Overview of writing - Reception							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topic	Marvellous Me! Introduction to Phonics. Recognising own name.	All Around The World  Recognising single sounds. Hear and say initial sounds in words. Blending single sounds to read simple CVC words	People Who Help Us  Begin to read simple sentences. Reading simple CVC words.	Traditional Tales  Reads and understands simple sentences. Understand and use rhyme.	Growth  Recognise 'tricky words.'	Minibeasts  To be able to read and understand simple books.	
Writing outcomes	Writing own name. Forming letters from Set 1 (RWI)	Continue to form letters from Set 1. Begin to orally blend and write CVC words.	Continue to orally blend and write CVC words. Begin to spell 'red' words (common exception words). Orally rehearse simple phrases and begin to record them. Begin to use finger spaces. Begin to 'hold a sentence'.	Continue to spell 'red' words. Begin to write CVCC and continue to write CVC words. Begin to develop ideas into sentences and begin to form them. Continue to use finger spaces. Begin to recognise and use other punctuation. Begin to write lists.	Continue to form simple sentences. Begin to use capital letters and full stops when writing.	Begin to retell a story, showing an understanding of the beginning, middle and end. Continue to use simple punctuation correctly.	

#### Reading

- Children learn to read through phonics
- We follow RWI for reading we follow the phonics/reading part of the phonics programme
- Children are taught one sound (Set 1) each day daily from 2<sup>nd</sup> week of September
- Children are taught one red word a week
- Sounds and red words are sent home on a ring
- Children progress onto Ditty sheets and then RWI books
- Children are given one phonics book a week based on the assessments
- Children also take home an unseen book-bag book at the same phonetic level
- RWI books are heard in groups from Spring term when they are grouped
- Top 20% of readers will be benchmarked in the Summer Term
- Every child chooses a free reading book on a Friday to take home for the week
- We use the RWI portal to send videos home to parents each week to support them with phonics at home
- Bottom 20 percent of the class, for phonics, are taken out by a staff member in the afternoon to do a catch up group using the RWI portal

#### Writing

- · RWI taught for spelling and handwriting daily
- Children are taught to write 5 new sounds a week and one red word
- Writing is also taught through other areas of learning such as themed units of work (e.g. People who help us, Seasons etc)
- Handwriting homework is sent home for children to practise forming letters weekly
- Children who struggle with mark making start the 'Write from start' programme from October

Overview of writing - Year 1								
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Texts	Read Write Inc.	Read Write Inc.	Read Write Inc.	Read Write Inc.	'Read Write Inc.	Read Write Inc.		
Extended writing outcomes	See RWI curriculum links document	See RWI curriculum links document						

Overview of writing – Year 2							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Texts	'Secret Sky Garden' by Linda Sarah	'Claude in the City' by Alex Smith	'The Robot and the Bluebird' by David Lucas	'Lila and the Secret of Rain' by David Conway	'Zeraffa Geroffa' by Dianne Hofmeyr  'Poems to Perform' by Julia Donaldson  Classic Poetry – On the Ning Nang Nong by Spike Milligan	'The Magic Finger' by Roald Dahl	
Extended writing outcomes	<ul> <li>Persuasive Writing (to stop littering)</li> <li>Diary Writing (Zoo meeting Funni and spending the day in the garden)</li> </ul>	<ul> <li>Setting description (third person)</li> <li>Recount (in the role of Claude)</li> </ul>	<ul> <li>Non-chronolog ical report (bluebirds)</li> <li>Instruction Text</li> </ul>	<ul> <li>Letter         Writing-         informal (Lila         to a penpal)</li> <li>Retelling</li> </ul>	<ul> <li>Story Writing</li> <li>Poetry         Composition     </li> </ul>	<ul> <li>Balanced         Argument         (arguing for         and against         fox hunting)</li> <li>Diary Writing         (in the role of         Mr Gregg)         (building on         prior         knowledge)</li> </ul>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	'The Frog Prince, continued' by Jon Scieszka	'Ug Boy Genius of the Stone Age' by Raymond Briggs continued	'Tom's Sausage Lion' by Michael Morpurgo	Werewolf Club Rules Joseph Coelho	'Lob' by Linda Newbery	Mama Miti' by Donna Jo Napoli
	(Fairy tale)	(fiction story)	(fiction story)	(poetry)	(fiction story)	
	'Ug Boy Genius of the	'Moon Man' by Tomi				
	Stone Age' by Raymond Briggs	Ungerer				
Extended writing outcomes	'The Frog Prince, Continued' by Jon Scieszka	'Ug Boy Genius of the Stone Age' continued	Diary writing (2 weeks) Short story including descriptive writing (3 weeks)	Rhythm and Rhyme (1 week) Imagery (1 week) Metaphor (1 week)	<ul> <li>Persuasive letter(2 weeks)</li> <li>Myth writing (3 weeks)</li> </ul>	<ul> <li>Non-fiction Leaflet (3 week)</li> <li>Recipes (1 week)</li> <li>Speech writing (1</li> </ul>
Wee	Retelling fairy tales (1 Week) Diary writing (2 Weeks)	Persuasive writing (3 Weeks)	,	Personification (1 week) Word play (1 week)	• postcard( 1 week)	week)
	'Ug Boy Genius of the Stone Age' by Raymond Briggs Instructions (2 weeks) Comic strip (2 weeks)	'Moon Man' by Tomi Ungerer News report (2 weeks) Playscript (2 weeks)				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	'The Green ship' by Quentin Blake	'Pugs of the Frozen North' by Philip Reeve	'Libba: The Magnificent Musical Life of Elizabeth Cotton' by Laura Veirs	'The Great Kapok Tree: A Tale of the Amazon Rainforest' by Lynne Cherry	'Rhythm and Poetry' by Karl Nova	'The Boy at the Back o the Class' by Onjali Q Raúf
Extended writing outcomes	Character description)     Narrative (own version of the Green Ship story)     Book review	Setting     Description     Non-chronologica     I report (about     pugs)     Race programme	Persuasive writing (advert) Non-fiction text (biography)	<ul> <li>Non-Chronological report (about rainforests - building on previous knowledge, encouraging technical/scientific language use)</li> <li>Balanced argument - for and against cutting down the rainforest</li> </ul>	Poetry writing & performance:  A poem based on experience  Focus on the following poetic devices: rhythm, , alliteration, rhyme, assonance, metaphors, onomatopoeia (imagery)	Newspaper report     Information text     (brochure)

Overview of writing - Year 5							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Texts	'Cosmic' by Frank Cottrell Boyce	'The Highwayman' by Alfred Noyes	'Journey to the River Sea' by Eva Ibbotson	'Dark Sky Park' by Philip Gross	'The Journey' by Francesca Sanna	'Varmints' by Helen Ward	
Extended writing outcomes	<ul> <li>A balanced argument</li> <li>Information leaflet for a theme park</li> <li>Space poem (list poem)</li> </ul>	<ul> <li>Story writing from a character's point of view</li> <li>Non-chronological report (history of highwaymen)</li> </ul>	<ul> <li>Informal letter</li> <li>Diary entry</li> <li>Letter of advice (formal)</li> </ul>	<ul> <li>Information text (tardigrades)</li> <li>Poem- inspired by poems read and personal experience –</li> </ul>	<ul><li>Setting description</li><li>Newspaper Report</li></ul>	<ul> <li>Persuasive poster</li> <li>Writing in role as a character</li> <li>Letter and script writing</li> </ul>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	'The Silver Donkey' by Sonya Hartnett	'Clockwork' by Phillip Pullman	Rose Blanche by Roberto Innocenti / Ian McEwan	'Floodland' by Marcus Sedgwick	Holes – Louis Sachar	Sensational! Poems chosen by Roger McGough
Extended writing outcomes	Diary entries     Narrative writing	<ul> <li>Character summaries</li> <li>Instruction text</li> <li>Narrative</li> </ul>	Poetry     Journalistic writing - newspaper report	Formal and informal Letter writing     Persuasive speech writing and performing	<ul> <li>Non-chronological report</li> <li>Poster writing</li> <li>Setting and character descriptions</li> </ul>	Use of language     Composing a different poem each week     Performing poetry

Instructions							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Lists of instructions linked to actions or procedures e.g. baking.	Ideas grouped in sentences in time sequence. Written in the imperative e.g. sift the flour. Use of numbers or bullet points to signal order.	A goal is outlined – a statement about what is to be achieved. Written in sequenced steps to achieve the goal. Diagrams and illustrations are used to make the process clearer.	A set of ingredients and equipment needed are outlined clearly. Organised into clear points denoted by time.	A set of ingredients and equipment needed are outlined clearly. Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter. Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.	Consolidate work from previous learning. Can write accurate instructions for complicated processes. Can write imaginative instructions using flair and humour.	Consolidate work from previous learning.	

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped in sentences in time sequence.  Written in the imperative e.g. sift the flour.  Use of numbers or bullet points to signal order.	Simple connectives are used to construct simple sentences e.g. and, but, then, so.  Imperative verbs start sentences e.g. spread, slice, cut.  Sentences do not include pronouns and are written impersonally	1, 2, 3, 4, 5 First Next After Cut Move Fold Stir Colour Paint	Noun What a noun is. Regular plural nouns with 'er'  Verbs Third person, first person singular. Ending added to verbs where there is 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
Text Structure	Sentence	Vocabulary	Word Classes	
A goal is outlined – a	Imperative verbs are used to	First of all	<u>Noun</u>	Use spaces that reflect the size
statement about what is to be	begin sentences.		Form nouns using suffixes and	of the letters.
achieved.	Llas simple advarba	To start with	compounding.	Llao full atona correctly
Written in sequenced steps to	Use simple adverbs e.g. slowly, quickly.		Expanded noun phrases for description. Add 'es' to nouns.	Use full stops correctly.
achieve the goal.	e.g. slowly, quickly.	Firstly	nouns.	Use question marks correctly.
S .	Use simple noun phrases e.g.	Lastly Finally	<u>Verbs</u>	,
Diagrams and illustrations are	long stick.	Lastly I IIIally	Progressive form of verbs in the past and present	Use exclamation marks correctly.
used to make the process		Carefully Gently	tense.	
clearer.			Add 'es', 'ed' and 'ing' to verbs.	Use capital letters correctly.
		Slowly Softly	Adjectives	An actually a fan acuturation
			Add 'er' and 'est' to adjectives where no change is	Apostrophes for contractions.
			needed to root word.	Possessive apostrophes for
				singular nouns.
			Connectives/conjunctions Subordination – when,	ŭ
			if, that, because Coordination – or, and, but.	Commas to separate items in lists.
			Tense	
			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
A set of ingredients and equipment needed are outlined clearly.  Organised into clear points denoted by time.	Simple sentences with extra description.  Some complex sentences using when, if, as etc.  Adverbials e.g. When the glue dries, attach the paperclip.	Afterwards After that To begin with Begin by Secondly The next step is to With a slow movement With a quick pull Try to	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
A set of ingredients and equipment needed are outlined clearly.  Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter.  Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.	Variation in sentence structures e.g. While the pastry cooks  As the sauce thickens Include adverbs to show how often e.g. additionally, frequently, rarely.	on Do this until Stop when When you have done this Try not to Avoid	Noun 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 Vocabulary	Word Classes	Punctuation
Consolidate work from previous learning.  Can write accurate instructions for complicated processes.  Can write imaginative instructions using flair and humour.	Sentence length varied e.g short/long.  Wide range of subordinate connectives e.g. whilst, until, despite.	Don't forget to Be careful of Don't worry about Concentrate on At this point	Noun Locate and identify expanded noun phrases.  Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.  Adjectives Choose appropriate adjectives  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

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

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Labelling posters or writing about experiences.	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	Brief introduction and conclusion. Written in the past tense e.g. I went I saw Main ideas organised in groups. Ideas organised in chronological order using connectives that signal time.	Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	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.	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.	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 sup for the reply.

## Recount - Year 1

Text Structure	Sentence	Useful Vocabulary	Word Classes
Ideas grouped together in time sequence.  Written in first person.  Written in the past tense.  Focused on individual or group participants e.g. I, we	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	First Next After Finally The best part was The worst part was I liked I didn't like	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'.

### Recount – Year 2

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

### Recount – Year 3

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

## Recount - Year 4

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 sea lion show  Use embedded/relative clauses e.g. Penguins, which are very agile,  Include adverbs to show how often e.g. additionally, frequently, rarely.  Sentences build from a general idea to more specific.  Use emotive language to show personal response e.g. fabulous, showcase inspired me	Later on Before long  At that very moment  At precisely  When this was complete I was gripped by I felt  overwhelmed  when  I was personally affected by  This has changed how I feel about	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.

## Recount – Year 5

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

## Recount - Year 6

Text Structure	Sentence	Useful Vocabulary	Word Classes
The report is well constructed and	Verb forms are controlled and	They are unusually They are	<u>Noun</u>
answers the readers questions.	precise		Expanded noun phrases to convey complicated information concisely.
	e.g. It would be regrettable if the wild	rarely They are never They are	
The writer understands the impact	life funds come to an end.	Cananally	<u>Verbs</u>
and thinks about the response.	Mar PC and a second of the Control o	very Generally	Use modal verbs.
	Modifiers are used to intensify or	Be careful if you Frequently	Prefixes for verbs; dis, de, mis, over, ise, ify.
Information is prioritized according to	qualify	be careful if you frequently	Convert adjectives in verbs using suffixes; ate, ise, ify.
importance and a frame of responseset	e.g. insignificant amount, exceptionally	they I will attempt to	
up for the reply.	ехсернопану	,	<u>Adjectives</u>
	Sentence length and type varied	This article will frame It can be	Choose appropriate adjectives
	according to purpose.		
		difficult to Each paragraph More	Connectives/conjunctions
	Fronted adverbials use to clarify	than half	Use a wide range of connectives.
	writers position	than half	coo a wide range of composition.
	e.g. As a consequence of their	Less then half	Tense
	actions	2000 111011 11111111	Change tense according to features of the genre.
	Compley soup phroces used to odd		change tende according to realtarce of the germe.
	Complex noun phrases used to add detail e.g. The fragile eggs are		Adverbs
	slowly removed from the large		Link ideas across a text using cohesive devices such as adverbials.
	mother hen.		<b>3</b> · · · · · · · · · · · · · · · · · · ·
	mouner nen.		
	Prepositional phrases used		
	cleverly.		
	e.g. In the event of a fire		
			<u> </u>

Diary entry						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Labelling posters or writing about experiences.	Open with the date and 'Dear Diary'. Sequence simple sentences to recount the event. Written in first person. Use the correct past tense verb form (-ed endings). Describe the writer's feelings.	Open with the date and 'Dear Diary'. Ideas organised in chronological order using connectives that signal time. Written in first person. Written in the past tense e.g. I went I saw Main ideas organised in groups. Describe the writer's feelings.	To include date/time of writing.  To include 'Dear Diary' followed by a comma.  To write in the first person.  To include a short introduction to set the scene.  Sequence the events in chronological paragraphs.  To describe the main events using past tense  To include thoughts and feelings Include concluding sentences: what are they looking forward to next?	To include date/time of writing.  To include 'Dear Diary' followed by a comma.  To write in the first person.  To include a short introduction to set the scene.  Sequence the events in chronological paragraphs.  To describe the main events using past tense  To include thoughts and feelings  To finish with a conclusion to summarise what the writer is looking forward to.	To include date/time of writing.  To include 'Dear Diary' followed by a comma.  To write in the first person.  To include a developed introduction to establish the context.  To use paragraphs to organise the writer's thoughts.  To choose the correct tense according to the purpose of the sentence.  To use informal language (I 'asked' rather than 'I required').  To show writer's point of view, thoughts and feelings.  To include a conclusion to summarise key thought and what the writer is looking forward to.	To include date/time of writing. To include 'Dear Diary' followed by a comma. To write in the first person. To include a developed introduction to establish the context. To link ideas across paragraphs using cohesive devices. To use a range of devices to build cohesion. To choose the correct tense according to the purpose of the sentence. To use informal language (I 'asked' rather than 'I required'). To show writer's point of view, thoughts and feelings. To include a conclusion to summarise key thought and what the writer is looking forward to.

Text Structure	Sentence	Useful Vocabulary	Word Classes
Text Structure  Open with the date and 'Dear Diary'.  Sequence simple sentences to recount the event.  Written in first person.  Use the correct past tense verb form (-ed endings).  Describe the writer's feelings.	Sentence Simple connectives are used to construct simple sentences e.g. and, but, then, so.  Adjectives to describe feelings e.g. happy, small, beautiful, horrible, scary.  To use capital letters for names of people and places and for 'l'.	Useful Vocabulary I me we our First Next After Finally The best part was The worst part was I liked I didn't like	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 Join words and sentences using and/then.  Tense Simple past tense 'ed'.
•			

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

Text Structure	Sentence	Useful Vocabulary	Word Classes
To include date/time of writing.	Simple sentences with extra description.	Last week	Noun Form pound using profixes
To include 'Dear Diary' followed by a	•	During our school trip	Form nouns using prefixes.  Nouns and pronouns used to avoid repetition.
comma.		Soon, Meanwhile ,To begin with	<u>Verbs</u>
To write in the first person.	Tense consistent e.g. modal verbs	I was pleased that	Present perfect forms of verbs instead of 'the'
To include a chart introduction to get	can/will	I didn't expect that	Adjectives Choose appropriate adjectives.
To include a short introduction to set the scene.	Adverbials e.g. When we arrived, the tour	It was difficult to	Connectives/conjunctions
Sequence the events in chronological	guide gave us a chocolate bar. While	l felt	Express time and cause (when, so, before, after, while, because)
paragraphs.	Willio	I can't believe	Tense Correct and consistent use of past and present tense.
To describe the main events using past tense		By the time	Adverbs
To include thoughts and feelings		Now that	Introduce/revise adverbs.
Include concluding sentences:		As soon as	Express time and place; then, next, soon.
what are they looking forward to next?			

Text Structure	Sentence	Useful Vocabulary	Word Classes
To include date/time of writing.	Variation in sentence structures	Later on Before long	Noun
To include 'Dear Diary' followed by a	e.g. While we watched the sea lion show	At that very moment	Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.
comma.	Use embedded/relative clauses e.g. Penguins, which are very	At precisely	<u>Verbs</u> Standard English forms for verbs.
To write in the first person.	agile,	When this was complete I was gripped by I felt	Adjectives Choose appropriate adjectives
To include a short introduction to set the scene.	Include adverbs to show how often e.g. additionally, frequently, rarely.	overwhelmed	Connectives/conjunctions
Sequence the events in chronological paragraphs.	Sentences build from a general	when	Use a wide range of connectives.
To describe the main events using past	idea to more specific.	I was personally affected by	Tense Correct use of past and present tense.
tense	Use emotive language to show personal response e.g. fabulous,	This has changed how I feel about	To use present perfect tense where appropriate.
To include thoughts and feelings	showcase inspired me	Unfortunately	Adverbs Know what an adverbial phrase is. Fronted adverbials
To finish with a conclusion to summarise what the writer is	To punctuate fronted adverbials using a comma.	Frantically	Comma after fronted adverbials.  To use adverbials of time, place and manner.
looking forward to.		Unexpectedly	
		Bravely	

Text Structure	Sentence	Useful Vocabulary	Word Classes
To include date/time of writing.	Use a range of sentence	As it happened	<u>Noun</u>
To include 'Dear Diary' followed by a	constructions (long, detailed descriptive sentences contrasting with short sentences for dramatic		Locate and identify expanded noun phrases.
comma.	effect)	Subsequently	<u>Verbs</u> Use modal verbs.
To write in the first person.	Active and passive voice used deliberately to heighten	Unlike the rest of the group, I felt	Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.
To include a developed introduction to establish the context.	engagement. e.g. Giraffes left the	In a flash	<u>Adjectives</u>
establish the context.	enclosure.	As soon as possible	Choose appropriate adjectives. <u>Connectives/conjunctions</u>
To use paragraphs to organise the writer's thoughts.	Wide range of subordinate connectives	Sometimes	Use a wide range of connectives.
To choose the correct tense according	e.g. whilst, until, despite.	Often	<u>Tense</u>
to the purpose of the sentence.		Presently	To choose the correct tense according to the purpose of the sentence.
To use informal language (I 'asked' rather than 'I required').		Meanwhile	Adverbs Know what an adverbial phrase is. Fronted adverbials
To show writer's point of view, thoughts		In conclusion	Comma after fronted adverbials. To choose appropriate adverbials to show time, place, manner,
and feelings.		The experience overall	how often.
To include a conclusion to summarise key thought and what the writer is looking forward to.			

Text Structure	Sentence	Useful Vocabulary	Word Classes
To include date/time of writing.	Verb forms are controlled and precise	At last, I have been	Noun
To include 'Dear Diary' followed by a comma.	e.g. It would be regrettable if the wild life funds come to an end.	able to	Expanded noun phrases to convey complicated information concisely. <u>Verbs</u>
	Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally	at precisely	Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.
To write in the first person.	Sentence length and type varied	following this last week	Convert adjectives in verbs using suffixes; ate, ise, ify.
To include a developed introduction to establish the context.	according to purpose.  Fronted adverbials use to clarify writers	meanwhile only yesterday	Adjectives Choose appropriate adjectives. E.g. appalled, astonished, content, delighted,
To link ideas across	position e.g. As a consequence of their actions	straight away this morning	devastated, elated, exasperated, flabbergasted, frustrated, outraged, thrilled
paragraphs using cohesive devices.	Complex noun phrases used to add	several months later	Connectives/conjunctions
To use a range of devices to build	detail e.g. The fragile eggs were slowly removed from the large mother hen.	with hope in my heart	Use a wide range of connectives.
cohesion.	Prepositional phrases used cleverly.	without hesitation	Tense To choose the correct tense according to the purpose of the sentence.
To choose the correct tense according to the purpose of the sentence.	e.g. In the event of a fire	here in this room	<u>Adverbs</u>
To use informal language (I 'asked' rather than 'I required').	Informal language ('I asked' rather than 'I required')	back at school	Link ideas across a text using cohesive devices such as adverbials.
To show writer's point of view, thoughts and feelings.	Use past subjunctives with "if" effectively e.g. If I had known it was his, I would not have eaten that		
To include a conclusion to	sandwich.		
summarise key thought and what the writer is looking forward to.	Use dashes to include additional information/ parenthesis e.g. Alex - my best friend - came to my house last night.		

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing about experiences or moments.	Ideas grouped together for similarity. Attempts at third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest Dinosaurs were	Brief introduction and conclusion. Written in the appropriate tense. e.g. Sparrow's nest Dinosaurs were Main ideas organised in groups.	Clear introduction. Organised into paragraphs shaped around a key topic sentence. Use of sub-headings.	Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly into key ideas. Sub-headings are used to organise information. E.g. Qualities, body parts, behaviour.	Developed introduction and conclusion using all the layout features. Description of the phenomenon is technical and accurate. Generalized sentences are used to categorise and sort information for the reader. Purpose of the report is to inform the reader and to describe the way things are. Formal and technical language used throughout to engage the reader.	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.

Text Structure	Sentence	Useful Vocabulary	Word Classes
Text Structure  Brief introduction and conclusion.  Written in the appropriate tense. e.g. Sparrow's nest  Dinosaurs were  Main ideas organised in groups.	Sentence Subject/verb sentences e.g. He was They were It happened  Some modal verbs introduced e.g. would, could, should.  Use simple adverbs e.g. quickly, slowly.  Use simple noun phrases e.g. large tiger.	They like to They  can  It can Like many  I am going to There are  two sorts of  They live in  The have but the have  —	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	Word Classes
		Vocabulary	
Clear introduction.	Simple sentences with	The following report They	
Organised into paragraphs shaped around a key topic		don't	Noun Form nouns using prefixes.
sentence.	sentences using when,	It doesn't	Nouns and pronouns used to avoid repetition.
Use of sub-headings.	if, as etc.	Sometimes	<u>Verbs</u> Present perfect forms of verbs instead of 'the'
	Tense consistent e.g. modal verbs can/will	Often Most	Adjectives Choose appropriate adjectives.
	Adverbials e.g. When the caterpillar makes a cocoon		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.

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.	Variation in sentence structures e.g. While the eggs hatch female penguins  Use embedded/relative clauses	This report will The following Information Usually Normally	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.
Paragraphs organised correctly into key ideas.	e.g. Penguins, which are very agile,	Even though  Despite the fact	Adjectives Choose appropriate adjectives
Sub-headings are used to organise information. E.g. Qualities, body parts, behaviour.	Include adverbs to show how often e.g. additionally, frequently, rarely.  Sentences build from a general idea to more specific.  Use technical vocabulary to show the reader the writer's expertise.	As a rule	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.

Text Structure	Sentence	Useful Vocabulary	Word Classes
Developed introduction and conclusion using all	Sentence length varied e.g short/long.		Noun Locate and identify expanded noun phrases.
the layout features.  Description of the phenomenon is technical and accurate.	Active and passive voice used deliberately to heighten engagement. e.g. The eggs were	The information presented will Some experts believe	Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.
Generalized sentences are used to categorise and sort information for	removed from the beach.	This article is designed to Many specialists	Adjectives Choose appropriate adjectives
the reader	Wide range of subordinate	consider Firstly I will	Connectives/conjunctions Use a wide range of connectives.
Purpose of the report is to inform the reader and to	connectives e.g. whilst, until,	It can be difficult	<u>Tense</u>
describe the way things are.	despite.	will enable you to understand.	Change tense according to features of the genre.  Adverbs
Formal and technical language used throughout to engage the reader.		Unlike Despite Although Like many	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	Verb forms are controlled	They are unusually	<u>Noun</u>
constructed and	and precise e.g. It would be		Expanded noun phrases to convey complicated
answers the reader's	regrettable if the wild life	They are rarely They	information concisely.
questions.	funds come to an end.		
		are never	<u>Verbs</u>
The writer understands	Modifiers are used to		Use modal verbs.
the impact and thinks	intensify or qualify e.g.	They are very	Prefixes for verbs; dis, de, mis, over, ise, ify. Convert
about the response.	insignificant amount,	Canarally	adjectives in verbs using suffixes; ate, ise, ify.
Information is prioritized	exceptionally	Generally	<u>Adjectives</u>
Information is prioritised	Contours longth and two	Be careful if you	Choose appropriate adjectives
according to importance	Sentence length and type	Be careidi ii you	Choose appropriate adjectives
and a frame of response	varied according to	Frequently they I	Connectives/conjunctions
set up for the reply.	purpose.	Troquently trioy	Use a wide range of connectives.
	Fronted adverbials use to	will attempt to	good a mag range or commodation
		'	<u>Tense</u>
	clarify writers position	This article will frame It	Change tense according to features of the genre.
	e.g. As a consequence of		
	their actions	can be difficult to Each	<u>Adverbs</u>
	Complex noun phrases used		Link ideas across a text using cohesive devices such
	to add detail e.g. The fragile	paragraph More than	as adverbials.
	eggs are slowly removed		
	,	half	
	from the large mother hen.	Less then half	
	Prepositional phrases	LC35 (11C11 11d11	
	used cleverly.		
	e.g. In the event of a fire		

Letters							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Writing short letters to others, using envelopes.	Ideas grouped in sentences in time sequence.	Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words.	Clear introduction. Points about the visit/issue. Organised into paragraphs denoted by time/place. Topic sentences. Some letter layout features included.	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. All letter layout features included.	Developed introduction and conclusion using all the letter layout features. Paragraphs developed with prioritized information. Purpose of letter clear and transparent for reader. Formal language used throughout to engage the reader.	Letter well-constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritized according to importance and a frame of response set up for the reply.	

#### Letters – Year 1

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

#### Letters – Year 2

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion.  Written in the past tense.  Main ideas organised in groups.  Using sequencing techniques – time related words.	Subject/verb sentences e.g. I think We want  Some modal verbs introduced e.g. would, could, should.  Use simple adverbs e.g. yesterday, today.  Use simple noun phrases e.g. red shoes	And, then, but, so, when.  Dear Mr/Mrs  Dear Sir/Madam  Yours Sincerely  Yours faithfully  Later Afterwards  After that  Eventually  I would like to  We felt	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	Use spaces that reflect the size of the letters.  Use full stops correctly.  Use question marks correctly.  Use exclamation marks correctly.  Use capital letters correctly.  Apostrophes for contractions. Possessive apostrophes for singular nouns.  Commas to separate items in lists.
			Adverbs 'ly' added to adjective to form adverb.	

#### Letters - Year 3

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

#### Letters – Year 4

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

## **Letters – Year 5 (Mainly formal)**

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

#### Letters - Year 6 (Mainly formal)

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

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Ideas are grouped together for similarity. Writes in first person.	Brief introduction and conclusion. Written In the present tense. Main ideas organised in groups.	Clear introduction. Points about subject/issue. Organised into paragraphs. Sub-heading used to organise texts.	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences	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.	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 oview.

#### Persuasion - Year 1

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.	It was Brilliant  Best Exciting  The most  Super  Fantastic  Great	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.	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
		It will Now you can Try	Connectives/conjunctions Join words and sentences using and/then.  Tense Simple past tense 'ed'	sentence, names, personal pronouns.  Read words with contractions.

#### Persuasion – Year 2

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

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

#### Persuasion – Year 4

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	-	I believe that It seems to me that It is clear that Is it any wonder that Furthermore As I	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
		Vocabular		
		у		
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	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? 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	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			

#### Persuasion – Year 6

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion using all the argument or leaflet layout features.  Paragraphs developed with prioritised information.  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

Biography						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing about themselves.	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	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.	Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	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.	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.	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.

Text Structure	Sentence	Useful Vocabulary	Word Classes
Ideas grouped together in time sequence.  Written in first person.  Written in the past tense.  Focused on individual or group participants e.g. I, we	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	First Next After Finally 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	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'.

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 what happened.	During his/her early life Soon afterwards Sometimes he Strangely One of the most remarkable facts about His/her greatest achievement was	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.  Verbs Present perfect forms of verbs instead of 'the'  Adjectives Choose appropriate adjectives.  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.

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.  Sentences build from a general idea to more specific.  Use emotive language to show personal response e.g. fabulous, showcase inspired me to	In his /her early years By the time he/she had In his/ her final years What is clear is that Even though he/she was not popular at the time, Although feeling ran high in the community, In many ways it wasn't until He/She might have been His/Her one regret was that	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.  Verbs Standard English forms for verbs.  Adjectives Choose appropriate adjectives  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.

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.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Ideas are grouped together for similarity. Writes in first person.	Brief introduction and conclusion. Written with an impersonal style Main ideas organised in groups.	Clear introduction. Points about subject/issue Organised into paragraphs Sub-heading used to organise texts.	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences	Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Both viewpoints are transparent for reader. Emotive language used throughout to engage the reader.	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 oview.

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

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

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 argumentsfor and against Whilst	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	Sentence	Useful Vocabulary	Word Classes	Punctuation
Structure Developed introduction and conclusion using all the argument or leaflet layout features.  Paragraphs developed with prioritised information.  Both view points are transparent for reader.  Emotive language used throughout to engage the reader.	Sentence length varied e.g short/long.  Active and passive voice used deliberately to heighten engagement. e.g. the 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 statements are used to change the reader's opinion. E.g. you will never need to	It strikes me that My intention is to To do this I will As I see it It appears to me Naturally It is precisely because Subsequently Doubtless Nevertheless In stark contrast Contrary to this position It would seem logical Let us consider the impact In conclusion The evidence presented leads me to conclude	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

Text Structure	Sentence	Useful Vocabulary	Word Classes	<b>Punctuation</b>
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 cleverly. e.g. In the event of a blackout	I will present Following that I will One argument for this is thatfundamentally flawed an 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 Even though there has been a long history of activists	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.

Newspaper						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing wanted or missing posters.	Ideas grouped in sentences in time sequence. Attempts at third person writing. e.g. The man was run over. Beginning describes what happened	Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words. A photo with a caption.	Clear introduction. Points about the visit/issue Organised into paragraphs denoted by time/place. Topic sentences. Some newspaper layout features included. A bold eye-catching headline.	Clear introduction and conclusion. Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader. Paragraphs organised correctly into key ideas. All newspaper layout features included. Bold eye-catching headline which includes alliteration.	Developed introduction and conclusion using all the newspaper's layout features. Paragraphs developed with prioritised information into columns. Subheadings are used as an organisational device. Formal language used throughout to engage the reader. Quotations are succinct/emotive.	Newspapers well constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply. Headlines include puns.

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

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

Text Structure	Sentence	Useful	Word Classes	Punctuatio
		Vocabulary		n
Clear introduction.  Points about the visit/issue  Organised into paragraphs denoted by time/place.  Topic sentences.	Simple sentences with extra description.  Some complex sentences using when, if, as etc.  Tense consistent e.g. modal verbs can/will  Adverbials e.g. As the police arrived,	While, if, as, when. Witnesses felt He reported that He also claimed that She went on to state that He continued by Hours later	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.	Introduce possessive apostrophes for plural nouns.  Introduce inverted commas.
Some newspaper layout features included.  A bold eye-catching headline.	the crowd scattered.	Unfortunately Fortunately	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.	

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

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

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

Story						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Orally saying or writing stories of others and their own. Understanding through tales toolkit that there is a character, setting, problem and finally a solution (fiction).	Beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity. Attempts at third person writing. e.g. The wolf was hiding. Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was Jack is	Sentences organised chronologically indicated by time related words e.g. finally Divisions in narrative may be marked by sections/paragraphs Connections between sentences make reference to characters e.g. Peter and Jane/ they Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting	Time and place are referenced to guide the reader through the text e.g. in the morning Organised into paragraphs e.g. When she arrived at the bear's house Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her	Link between opening and resolution Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack Paragraphs organised correctly to build up to key event Repetition avoided through using different sentence structures and ellipsis	Sequence of plot may be disrupted for effect e.g. flashback Opening and resolution shape the story Structural features of narrative are included e.g. repetition for effect Paragraphs varied in length and structure. Pronouns used to hide the doer of the action e.g. it crept	The story is well constructed and raises intrigue. Dialogue is used to move the action on who heighten empathy for central character Deliberate ambiguity is set up in the mind of the reader until later in the text

## Story – Year 1

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Beginning or end of narrative signalled e.g. one day  Ideas grouped together for similarity.  Attempts at third person writing. e.g. The wolf was hiding.  Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was  Jack is	Simple sentences, starting with a pronoun and a verb e.g. He went home  Simple connectives are used to construct simple sentences e.g. and, but, then, so.	Year 1 ambitious vocabulary used Range of size adjectives used e.g. big, small Range of colour adjectives used e.g. red, blue Range of emotion words used e.g. sad, angry, cross Pronouns: I, she, he, they. Conjunctions: and, but, then, or, this Prepositions: up, down, in, into, out, to, onto	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.
		Time connectives: first, then, next  Once upon a time, one day, happily ever after		Read words with contractions.

## Story – Year 2

Text Structure	Sentence	Useful	Word Classes	Punctuation
		Vocabulary		
Sentences organised chronologically indicated by time related words e.g. finally  Divisions in narrative may be marked by sections/paragraphs  Connections between sentences make reference to characters e.g. Peter and Jane/ they  Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting	Subject/verb sentences e.g. He was They were It happened  Simple connectives and, but, then, so, when link clauses  Speech-like expressions in dialogue e.g. Chill out!  Use simple adverbs e.g. quickly, slowly.  Use simple noun phrases e.g. massive field	Year 2 ambitious vocabulary used Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise	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.	Use spaces that reflect the size of the letters.  Use full stops correctly.  Use question marks correctly.  Use exclamation marks correctly.  Use capital letters correctly.  Apostrophes for contractions. Possessive apostrophes for singular nouns.
			Adverbs 'ly' added to adjective to form adverb.	Commas to separate items in lists.

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

# Story - Year 4

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

## Story – Year 5

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

## Story – Year 6

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
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.	Use a wide range of punctuation throughout the writing.
Dialogue is used to move the action on who heighten empathy for central character	Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally  Sentence length and type varied according to purpose.		Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.	witting.
Deliberate ambiguity is set up in the mind of the reader until later in the text	Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions		Adjectives Choose appropriate adjectives Connectives/conjunctions	
	Figurative language used to build up description e.g. everyone charged like a deer pack under threat		Use a wide range of connectives.  Tense Change tense according to features of the genre.	
	Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand.  Prepositional phrases used cleverly.		Adverbs Link ideas across a text using cohesive devices such as adverbials.	
	e.g. In the messy scramble for the bag.			