# Holy Family Catholic Primary School, Cronton Writing Progression through Genres



#### <u>Instructions</u>

#### <u>Year 1</u>

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped in sentences in time sequence.  Written in the imperative e.g. sift the flour.  Use of numbers or bullet points to signal order.	Simple connectives are used to construct simple sentences e.g. and, but, then, so.  Imperative verbs start sentences e.g. spread, slice, cut.  Sentences do not include pronouns and are written impersonally	1, 2, 3, 4, 5  First  Next  After  Cut  Move  Fold  Stir  Colour  Paint	Noun What a noun is. Regular plural nouns with 'er'  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.

what is to be achieved.  Use simple adverbs  e.g. slowly, quickly.  Use simple noun phrases e.g. long stick.  Diagrams and illustrations are used to make the process clearer.  Use simple adverbs  e.g. slowly, quickly.  Lastly  Verbs Progressive present te Add 'es', 'e Adjectives Add 'er' an change is recompound Expanded Add 'es' to  Verbs Progressive present te Add 'es', 'e Adjectives Add 'er' an change is recompound Expanded Add 'es' to  Verbs Progressive present te Add 'er' an change is recompound Expanded Add 'es' to	noun phrases for description.  Use full stops correctly.
statement about what is to be sentences.  Written in sequenced steps to achieve the goal.  Diagrams and illustrations are used to make the process clearer.  Use d to begin sentences.  Use simple adverbs e.g. slowly, quickly.  Use simple noun phrases e.g. long stick.  To start with Expanded Add 'es' to Add 'es' to Progressive Progressive Progressive Progressive Add 'es', 'estable Progressive Progress	the size of the letters.  solution in the size of the letters.  Use full stops correctly.
Subordinati Softly <u>Tense</u>	correctly.  Use exclamation marks correctly.  Use exclamation marks correctly.  Use capital letters correctly.  Use capital letters correctly.  Apostrophes for contractions.  d consistent use of past and  correctly.  Use exclamation marks correctly.  Apostrophes for contractions.



Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
A set of ingredients and equipment needed are outlined clearly.  Organised into clear points denoted by time.	Simple sentences with extra description.  Some complex sentences using when, if, as etc.  Adverbials e.g. When the glue dries, attach the paperclip.	Afterwards After that To begin with Begin by Secondly The next step is to With a slow movement With a quick pull Try to	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.  Verbs Present perfect forms of verbs 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.	Continue by  Carry on  Do this until  Stop when  When you have done this  Try not to  Avoid	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.  Verbs Standard English forms for verbs.  Adjectives Choose appropriate adjectives.  Connectives/conjunctions Use a wide range of connectives.  Tense Correct use of past and present tense.  Adverbs Know what an adverbial phrase is. Fronted adverbials	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.



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

#### <u>Year 1</u>

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

Text Structure	Sentence	Useful Vocabulary	Word Classes
Brief introduction and conclusion.	Subject/verb	Afterwards	Noun Form nouns using suffixes and compounding.
	sentences e.g. He	After that	Expanded noun phrases for description.
Written in the past tense e.g. I went	was They were	When	Add 'es' to nouns.
I saw	It happened	Suddenly	<u>Verbs</u> Progressive form of verbs in the past and present
Main ideas organised in	Some modal verbs introduced	Just then	tense. Add 'es', 'ed' and 'ing' to verbs.
groups.	e.g. would, could, should.	Next	<u>Adjectives</u>
Ideas organized in chronological order using	Use simple adverbs	Much later	Add 'er' and 'est' to adjectives where no change is needed to root word.
connectives that signal time.	e.g. quickly, slowly.  Use simple noun	I found it interesting when	<u>Connectives/conjunctions</u> Subordination – when, if, that, because
	phrases e.g. large tiger.	I found it boring when	Coordination – or, and, but.
		l didn't expect	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.	Simple sentences with extra description.	Last week  During our school trip  Soon  Meanwhile  To begin with	Word Classes  Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.  Verbs Present perfect forms of verbs instead of 'the'  Adjectives Choose appropriate adjectives.  Connectives/conjunctions
	Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.	I was pleased that I didn't expect that It was difficult to	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.

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



Text Structure	Sentence	Useful Vocabulary	Word Classes
Developed introduction	Sentence length varied	As it happened	<u>Noun</u>
and conclusion including elaborated personal	e.g short/long.	As a result of	Locate and identify expanded noun phrases.
response.	Active and passive	Concoguantly	<u>Verbs</u>
Description of events are	voice used deliberately	Consequently	Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.
detailed and engaging.	to heighten engagement.	Subsequently	Convert adjectives in verbs using suffixes; ate, ise, ify.
The information is	e.g. Giraffes left the enclosure.	Unlike the rest of	<u>Adjectives</u>
organized chronologically	enciosure.	the group, I	Choose appropriate adjectives
with clear signals to the reader about time, place	Wide range of subordinate	felt In a flash	Connectives/conjunctions
and personal response.	connectives	5	Use a wide range of connectives.
Down and after an arrow to a	e.g. whilst, until,	Presently	Tense
Purpose of the recount an experience revealing the	despite.	Meanwhile	Change tense according to features of the genre.
writer's perspective.		In conclusion	Adverbs
			Know what an adverbial phrase is.
		The experience overall	Fronted adverbials
			Comma after fronted adverbials.
			Adverbials of time, place and number.

		<u>Year 6</u>	
Text Structure	Sentence	Useful Vocabulary	Word Classes
The report is well constructed and answers	Verb forms are controlled and precise	They are unusually	Noun Expanded noun phrases to convey complicated
the readers questions.	e.g. It would be regrettable if the wild	They are rarely	information concisely.
The writer understands	life funds come to an	They are never	<u>Verbs</u>
the impact and thinks about the response.	end. Modifiers are used to	They are very	Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.
Information is prioritized	intensify or qualify	Generally	Convert adjectives in verbs using suffixes; ate, ise, ify.
according to importance and a frame of response	e.g. insignificant amount, exceptionally	Be careful if you	Adjectives Choose appropriate adjectives
set up for the reply.	Sentence length and	Frequently they	Connectives/conjunctions
	type varied according to purpose.	I will attempt to	Use a wide range of connectives.
	Fronted adverbials use to clarify writers	This article will frame	Tense Change tense according to features of the genre.
	position	It can be difficult to	<u>Adverbs</u>
	e.g. As a consequence of their actions	Each paragraph	Link ideas across a text using cohesive devices such as adverbials.
	Complex noun phrases used to add detail e.g.	More than half	
	The fragile eggs are slowly removed from the large mother hen.	Less then half	
	Prepositional phrases used cleverly. e.g. In the event of a fire		



#### **Non-Chronological Reports**

# <u>Year 1</u>

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

Text Structure	Text Structure Sentence Useful Vocabulary Word Classes					
Text Structure	Sentence	Oserui vocabulary	Word Classes			
Brief introduction and	Subject/verb	They like to	<u>Noun</u>			
conclusion.	sentences e.g. He was They were	They can	Form nouns using suffixes and compounding. Expanded noun phrases for description.			
Written in the appropriate tense.	It happened	It can	Add 'es' to nouns.			
e.g. Sparrow's nest Dinosaurs were	Some modal verbs introduced	Like many	<u>Verbs</u> Progressive form of verbs in the past and present			
Main ideas organized in	e.g. would, could, should.	I am going to	tense. Add 'es', 'ed' and 'ing' to verbs.			
groups.	Use simple adverbs	There are two sorts of	<u>Adjectives</u>			
	e.g. quickly, slowly.	They live in	Add 'er' and 'est' to adjectives where no change is needed to root word.			
	Use simple noun phrases e.g. large tiger.	Thehave but the have	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
Clear introduction.	Simple sentences with	The following report	
Ourseniesed into users and abo	extra description.	Theory along/h	Noun
Organised into paragraphs shaped around a key topic	Some complex	They don't	Form nouns using prefixes. Nouns and pronouns used to avoid repetition.
sentence.	sentences using when,	It doesn't	reduis and pronouns used to avoid repetition.
	if, as etc.		<u>Verbs</u>
Use of sub-headings.		Sometimes	Present perfect forms of verbs instead of 'the'
	Tense consistent e.g.	Often	<u>Adjectives</u>
	modal verbs can/will		Choose appropriate adjectives.
	Adverbials	Most	Connectives/conjunctions
	e.g. When the		Express time and cause (when, so, before, after,
	caterpillar makes a		while, because)
	cocoon		Tense
			Correct and consistent use of past and present
			tense.
			Adverb <u>s</u>
			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 organized correctly into key ideas.  Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour.	Variation in sentence structures e.g. While the eggs hatch female penguins  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.	This report will The following Information Usually Normally Even though Despite the fact As a rule	Word Classes  Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.  Verbs Standard English forms for verbs.  Adjectives Choose appropriate adjectives  Connectives/conjunctions Use a wide range of connectives.  Tense Correct use of past and present tense.  Adverbs Know what an adverbial phrase is. Fronted adverbials
	-		Know what an adverbial phrase is.



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

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



#### <u>Letters</u>

# Year 1

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped in sentences in time sequence.	Sentences using simple pronouns and connectives.	Dear From I like I went I saw It was My favourite They were There was Next Then First After And, but, so, when	Noun What a noun is. Regular plural nouns with 'er'  Verbs Third person, first person singular. Ending added to verbs where there is 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.

<u>Year 2</u>					
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	
Brief introduction and conclusion.  Written in the past tense.  Main ideas organized 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.	
			'ly' added to adjective to form adverb.		



# Year 3

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction.  Points about the visit/issue  Organised into paragraphs denoted by time/place.  Topic sentences.  Some letter layout features included.	Simple sentences with extra description.  Some complex sentences using when, if, as etc.  Tense consistent e.g. modal verbs can/will  Adverbials e.g. 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.

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion.  Links between key ideas in the letter. Paragraphs organized correctly into key ideas.  All letter layout features included.	Variation in sentence structures e.g. While we were at the park As we arrived  Use embedded/relative clauses e.g. Mrs Holt, who was very angry The tiger, that was pacing  Include adverbs to show how often e.g. additionally, frequently, rarely.	As I stated earlier Referring to This is an unfortunate It is with regret I would be grateful if It is with regret that I look forward to hearing from you in due course. Use modal verbs to hint future action or possibilities e.g. should, would, could.	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 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

#### <u> Year 6</u>

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



#### Persuasion - Purpose: advert, leaflet, argument

#### <u>Year 1</u>

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

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



Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Points about subject/issue So So Organised into if paragraphs To Sub-heading used to organize texts.  A e. p. at t. t. t. St. St. St. St. St. St. St. S	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.  Start sentences with verbs e.g. imagine, consider, enjoy.	Surely Obviously Clearly Don't you think Firstly Secondly Thirdly My own view is My last point is My final point is Imagine Consider Enjoy	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.  Verbs Present perfect forms of verbs instead of 'the'  Adjectives Choose appropriate adjectives.  Connectives/conjunctions Express time and cause (when, so, before, after, while, because)  Tense Correct and consistent use of past and present tense.  Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.

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



Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
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	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.

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**

#### 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 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'.

# <u> Year 2</u>

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.	



#### Year 3

Text Structure	Sentence	Useful Vocabulary	Word Classes
Clear introduction.  Organised into paragraphs shaped around key events.  A closing statement to summarise the overall impact.	Simple sentences with extra description.  Some complex sentences using when, if, as etc.  Tense consistent e.g. modal verbs can/will  Adverbials e.g. When she arrived at the scene, the doctors told her exactly what happened.	During his/her early life Soon afterwards Sometimes he Strangely One of the most remarkable facts about His/her greatest achievement was	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.  Verbs Present perfect forms of verbs instead of 'the'  Adjectives Choose appropriate adjectives.  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	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.



#### Year 5

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.

		<u>Year 6</u>	
Text Structure	Sentence	Useful Vocabulary	Word Classes
The report is well constructed and answers the reader's questions.  The writer understands the impact and thinks about the response.  Information is prioritised according to importance and a frame of response set up for the reply.	Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.  Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally  Sentence length and type varied according to purpose.  Fronted adverbials use to clarify writer's position e.g. As a consequence of their actions  Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.  Prepositional phrases used cleverly. e.g. In the event of a fire	They are unusually They are rarely They are never They are very Generally Be careful if you Frequently they I will attempt to This article will frame It can be difficult to Each paragraph More than Half Less than half	Noun Expanded noun phrases to convey complicated information concisely.  Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.  Adjectives Choose appropriate adjectives  Connectives/conjunctions Use a wide range of connectives.  Tense Change tense according to features of the genre.  Adverbs Link ideas across a text using cohesive devices such as adverbials.



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

#### 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.	but because some people like some people feel some people believe other people like other people feel other people believe	Noun What a noun is. Regular plural nouns with 'er'  Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'  Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.  Connectives/conjunctions Join words and sentences using and/then.  Tense Simple past tense 'ed'.	Use spaces to separate words.  Begin to use full stops.  Begin to use exclamation marks.  Begin to use exclamation marks.  Capital letters for start of sentence, names, personal pronouns.  Read words with contractions

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion.  Written with an impersonal style  Main ideas organised in groups.	Subject/verb sentences e.g. He was They were It happened  Some modal verbs introduced e.g. would, could, should.  Use simple adverbs e.g. yesterday, last week  Use simple noun phrases e.g. angry mum  Uses rhetorical questions.  Uses ambitious adjectives to grab the reader's attention.	I am going to In fact It seems To sum this up The opposite view of this is Not everyone agrees with this	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.  Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.  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.	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.



# Year 3

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

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion.  Links between key ideas in the letter. Paragraphs organised correctly into key ideas.  Subheading  Topic sentences	Variation in sentence structures e.g. While we were at the park As we arrived  Use embedded/relative clauses e.g. Mrs Holt, who was very angry The angry mob, who had broken the barricade  Include adverbs to show how often e.g. additionally, frequently, rarely.  More complicated rhetorical questions e.g. Have you ever considered the impact of?	This piece of writing willfeel convinced I intend to On the other hand In addition It is surprising that On balance Finally I would like to add My next point concerns Furthermore Having looked at both sides, I thinkbecause Having considered the arguments for and against Whilst	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 Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion using all the argument or leaflet layout	Sentence length varied e.g short/long.  Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were	It strikes me that My intention is to To do this I will As I see it It appears to me Naturally	Noun Locate and identify expanded noun phrases.  Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.	Consolidate all previous learning.  Brackets Dashes Colons
features.  Paragraphs developed with prioritised	broken.  Wide range of subordinate connectives e.g. whilst, until, despite.	It is precisely because Subsequently Doubtless Nevertheless	Convert adjectives in verbs using suffixes; ate, ise, ify.  Adjectives Choose appropriate adjectives	Semi colons
information.  Both view points are transparent	Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the	In stark contrast Contrary to this position It would seem logical Let us consider the	Connectives/conjunctions Use a wide range of connectives.  Tense Change tense according to features of the	
for reader.  Emotive language used throughout to engage the reader.	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	impact In conclusion The evidence presented leads me to conclude	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	Punctuation
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 flawedan easy answer that avoids I would counter this view It seems plausible to Moreover In point of fact The evidence I would use to support this is It surprises me that It is my conviction Finally I would like to add 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.



#### <u>Newspaper</u>

#### <u>Year 1</u>

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped in sentences in time sequence.  Attempts at third person writing. e.g. The man was run over.  Beginning describes what happened	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	On Monday The accident People felt Happened Angry Upset First Next After When Then So But It was	Noun What a noun is. Regular plural nouns with 'er'  Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'  Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.  Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'.	Use spaces to separate words.  Begin to use full stops.  Begin to use exclamation marks.  Begin to use exclamation marks.  Capital letters for start of sentence, names, personal pronouns.  Read words with contractions.
		Vear 2		

#### <u>Year 2</u>

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion.  Written in the past tense.  Main ideas organised in groups.  Using sequencing techniques – time related words.  A photo with a caption.	Subject/verb sentences e.g. He was They were It happened  Some modal verbs introduced e.g. would, could, should.  Use simple adverbs e.g. yesterday, today.  Use simple noun phrases e.g. red shoes	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.  Adverbs 'ly' added to adjective to form adverb.	Use spaces that reflect the size of the letters.  Use full stops correctly.  Use question marks correctly.  Use exclamation marks correctly.  Use capital letters correctly.  Apostrophes for contractions. Possessive apostrophes for singular nouns.  Commas to separate items in lists.



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



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.  Developed introduction and short/long.  Sentence length varied e.g short/long.  Unfortunately  Chaos ensued  Chaos ensued  Unfortunately  Chaos ensued  Unfortunately  Chaos ensued  Many panicked when  Wide range of subordinate connectives  e.g. whilst, until, despite.  Complex sentences that use well known economic throughout to engage the reader.  Formal language used throughout to engage the reader.  Witnesses  Unfortunately  Chaos ensued  Chaos ensued  Many panicked when  Many panicked when  Adjectives  Choose appropriate adjectives  Choose appropriate adjectives  Choose appropriate adjectives  Connectives/conjunctions  Use a wide range of connectives.  The parents agreed that  Tense  Change tense according to features of the genre.	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Quotations are succinct/emotive.  which was nothing short of a miracle.  They spoke to  In addition to this  Adverbs  Know what an adverbial phrase is.  Fronted adverbials  Comma after fronted adverbials.  Adverbials of time, place and number.	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	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	resolved Unfortunately Chaos ensued Many panicked when He disputed She refused to accept that The parents agreed that Witnesses Pupils emphasized They spoke to	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.	learning. Brackets Dashes Colons

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

#### Narrative progression through genres



#### <u>Story</u>

#### <u>Year 1</u>

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

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



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

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



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

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