

Progression through Genres

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Instructions

Year 1

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

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



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

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



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

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



Recount – experiences, diary, police reports, sports reports

Year 1

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

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



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

Sentence	Useful Vocabulary	Word Classes
Variation in sentence	Later on	Noun
structures e.g. While		Nouns and pronouns used for clarity and cohesion.
_	Before long	Noun phrases expanded by the addition of modifying
lion show	o o	adjectives, nouns and prepositional phrases.
	At that very moment	
Use embedded/relative	,	<u>Verbs</u>
clauses	At precisely	Standard English forms for verbs.
e.g. Penguins, which		2
	When this was	Adjectives
7 0 7	complete	Choose appropriate adjectives
Include adverbs to		
show how often e.g.	I was gripped by	Connectives/conjunctions
-	0 11 ,	Use a wide range of connectives.
**	I felt overwhelmed	ŭ
1 // /	when	Tense
Sentences build from a		Correct use of past and present tense.
general idea to more	I was personally affected	' '
_		Adverbs
	~ ,	Know what an adverbial phrase is.
Use emotive language	This has changed how I	Fronted adverbials
	feel about	Comma after fronted adverbials.
· ·		
	Variation in sentence structures e.g. While we watched the sealion show Use embedded/relative clauses e.g. Penguins, which are very agile, Include adverbs to show how often e.g. additionally, frequently, rarely.	Variation in sentence structures e.g. While we watched the sealion show Use embedded/relative clauses e.g. Penguins, which are very agile, Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use emotive language to show personal response e.g. fabulous, showcase inspired me



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

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



Non-Chronological Reports

<u>Year 1</u>

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

Text Structure	Sentence	Useful Vocabulary	Word Classes
Brief introduction and	Subject/verb sentences	They like to	<u>Noun</u>
conclusion.	e.g. He was		Form nouns using suffixes and compounding.
	They were	They can	Expanded noun phrases for description.
Written in the appropriate	It happened		Add 'es' to nouns.
tense.		It can	
e.g. Sparrow's nest	Some modal verbs		<u>Verbs</u>
Dinosaurs were	introduced	Like many	Progressive form of verbs in the past and present
	e.g. would, could,	·	tense.
Main ideas organized in	should.	I am going to	Add 'es', 'ed' and 'ing' to verbs.
groups.			
	Use simple adverbs	There are two sorts of	<u>Adjectives</u>
	e.g. quickly, slowly.		Add 'er' and 'est' to adjectives where no change is
		They live in	needed to root word.
	Use simple noun		
	phrases e.g. large tiger.	The have but the	Connectives/conjunctions
		have	Subordination – when, if, that, because
			Coordination – or, and, but.
			, ,
			Tense
			Correct and consistent use of past and present tense.
			Adverbs
			'ly' added to adjective to form adverb.
			· ·



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

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



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

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



Letters

Year 1

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

Subject/verb sentences	Vocabulary		
• •	A L. L L L.		
	And, then, but,	<u>Noun</u>	Use spaces that reflect
e.g. I think	so, when.	Form nouns using suffixes and	the size of the letters.
We want		compounding.	
	Dear Mr/Mrs	Expanded noun phrases for	Use full stops correctly.
Some modal verbs		description.	
introduced	Dear	Add 'es' to nouns.	Use question marks
e.g. would, could,	Sir/Madam		correctly.
should.		<u>Verbs</u>	
	Yours Sincerely	Progressive form of verbs in the past	Use exclamation marks
Use simple adverbs	·	and present tense.	correctly.
e.g. yesterday, today.	Yours faithfully	Add 'es', 'ed' and 'ing' to verbs.	
	·		Use capital letters
Use simple noun	Later	Adjectives	correctly.
phrases e.g. red shoes			,
,	Afterwards	•	Apostrophes for
		ŭ	contractions.
	After that	Connectives/conjunctions	Possessive apostrophes
			for singular nouns.
	Eventually		
	,		Commas to separate
	I would like to	2007 4.11.41.21.	items in lists.
		Tense	
	We felt	<u> </u>	
		·	
		present tense.	
		Adverhs	
		<u> </u>	
	We want Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today.	We want Dear Mr/Mrs Vours Sincerely Vours Sincerely Vours faithfully Use simple noun phrases e.g. red shoes Afterwards	We want Dear Mr/Mrs Dear Mr/Mrs Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. e.g. yesterday, today. Use simple noun phrases e.g. red shoes After that Adjectives Add 'es', 'ed' and 'ing' to verbs. After that Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense



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

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



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

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



Persuasion - Purpose: advert, leaflet, argument

Year 1

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

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction	Subject/verb sentences	The biggest	Noun	Use spaces that reflect
and conclusion.	e.g. He was	55	Form nouns using suffixes and	the size of the letters.
	They were	The greatest	compounding.	
Written In the	It happened		Expanded noun phrases for	Use full stops correctly.
present tense.		The longest	description.	, ,
•	Some modal verbs		Add 'es' to nouns.	Use question marks
Main ideas organised	introduced	The tallest		correctly.
in groups.	e.g. would, could,		<u>Verbs</u>	,
	should.	I think that	Progressive form of verbs in the past	Use exclamation marks
			and present tense.	correctly.
	Use simple adverbs	I believe that	Add 'es', 'ed' and 'ing' to verbs.	·
	e.g. yesterday, today.			Use capital letters
		Extraordinary	<u>Adjectives</u>	correctly.
	Use simple noun		Add 'er' and 'est' to adjectives where	
	phrases e.g. red shoes	Remarkable	no change is needed to root word.	Apostrophes for
				contractions.
	Uses rhetorical		Connectives/conjunctions	Possessive apostrophes
	questions.		Subordination – when, if, that,	for singular nouns.
			because	
	Uses ambitious		Coordination – or, and, but.	Commas to separate
	adjectives to grab the			items in lists.
	reader's attention.		<u>Tense</u>	
			Correct and consistent use of past and	
			present tense.	
			<u>Adverbs</u>	
			'ly' added to adjective to form adverb.	



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

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



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

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



Biography

Year 1

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

Text Structure	Sentence	Useful Vocabulary	Word Classes
Brief introduction and conclusion. Written in the past tense e.g. He went She travelled Main ideas organised in groups. Ideas organised in chronological order using connectives that signal time.	Subject/verb sentences e.g. He was They were It happened Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large crowd	As a child As a teenager At a young age Many years later One of the interesting things aboutwas In my view His/Her life was I believe He/She was He/She became	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.



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

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



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

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



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

<u>Year 1</u>

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

Text Structure	Sentence	Useful	Word Classes	Punctuation
		Vocabulary		
Brief introduction	Subject/verb sentences	I am going to	<u>Noun</u>	Use spaces that
and conclusion.	e.g. He was	In fact	Form nouns using suffixes and	reflect the size
	They were	It seems	compounding.	of the letters.
Written with an impersonal style	It happened	To sum this up	Expanded noun phrases for description.	Use full stops
impersonal style	Some modal verbs introduced	The opposite view	Add 'es' to nouns.	correctly.
Main ideas organised	e.g. would, could, should.	of this is		,
in groups.	Use simple adverbs e.g. yesterday, last week	Not everyone agrees with this	Verbs Progressive form of verbs in the past and present tense.	Use question marks correctly.
			Add 'es', 'ed' and 'ing' to verbs.	Use
	Use simple noun phrases e.g.			exclamation
	angry mum		Adjectives Add 'er' and 'est' to adjectives where	marks correctly.
	Uses rhetorical questions.		no change is needed to root word.	Use capital letters
	Uses ambitious adjectives to grab the reader's attention.		Connectives/conjunctions Subordination – when, if, that,	correctly.
	Ğ		because	Apostrophes for
			coordination – or, and, but.	contractions. Possessive
			<u>Tense</u>	apostrophes for
			Correct and consistent use of past	singular nouns.
			and present tense.	
			Advorbs	Commas to
			Adverbs 'ly' added to adjective to form	separate items in lists.
			adverb.	111 11515.



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

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



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

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



Newspaper

Year 1

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

Text Structure	Sentence	Useful	Word Classes	Punctuation
Brief introduction	Subject/verb sentences	Vocabulary It was a terrible	<u>Noun</u>	Use spaces that
and conclusion.	e.g. He was	The scene was	Form nouns using suffixes and	reflect the size
Written in the past	They were It happened	Many passers by	compounding. Expanded noun phrases for	of the letters.
tense.	пспаррепец	Some children	description.	Use full stops
	Some modal verbs introduced	were	Add 'es' to nouns.	correctly.
Main ideas organised	e.g. would, could, should.	Shocking		
in groups.	Use simple adverbs	Awful	<u>Verbs</u> Progressive form of verbs in the past	Use question marks correctly.
Using sequencing	e.g. yesterday, today.	Amazing	and present tense.	marks correctly.
techniques – time	0. /	Incredible	Add 'es', 'ed' and 'ing' to verbs.	Use
related words.	Use simple noun phrases e.g.	Afterwards		exclamation .
A photo with a	red shoes		Adjectives Add 'er' and 'est' to adjectives where	marks correctly.
caption.			no change is needed to root word.	Use capital
			Connectives/conjunctions	letters correctly.
			Subordination – when, if, that,	correctly.
			because	Apostrophes for
			Coordination – or, and, but.	contractions. Possessive
			<u>Tense</u>	apostrophes for
			Correct and consistent use of past and present tense.	singular nouns.
			and present tense.	Commas to
			<u>Adverbs</u>	separate items
			'ly' added to adjective to form	in lists.
			adverb.	



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

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



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

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





Progression through Genres Narrative

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Story

Year 1

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

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



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

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



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

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

