><br>Unmissable...<br><br>You will be…<br><br>Don't...<br><br>Take a moment to…<br><br>Isn't it time to…?<br><br>Worried about… | <u>Noun</u><br>Expanded noun phrases to convey complicated information concisely.<br><br><u>Verbs</u><br>Use modal verbs.<br>Prefixes for verbs; dis, de, mis, over, ise, ify.<br>Convert adjectives into verbs using suffixes; ate, ise, ify.<br><br><u>Adjectives</u><br>Choose appropriate adjectives.<br><br><u>Connectives/conjunctions</u><br>Use a wide range of connectives.<br><br><u>Tense</u><br>Change tense according to features of the genre.<br><br><u>Adverbs</u><br>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 6

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

# Biography

## Year 1

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

# Biography

## Year 2

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

# Biography

## Year 3

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

# Biography

## Year 4

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

# Biography

## Year 5

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

# Biography

## Year 6

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

# Non-Chronological Reports

## Year 1

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

# Non-Chronological Reports

## Year 2

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

# Non-Chronological Reports

## Year 3

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

# Non-Chronological Reports

## Year 4

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

# Non-Chronological Reports

## Year 5

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

# Non-Chronological Reports

## Year 6

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---|---|---|---|---|
| The report is well constructed and answers the reader's questions.<br><br>The writer understands the impact and thinks about the response.<br><br>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.<br><br>Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally.<br><br>Sentence length and type varied according to purpose.<br><br>Fronted adverbials used to clarify writer's position, e.g. As a result of their game…<br><br>Complex noun phrases used to add detail, e.g. The delicate flowers are slowly removed from the large walled garden.<br><br>Prepositional phrases used cleverly.<br>e.g. In the event of an accident… | They are unusually...<br><br>They are rarely...<br><br>They are never...<br><br>They are very…<br><br>Generally...<br><br>Be careful if you...<br><br>Frequently they…<br><br>I will attempt to…<br><br>This article will frame…<br><br>It can be difficult to…<br><br>Each paragraph…<br><br>More than half...<br><br>Less then half… | <u>Noun</u><br>Expanded noun phrases to convey complicated information concisely.<br><br><u>Verbs</u><br>Use modal verbs.<br>Prefixes for verbs; dis, de, mis, over, ise, ify.<br>Convert adjectives into verbs using suffixes; ate, ise, ify.<br><br><u>Adjectives</u><br>Choose appropriate adjectives.<br><br><u>Connectives/conjunctions</u><br>Use a wide range of connectives.<br><br><u>Tense</u><br>Change tense according to features of the genre.<br><br><u>Adverbs</u><br>Link ideas across a text using cohesive devices, such as adverbials. | Consolidate all previous learning.<br><br>Brackets<br><br>Dashes<br><br>Colons<br>Semi-colons |

# Balanced Argument – Purpose: Speech, Essay, Letter

## Year 1

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

# Balanced Argument – Purpose: Speech, Essay, Letter

## Year 2

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

# Balanced Argument – Purpose: Speech, Essay, Letter

## Year 3

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

# Balanced Argument – Purpose: Speech, Essay, Letter

## Year 4

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

# Balanced Argument – Purpose: Speech, Essay, Letter

## Year 5

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

# Balanced Argument – Purpose: Speech, Essay, Letter

## Year 6

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

# Newspaper

## Year 1

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

# Newspaper

## Year 2

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

# Newspaper

## Year 3

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

# Newspaper

## Year 4

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

# Newspaper

## Year 5

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

# Newspaper

## Year 6

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---|---|---|---|---|
| Newspapers well constructed that answers the reader's questions.<br><br>The writer understands the impact and thinks about the response.<br><br>Information is prioritised according to importance and a frame of response set up for the reply.<br><br>Headlines include puns. | Verb forms are controlled and precise, e.g. It would be helpful if you could let me know, as this will affect my decision.<br><br>Modifiers are used to intensify or qualify,<br>e.g. insignificant amount, exceptionally.<br><br>Sentence length and type varied according to purpose.<br><br>Fronted adverbials used to clarify writer's position,<br>e.g. As a consequence of the accident…<br><br>Complex noun phrases used to add detail, e.g. the treacherous cliff path around the bay was extremely dangerous.<br><br>Prepositional phrases used cleverly.<br>e.g. In the heat of the moment… | The impact of…<br><br>Despite continued efforts…<br><br>Subsequently…<br><br>The appointed spokesman…<br><br>In addition…<br><br>Mrs Hedges emphasised…<br><br>Tragic…<br><br>Crisis situation<br>Epic proportions…<br><br>Many parents refused to accept… The horror…<br><br>Politicians also spoke of how… | <u>Noun</u><br>Expanded noun phrases to convey complicated information concisely.<br><br><u>Verbs</u><br>Use modal verbs.<br>Prefixes for verbs; dis, de, mis, over, ise, ify.<br>Convert adjectives into verbs using suffixes; ate, ise, ify.<br><br><u>Adjectives</u><br>Choose appropriate adjectives.<br><br><u>Connectives/conjunctions</u><br>Use a wide range of connectives.<br><br><u>Tense</u><br>Change tense according to features of the genre.<br><br><u>Adverbs</u><br>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.<br><br>Ideas grouped together for similarity.<br><br>Attempts at third person writing.<br>e.g. The wolf was hiding.<br><br>Written in the appropriate tense, (mainly consistent)<br>e.g. Goldilocks was…<br>Jack is… | Simple sentences, starting with a pronoun and a verb, e.g. He went home.<br><br>Simple connectives are used to construct simple sentences, e.g. and, but, then, so. | Year 1 ambitious vocabulary used<br><br>Range of size adjectives used, e.g. big, small<br><br>Range of colour adjectives used, e.g. red, blue<br><br>Range of emotion words used, e.g. sad, angry, cross<br><br>Pronouns: I, she, he, they<br>Conjunctions: and, but, then, or, this<br><br>Prepositions: up, down, in, into, out, to, onto<br><br>Time connectives: first, then, next<br><br>Once upon a time, one day, happily ever after | <u>Noun</u><br>What a noun is.<br>Regular plural nouns with 'er'.<br><br><u>Verbs</u><br>Third person, first person singular.<br>Ending added to verbs where there is a change to root. Simple past tense 'ed'.<br><br><u>Adjectives</u><br>Add 'er' and 'est' to adjectives where no change is needed to the root word.<br><br><u>Connectives/conjunctions</u><br>Join words and sentences using and/then.<br><br><u>Tense</u><br>Simple past tense 'ed'. | Use spaces to separate words.<br><br>Begin to use full stops.<br><br>Begin to use exclamation marks.<br><br>Capital letters for the start of sentence, names, personal pronouns.<br><br>Read words with contractions. |

# Story

## Year 2

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---|---|---|---|---|
| Sentences organised chronologically indicated by time related words, e.g. finally.<br><br>Divisions in narrative may be marked by sections/paragraphs.<br><br>Connections between sentences make reference to characters, e.g. Peter and Jane/they.<br><br>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…<br><br>Simple connectives and, but, then, so, when link clauses.<br><br>Speech-like expressions in dialogue, e.g. Chill out!<br><br>Use simple adverbs, e.g. quickly, slowly.<br><br>Use simple noun phrases, e.g. massive field. | Year 2 ambitious vocabulary used<br><br>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<br><br>Conjunctions: who, because<br><br>Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully | <u>Noun</u><br>Form nouns using suffixes and compounding.<br>Expanded noun phrases for description.<br>Add 'es' to nouns.<br><br><u>Verbs</u><br>Progressive form of verbs in the past and present tense.<br>Add 'es', 'ed' and 'ing' to verbs.<br><br><u>Adjectives</u><br>Add 'er' and 'est' to adjectives where no change is needed to root word.<br><br><u>Connectives/conjunctions</u><br>Subordination – when, if, that, because.<br>Coordination – or, and, but.<br><br><u>Tense</u><br>Correct and consistent use of past and present tense.<br><br><u>Adverbs</u><br>'ly' added to adjective to form adverb. | Use spaces that reflect the size of the letters.<br><br>Use full stops correctly.<br><br>Use question marks correctly.<br><br>Use exclamation marks correctly.<br><br>Use capital letters correctly.<br><br>Apostrophes for contractions.<br><br>Possessive apostrophes for singular nouns.<br><br>Commas to separate items in lists. |

# Story

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

# Story

## Year 4

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

# Story

## Year 5

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

# Story

## Year 6

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