Genre: Instructions

		Year 1		
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped in sentences in	Simple connectives used to	1, 2, 3, 4, 5	Noun	Use spaces to separate words
time sequence	construct simple sentences e.g.		What a noun is	
	and, but, then, so	First	Regular plural nouns with 'er'	Begin to use full stops
Written in the imperative e.g.				
sift the flour	Imperative verbs start	Next	Verbs	Begin to use exclamation
	sentences e.g. spread, slice, cut		Third person, first person	marks
Use of numbers of bullet points		After	singular	
to signal order	Sentences do not include		Ending added to verbs where	Capital letters for the start of
	pronouns and are written	Cut	there is change to root.	sentence, names, personal
	impersonally		Simple past 'ed'	pronouns
		Move		
			Adjectives	Read words with contractions
		Fold	Add 'er' and 'est' to adjectives	
			where no change is needed to	
		Stir	root word.	
		Colour	Connectives/conjunctions	
			Join words and sentences using	
		Paint	and/then	
			Tense	
			Simple past tense 'ed'	
		Year 2		
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
A goal is outlined – a statement	Imperative verbs are used to	First of all	Noun	Use spaces that reflect the size
about what is to be achieved.	begin sentences		Form nouns using suffixes and	of the letters
		To start with	compounding	
Written in sequenced steps to	Use simple adverbs e.g. slowly,		Expanded noun phrases for	Use full stops correctly
achieve the goal.	quickly	Firstly	description	
			Add 'es' to nouns	Use question marks correctly
	Use simple noun phrases e.g.	Lastly		
	long stick		Verbs	



Diagrams and illustrations are		Finally	Progressive form of verbs in	Use exclamation marks
used to make the process			the past and present tense	correctly
clearer		Carefully	Add 'es', 'ed' and 'ing' to verbs	
		,	, 5	Use capital letters correctly
		Gently	Adjectives	, , , , , , , , , , , , , , , , , , , ,
			Add 'er' and 'est' to adjectives	Apostrophes for contractions
		Slowly	where change is needed to	
			root word	Possessive apostrophes for
		Softly		singular nouns
		,	Connectives/conjunctions	5
			Subordination – when, if, that	Commas to separate items in a
			because	list
			Coordination – or, and, but	
			Tense	
			Correct and consistent use of	
			past and present tense	
			Adverbs	
			'ly' added to adjective to form	
			adverb	
		Year 3		
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
A set of ingredients and	Simple sentences with extra	Afterwards	Noun	Introduce possessive
equipment needed are	description		Form nouns using prefixes	apostrophes for plural nouns
outlined clearly		After that	Nouns and pronouns used to	
	Some complex sentences using		avoid repetition	Introduce inverted commas
Organised into clear points	when, if, as etc.	To begin with		
denoted by time			Verbs	
	Adverbials e.g. when the glue	Begin by	Present perfect forms of verbs	
	dries, attach the paperclip.		instead of 'the'	
		Secondly		
			Adjectives	
		The next step is to	Choose appropriate adjectives	



		With a slow movement With a quick pull Try 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	
Text Structure	Santonco	Year 4	Word Classes	Punctuation
A set of ingredients and	Sentence Variation in sentence	Useful Vocabulary Continue by	Noun	Apostrophe to mark singular
equipment needed are	structures e.g. While the pastry		Nouns and pronouns used for	and plural possession
outlined clearly	cooks	Carry on	clarity and cohesion. Noun	
	As the sauce thickens		phrases expanded by the	Commas after fronted
Sentences include	As the sauce thickens	Do this until	addition of modifying	adverbials
precautionary advice e.g. be	Include adverbs to show how		adjectives, nouns and	auverblais
careful not to over whisk as it	often e.g. frequently, rarely.	Stop when	prepositional phrases.	Use inverted commas and
will turn into butter.				other punctuation to indicate
		When you have done this	Verbs	direct speech
Friendly tips/suggestions are			Standard English forms for	
included to heighten the		Try not to	verbs	
engagement e.g. the dish is				
served best with a dash of		Avoid	Adjectives	
nutmeg.			Choose appropriate adjectives	
			Connectives/conjunctions	
			Use a wide range	
			Tense	



	1			
			Correct use of past and present	
			tense	
			Adverbs	
			Know what an adverbial phrase	
			is. Use a comma after fronted	
			adverbials	
		Year 5		
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Consolidate work from	Sentence length varied e.g.	Don't forget to	Noun	Consolidate all previous
previous learning	short/long		Locate and identify expanded	learning
		Be careful of	noun phrases	C C
Can write accurate instructions	Wide range of subordinate			Brackets
for complicated processes	connectives e.g. whilst, until,	Don't worry about	Verbs	
	despite	,	Use modal verbs	Dashes
Can write imaginative		Concentrate on	Prefixes for verbs; dis, de, mis,	
instructions using flair and			over	Colons
humour.		At this point	Convert adjectives using	
			suffixes; ate, ise, ify	Semi colons
			Adjectives	
			Choose appropriate adjectives	
			Connectives/conjunctions	
			Use a wide range of	
			connectives	
			connectives	
			Tense	
			Change tense according to	
			features of the genre	
			Advorbs	
			Adverbs	
			Know what a fronted adverbial	
			is	
			Comma after fronted	
			adverbials	



			Adverbials of time, place, number	
		Year 6		
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Consolidate work form	Modifiers are used to intensify	Whilst that is	Noun	Use a wide range of
previous learning	or qualify e.g. insignificant		Expanded noun phrases to	punctuation throughout
	amount, exceptionally	Focus on	convey complicated	
			information concisely	
	Sentence length and type	Try to make sure that		
	varied according to purpose		Verbs	
		When you do, don't	Use modal verbs	
	Fronted adverbials used e.g. if		Prefixes for verbs; dis, de, mis,	
	the temperature gets too	I would suggest	over	
	high		Convert adjectives into verbs	
		Many people at this stage	using suffixes; ate, ise, ify	
	Complex noun phrases used to			
	add detail e.g. The golden		Adjectives	
	pastry can be decorated with smaller pastry petals		Choose appropriate adjectives	
			Connectives/conjunctions	
cleverly e.g. In the event	Prepositional phrases used cleverly e.g. In the event of		Use a wide range	
	overcooking		Tense	
	Ŭ		Change tense according to	
			features of the genre	
			Adverbs	
			Link ideas across a text using	
			cohesive devices such as	
			adverbials	



Genre: Recount

		Year 1	
Text Structure	Sentence	Useful Vocabulary	Word Classes
Ideas grouped together in time	Simple connectives are used to	First	Noun
sequence.	construct simple sentences e.g.		What a noun is.
	and, but, then, so.		Regular plural nouns with 'er'
Written in first person.		Next	
			Verbs
Written in the past tense.			Third person, first person singular.
·		After	Ending added to verbs where there is change to root. Simple
Focused on individual or group			past tense 'ed'
participants e.g. I, we			
		Finally	Adjectives
		,	Add 'er' and 'est' to adjectives where no change is needed to
			root word.
		The best part was	
			Connectives/conjunctions
		The worst part was	Join words and sentences using and/then.
		l liked	Tense
		Thice	Simple past tense 'ed'.
		l didn't like	
		I didit t like	
		Year 2	
Text Structure	Sentence	Useful Vocabulary	Word Classes
Brief introduction and	Subject/verb sentences e.g. He	Afterwards	Noun
conclusion.	was They were		Form nouns using suffixes and compounding. Expanded noun
		After that	phrases for description.
Written in the past tense e.g. I	It happened		Add 'es' to nouns.
went		When	
		WIICH	



Some modal verbs introduced	Suddenly	Verbs
e.g. would, could, should.		Progressive form of verbs in the past and present tense.
		Add 'es', 'ed' and 'ing' to verbs.
Lise simple adverbs e g	lust then	
		Adjectives
quickly, slowly.		Add 'er' and 'est' to adjectives where no change is needed to
Lico simplo noun phrasos o g	Novt	root word.
	Next	
large liger.		Connectives/conjunctions Subordination – when, if, that,
		because Coordination – or, and, but.
	Much later	because coordination – or, and, but.
		_
		Tense
	I found it interesting when	Correct and consistent use of past and present tense.
		Adverbs
	I found it boring when	'ly' added to adjective to form adverb.
	I didn't expect	
<u> </u>		
Sentence	Useful Vocabulary	Word Classes
		Word Classes
Simple sentences with extra	Last week	Noun
Simple sentences with extra description.		Noun Form nouns using prefixes.
-		Noun
-	Last week	Noun Form nouns using prefixes.
description.	Last week	Noun Form nouns using prefixes.
description. Some complex sentences using	Last week During our school trip	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.
description. Some complex sentences using	Last week During our school trip	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs
description. Some complex sentences using when, if, as etc.	Last week During our school trip Soon	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs
description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal	Last week During our school trip Soon	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the'
description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal	Last week During our school trip Soon	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives
	Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.	Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger. Much later I found it interesting when I found it boring when I didn't expect



	Adverbials		Connectives/conjunctions
	e.g. When we arrived, the tour guide gave us a chocolate bar.	I was pleased that	Express time and cause (when, so, before, after, while, because)
			Tense
		I didn't expect that	Correct and consistent use of past and present tense.
		It was difficult to	Adverbs
			Introduce/revise adverbs.
			Express time and cause; then, next, soon.
	<u> </u>	Year 4	<u> </u>
Text Structure	Sentence	Useful Vocabulary	Word Classes
Clear introduction and	Variation in sentence	Later on	Noun
conclusion.	structures e.g. While we		Nouns and pronouns used for clarity and cohesion. Noun phrases
	watched the sea lion show	Before long	expanded by the addition of modifying adjectives, nouns and
Links between sentences help			prepositional phrases.
to navigate the reader from	Use embedded/relative clauses		
one idea to the next.	e.g. Penguins, which	At that very moment	Verbs
			Standard English forms for verbs.
Paragraphs organized correctly	are very agile,	At precisely	
around key events.			Adjectives
	Include adverbs to show how	When this was complete	Choose appropriate adjectives
Elaboration is used to reveal	often e.g. additionally,		
the writer's emotions and	frequently, rarely.		Connectives/conjunctions
responses.		I was gripped by	Use a wide range of connectives.
	Sentences build from a general		Tanaa
	idea to more specific.	I felt overwhelmed when	Tense Correct use of past and present tense.
			correct use of past and present tense.
	Use emotive language to show personal response e.g.	I was personally affected by	Adverbs
	fabulous, showcase inspired		Know what an adverbial phrase is. Fronted adverbials
	me	This has changed how I feel about	Comma after fronted adverbials.



		Year 5	
Text Structure	Sentence	Useful Vocabulary	Word Classes
Developed introduction and	Sentence length varied e.g	As it happened As a result of	Noun
conclusion including	short/long.	Consequently Subsequently	Locate and identify expanded noun phrases.
elaborated personal response.			
	Active and passive voice used	Unlike the rest of the group, I	Verbs
Description of events are	deliberately to heighten		Use modal verbs.
detailed and engaging.	engagement.	felt In a flash Presently	Prefixes for verbs; dis, de, mis, over
	e.g. Giraffes left the enclosure.		Convert adjectives in verbs using suffixes; ate, ise, ify.
The information is organized		Meanwhile	
chronologically with clear	Wide range of subordinate	In conclusion	Adjectives
signals to the reader about	connectives	The experience overall	Choose appropriate adjectives
time, place and personal	e.g. whilst, until, despite.		
response.			Connectives/conjunctions
			Use a wide range of connectives.
Purpose of the recount an			
experience revealing the			Tense
writer's perspective.			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.
T		Year 6	
Text Structure	Sentence	Useful Vocabulary	Word Classes
The report is well constructed	Verb forms are controlled and	They are unusually	Noun
and answers the readers	precise e.g. It would be		Expanded noun phrases to convey complicated information
questions.	regrettable if the wild life funds	They are rarely	concisely.
	come to an end.		
The writer understands the		They are never	Verbs
impact and thinks about the			Use modal verbs.
response.		They are very	



Information is prioritized	Modifiers are used to intensify	Generally	Prefixes for verbs; dis, de, mis, over
according to importance and a	or qualify e.g. insignificant		Convert adjectives in verbs using suffixes; ate, ise, ify.
frame of response set up for	amount, exceptionally		
the reply.		Be careful if you	Adjectives
	Sentence length and type		Choose appropriate adjectives
	varied according to purpose.	Frequently they	
			Connectives/conjunctions
	Fronted adverbials use to		Use a wide range of connectives.
	clarify writers position	I will attempt to	
	e.g. As a consequence of their		Tense
	actions	This article will frame	Change tense according to features of the genre.
	Complex noun phrases used to	It can be difficult to	Adverbs
	add detail e.g. The fragile eggs		Link ideas across a text using cohesive devices such as adverbials.
	are slowly removed from the	Each paragraph	
	large mother hen.		
	Drenesitienel abrees word	More than half	
	Prepositional phrases used cleverly.		
	e.g. In the event of a fire	Less then half	
	c.g. in the event of a me		

St. M.M

Genre: Non-Chronological Report

		Year 1	
Text Structure	Sentence	Useful Vocabulary	Word Classes
Ideas grouped together for	Simple connectives are used to	are	Noun
similarity.	construct simple sentences e.g.		What a noun is.
	and, but, then, so.	is	Regular plural nouns with 'er'
Attempts at third person			
writing.		They are	Verbs
e.g. The man was run over.			Third person, first person singular.
		The different	Ending added to verbs where there is change to root. Simple
Written in the appropriate			past tense 'ed'
tense.		This is a	
e.g. Sparrow's nest Dinosaurs			Adjectives
were		There are	Add 'er' and 'est' to adjectives where no change is needed to
			root word.
		These can be grouped	
		mese can be grouped	Connectives/conjunctions
			Join words and sentences using and/then.
			Tense
			Simple past tense 'ed'.
		Year 2	
Text Structure	Sentence	Useful Vocabulary	Word Classes
Brief introduction and	Subject/verb sentences e.g. He	They like to	Noun
conclusion.	was They were It		Form nouns using suffixes and compounding. Expanded noun
	happened	They can	phrases for description.
Written in the appropriate			Add 'es' to nouns.
tense.	Some modal verbs introduced		
e.g. Sparrow's nest Dinosaurs	e.g. would, could, should.	It can	Verbs
were			Progressive form of verbs in the past and present tense.
			Add 'es', 'ed' and 'ing' to verbs.



Main ideas organized in	Use simple adverbs e.g.	Like many	Adjectives
groups.	quickly, slowly.		Add 'er' and 'est' to adjectives where no change is needed to
			root word.
	Use simple noun phrases e.g.	I am going to	
	large tiger.		Connectives/conjunctions Subordination – when, if, that,
		There are two sorts of	because Coordination – or, and, but.
		They live in	Tense
			Correct and consistent use of past and present tense.
		The have but the have	
			Adverbs
			'ly' added to adjective to form adverb.
		Year 3	
Text Structure	Sentence	Useful Vocabulary	Word Classes
Clear introduction.	Simple sentences with extra	The following report	Noun
	description.		Form nouns using prefixes.
Organised into paragraphs		They don't	Nouns and pronouns used to avoid repetition.
shaped around a key topic	Some complex sentences using		
sentence.	when, if, as etc.		Verbs
		It doesn't	Present perfect forms of verbs instead of 'the'
Use of sub-headings.	Tense consistent e.g. modal		
	verbs can/will	Sometimes	Adjectives
			Choose appropriate adjectives.
	Adverbials	Often	
	e.g. When the caterpillar		Connectives/conjunctions
	makes a cocoon		Express time and cause (when, so, before, after, while, because)
		Most	
			Tense
			Correct and consistent use of past and present tense.
1			
			Adverbs



		Year 4	
Text Structure	Sentence	Useful Vocabulary	Word Classes
Text Structure 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.	SentenceVariation in sentence structures e.g. While the eggs hatch female penguinsUse 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 technical vocabulary to show the reader the writer's expertise.	Useful Vocabulary This report will The following Information Usually Normally Even though Despite the fact As a rule	Word ClassesNounNouns and pronouns used for clarity and cohesion. Noun phrasesexpanded by the addition of modifying adjectives, nouns and prepositional phrases.VerbsStandard English forms for verbs.AdjectivesChoose appropriate adjectivesConnectives/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 using all the layout features. Description of the phenomenon is technical and accurate.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach.	As it happened As a result of The purpose of this report/article is to	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over Convert adjectives in verbs using suffixes; ate, ise, ify.



Generalized sentences are	Wide range of subordinate	The information presented	Adjectives
used to categorise and sort	connectives	will	Choose appropriate adjectives
information for the reader	e.g. whilst, until, despite.		
		Some experts believe	Connectives/conjunctions
Purpose of the report is to			Use a wide range of connectives.
inform the reader and to		This article is designed to	
describe the way things are.		6	Tense
		Many specialists consider	Change tense according to features of the genre.
Formal and technical language			
used throughout to engage the		Firstly I will	Adverbs
reader.			Know what an adverbial phrase is. Fronted adverbials
		It can be difficult	Comma after fronted adverbials. Adverbials of time, place and number.
		will enable you to	
		understand.	
		Unlike	
		onince	
		Despite	
		Despite	
		Although	
		Although	
		Like many	
		Like many	
		Year 6	
Text Structure	Sentence	Useful Vocabulary	Word Classes
The report is well constructed	Verb forms are controlled and	They are unusually	Noun
and answers the reader's	precise e.g. It would be		Expanded noun phrases to convey complicated information
questions.	regrettable if the wild life funds	They are rarely T	concisely.
946545151	0		
	come to an end.		



The writer understands the	Modifiers are used to intensify	hey are never	Verbs
impact and thinks about the	or qualify e.g. insignificant		Use modal verbs.
response.	amount, exceptionally	They are very	Prefixes for verbs; dis, de, mis, over. Convert adjectives in verbs using suffixes; ate, ise, ify.
Information is prioritised according to importance and a frame of response set up for the reply.	Sentence length and type varied according to purpose. Fronted adverbials use to	Generally Be careful if you	Adjectives Choose appropriate adjectives
	clarify writers position e.g. As a consequence of their actions	Frequently they	Connectives/conjunctions Use a wide range of connectives.
	Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the	l will attempt to	Tense Change tense according to features of the genre.
	large mother hen.	This article will frame	Adverbs Link ideas across a text using cohesive devices such as adverbials.
	Prepositional phrases used cleverly.	It can be difficult to	
	e.g. In the event of a fire	Each paragraph	
		More than half	
		Less then half	



Genre: Letters

			Year 1	
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped in	Sentences using	Dear From	Noun	Use spaces to separate words.
sentences in time	simple pronouns and	l like	What a noun is.	
sequence.	connectives.	l went	Regular plural nouns with 'er'	Begin to use full stops.
		I saw It was My favourite They	Verbs	Begin to use exclamation marks.
		were There was Next Then	Third person, first person singular. Ending	begin to use exclamation marks.
		First After And, but, so, when	added to verbs where there is change to root. Simple past tense 'ed'	Begin to use exclamation marks.
			Adjectives	Capital letters for start of sentence,
			Add 'er' and 'est' to adjectives where no	names, personal pronouns.
			change is needed to root word.	Read words with contractions.
			Connectives/conjunctions Join words and	
			sentences using and/then.	
			Tense	
			Simple past tense 'ed'.	
			Year 2	
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and	Subject/verb	And, then, but, so, when.	Noun	Use spaces that reflect the size of
conclusion.	sentences e.g. I		Form nouns using suffixes and compounding.	the letters.
	think	Dear Mr/Mrs	Expanded noun phrases	
Written in the past			for description. Add 'es' to nouns.	Use full stops correctly.
tense.	We want	Dear Sir/Madam		
			Verbs	Use question marks correctly.
	Some modal verbs	Yours Sincerely Yours	Progressive form of verbs in the past and	
	introduced	faithfully Later Afterwards		



Main ideas organized in	e.g. would, could,	After that Eventually	present tense.	Use exclamation marks correctly.
groups.	should.	I would like to We felt	Add 'es', 'ed' and 'ing' to verbs.	
				Use capital letters correctly.
Using sequencing	Use simple adverbs		Adjectives	
techniques – time	e.g. yesterday, today.		Add 'er' and 'est' to adjectives where no	Apostrophes for contractions.
related words.			change is needed to root word.	Possessive apostrophes for singular
	Use simple noun			nouns.
	phrases e.g. red shoes		Connectives/conjunctions Subordination –	
			when, if, that, because	Commas to separate items in lists.
			Coordination – or, and, but.	
			Tense	
			Correct and consistent use of past and present	
			tense.	
			Adverbs	
			'ly' added to adjective to form adverb.	
			Year 3	
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction.	Simple sentences with	While, if, as, when.	Noun	Introduce possessive apostrophes
	extra description.		Form nouns using prefixes.	for plural nouns.
Points about the		I would like to inform you	Nouns and pronouns used to avoid repetition.	
visit/issue	Some complex	that		Introduce inverted commas.
	sentences using		Verbs	
Organised into	when, if, as etc.	It has come to my	Present perfect forms of verbs instead of 'the'	
paragraphs denoted by		attention that		
time/place.	Tense consistent e.g.		Adjectives	
	modal verbs can/will	Thank you for I hope	Choose appropriate adjectives.	
Topic sentences.		that		
	Adverbials		Connectives/conjunctions	
Some letter layout	e.g. When they have a		Express time and cause (when, so, before,	
features included.	problem, we played after tea.		after, while, because)	



	It was scary in the tunnel.		Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.	
			Year 4	
Text Structure Clear introduction and	Sentence Variation in sentence	Useful Vocabulary As I stated earlier	Word Classes Noun	Punctuation Apostrophe to mark singular and
conclusion. Links between key ideas in the letter. Paragraphs organized correctly into key ideas. All letter layout features included.	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.	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.	plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.



			Year 5	
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction	Sentence length	l appreciate	Noun	Consolidate all previous learning.
and conclusion using all	varied e.g short/long.		Locate and identify expanded noun phrases.	
the letter layout		Whilst we were waiting		Brackets Dashes Colons Semi color
features.	Active and passive		Verbs	
	voice used	Your concern	Use modal verbs.	
Paragraphs developed	deliberately to		Prefixes for verbs; dis, de, mis, over, ise, ify.	
with prioritized	heighten engagement.	Until this is resolved	Convert adjectives in verbs using suffixes; ate,	
information.	e.g. the café chairs		ise, ify.	
	were broken.	Descrite an estimate (1		
Purpose of letter clear		Despite speaking to the	Adjectives	
and transparent for	Wide range of	duty manager	Choose appropriate adjectives	
reader.	subordinate			
	connectives	This is a disgrace	Connectives/conjugations	
	e.g. whilst, until,	Unfortunately	Connectives/conjunctions	
Formal language used	despite.		Use a wide range of connectives.	
throughout to engage	despite.	Many other people also		
the reader.			Tense	
	Complex sentences	I am delighted to inform	Change tense according to features of the	
	that use well known	you that	genre.	
	economic expression.	,		
	e.g Because of their		Adverbs	
	courageous efforts, all		Know what an adverbial phrase is. Fronted	
	the passengers were		adverbials	
	saved, which was		Comma after fronted adverbials. Adverbials of	
	nothing short of a		time, place and number.	
	miracle.			
			Year 6	
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Letter well constructed	Verb forms are	Please do not hesitate to	Noun	Use a wide range of punctuation
that answers the	controlled and precise	contact me	Expanded noun phrases to convey complicated	throughout the writing.
reader's questions.	e.g. It would be	An early response would	information concisely.	
	helpful if you could let	be greatly appreciated		
	me know as this will		Verbs	
			Use modal verbs.	



The writer understands	enable us to take	Please accept my	Prefixes for verbs; dis, de, mis, over, ise, ify.	
the impact and thinks	further action.		Convert adjectives in verbs using suffixes; ate,	
-		_ .		
about the response.		I wish to express The	ise, ify.	
	Modifiers are used to	impact of		
Information is	intensify or qualify		Adjectives	
prioritized according to	e.g. insignificant	Despite continued	Choose appropriate adjectives	
importance and a frame	amount, exceptionally	efforts		
of response set up for	Sentence length and		Connectives/conjunctions	
the reply.	type varied according	Subsequently	Use a wide range of connectives.	
	to purpose. Fronted			
	adverbials used to		Tense	
	clarify writers position		Change tense according to features of the	
			genre.	
	e.g. As a consequence		genie.	
	of your actions			
	Complex noun		Adverbs	
	phrases used to add		Link ideas across a text using cohesive devices	
	detail e.g. the		such as adverbials.	
	dilapidated fencing			
	around the enclosure			
	was extremely			
	dangerous.			
	ualigerous.			
	Prepositional phrases			
	used cleverly.			
	e.g. In the event of a			
	fire			
	e.g. In the event of a			
	fire			



Persuasion

			Year 1	
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas are grouped	Simple connectives	It was Brilliant Best	Noun	Use spaces to separate words.
together for similarity.	are used to construct	Exciting The most Super	What a noun is.	
	simple sentences e.g.	Fantastic Great	Regular plural nouns with 'er'	Begin to use full stops.
Writes in first person.	and, but, then, so.	It will Now you can Try		
			Verbs	Begin to use exclamation marks.
			Third person, first person singular. Ending	
			added to verbs where there is change to root. Simple past tense 'ed'	Begin to use exclamation marks.
				Capital letters for start of sentence,
			Adjectives	names, personal pronouns.
			Add 'er' and 'est' to adjectives where no change is needed to root word.	
				Read words with contractions.
			Connectives/conjunctions Join words and	
			sentences using and/then.	
			Tense	
			Simple past tense 'ed'	
	1		Year 2	
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and	Subject/verb	The biggest The greatest	Noun	Use spaces that reflect the size of
conclusion.	sentences e.g. He	The longest The tallest	Form nouns using suffixes and compounding.	the letters.
	was They were It		Expanded noun phrases for description. Add	
Written In the present	happened	I think that	'es' to nouns.	Use full stops correctly.
tense.	Come model work	I believe that Extraordinary	Marka	
	Some modal verbs introduced	Remarkable	Verbs	Use question marks correctly.
	Introduced		Progressive form of verbs in the past and	
	1			



Main ideas organised in	e.g. would, could,		present tense.	Use exclamation marks correctly.
groups.	should.		Add 'es', 'ed' and 'ing' to verbs.	
				Use capital letters correctly.
	Use simple adverbs		Adjectives	
	e.g. yesterday, today.		Add 'er' and 'est' to adjectives where no	Apostrophes for contractions.
			change is needed to root word.	Possessive apostrophes for singular
	Use simple noun			nouns.
	phrases e.g. red shoes		Connectives/conjunctions Subordination –	
			when, if, that, because	Commas to separate items in lists.
	Uses rhetorical		Coordination – or, and, but.	
	questions.			
			Tense	
	Uses ambitious		Correct and consistent use of past and present	
	adjectives to grab the		tense.	
	reader's attention.			
			Adverbs	
			'ly' added to adjective to form adverb.	
			Year 3	
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction.	Simple sentences with	Surely Obviously Clearly	Noun	Introduce possessive apostrophes
	extra description.	Don't you think Firstly	Form nouns using prefixes.	for plural nouns.
Points about		Secondly Thirdly	Nouns and pronouns used to avoid repetition.	
subject/issue	Some complex	My own view is My last		Introduce inverted commas.
	sentences using	point is My final point is	Verbs	
Organised into	when, if, as etc.	Imagine Consider Enjoy	Present perfect forms of verbs instead of 'the'	
paragraphs				
	Tense consistent e.g.		Adjectives	
Sub-heading used to	modal verbs can/will		Choose appropriate adjectives.	
organize texts.				
	Adverbials		Connectives/conjunctions	
	e.g. When they have a		Express time and cause (when, so, before,	
	problem, we played		after, while, because)	
	after tea.			



	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. Express time and cause; then, next, soon.	
	ſ		Year 4	1
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	 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.



		The evidence presented Have you ever thought about? Do you think that? Fed up with?		
			Year 5	
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Arguments are well	Verb forms are	It appears that There can	Noun	Use a wide range of punctuation
constructed that	controlled and precise	be no doubt that It is	Expanded noun phrases to convey complicated	throughout the writing.
answer the reader's	e.g. It will be a global	critical Fundamentally	information concisely.	
questions.	crisis if people do not	How can anyone		
	take a stand against		Verbs	
The writer understands		believe this to be true?	Use modal verbs.	
the impact or the	Modifiers are used to	Does anyone really believe	Prefixes for verbs; dis, de, mis, over, ise, ify.	
emotive language and	intensify or qualify	that?	Convert adjectives in verbs using suffixes; ate,	
thinks about the	e.g. insignificant	As everyone knows	ise, ify.	
response.	amount, exceptionally			
		I cite, for example I	Adjectives	
Information is	Sentence length and	would draw your attention	Choose appropriate adjectives	
prioritised according to	type varied according	to I would refer to		
the writer's point of	to purpose.		Connectives/conjunctions	
view.		On the basis of the	Use a wide range of connectives.	
	Fronted adverbials	evidence presented		
	used to clarify writer's		Tense	
	position	Phenomenal	Change tense according to features of the	
	e.g. As a consequence	Unique	genre.	
	of your actions	Unmissable You		
		will be Don't	Adverbs	
	Complex noun	Take a moment to Isn't it	Link ideas across a text using cohesive devices	
	phrases used to add	time to?	such as adverbials.	
	detail e.g. the			



	phenomenal impact of using showers instead of baths	Worried about		
	Prepositional phrases used cleverly. e.g. In the event of a blackout			
	blackout		Year 6	
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion using all	Sentence length varied e.g short/long.	It strikes me that	Noun Locate and identify expanded noun phrases.	Consolidate all previous learning.
the argument or leaflet layout features.	Active and passive voice used	There is no doubt that I am convinced that	Verbs Use modal verbs.	Brackets Dashes Colons Semi colons
Paragraphs developed with prioritised information.	deliberately to heighten engagement. e.g. the café chairs	It appears	Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.	
View point is	were broken.	In my opinion	Adjectives	
transparent for reader.	Wide range of subordinate	Surely only a	Choose appropriate adjectives	
Emotive language used throughout to engage the reader.	connectives e.g. whilst, until, despite.	fool would	Connectives/conjunctions Use a wide range of connectives.	
the reader.	Complex sentences that use well known	consider In	Tense	
	economic expression. e.g Because of their	addition	Change tense according to features of the genre.	
	courageous efforts, all the passengers were	Furthermore	Adverbs	
	saved, which was nothing short of a	Moreover	Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of	
	miracle.	My evidence to	time, place and number.	



Persuasive sta are used to ch the readers op E.g. you will ne need to	ange on balance	Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices	
	Now you can For the rest of your life	such as adverbials.	
	Unbelievable Outrageous Incredible		



Biography

			Year 1
Text Structure	Sentence	Useful Vocabulary	Word Classes
Ideas grouped together	Simple connectives	First	Noun
in time sequence.	are used to construct		What a noun is.
	simple sentences e.g.	Next	Regular plural nouns with 'er'
Written in first person.	and, but, then, so.		
		After	Verbs
Written in the past			Third person, first person singular.
tense.		Finally	Ending added to verbs where there is change to root. Simple past tense 'ed'
Focused on individual		When he/she was born	Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.
or group participants e.g. I, we			Add er and est to adjectives where no change is needed to root word.
e.g. 1, we		When he/she was five	Connectives/conjunctions
		years old	Join words and sentences using and/then.
		An interesting thing about	Tense
		about	Simple past tense 'ed'.
		A fact about	
		lle /ehe will he	
		He/she will be remembered for	
		Temembered for	
			Year 2
Text Structure	Sentence	Useful Vocabulary	Word Classes
Brief introduction and	Subject/verb	As a child	Noun
conclusion.	sentences e.g. He	As a teenager	Form nouns using suffixes and compounding. Expanded noun phrases for description.
	was They were It	At a young age Many	Add 'es' to nouns.
	happened	years later One of the	
		interesting things	
		aboutwas In my view	



Written in the past	Some modal verbs	His/Her life was	Verbs
tense e.g. He went	introduced	I believe	Progressive form of verbs in the past and present tense.
She travelled	e.g. would, could, should.	He/She was He/She became	Add 'es', 'ed' and 'ing' to verbs.
Main ideas organised in			Adjectives
groups.	Use simple adverbs e.g. quickly, slowly.		Add 'er' and 'est' to adjectives where no change is needed to root word.
Ideas organised in			Connectives/conjunctions Subordination – when, if, that, because Coordination – or,
chronological order using connectives that	Use simple noun phrases e.g. large		and, but.
signal time.	crowd		Tense
U			Correct and consistent use of past and present tense.
			Adverbs
			(ly' added to adjective to form adverb.
			Year 3
Text Structure	Sentence	Useful Vocabulary	Year 3 Word Classes
Text Structure Clear introduction.	Sentence Simple sentences with	Useful Vocabulary During his/her early life	
			Word Classes
Clear introduction.	Simple sentences with	During his/her early life	Word Classes Noun
Clear introduction. Organised into	Simple sentences with extra description.	During his/her early life Soon afterwards	Word Classes Noun Form nouns using prefixes.
Clear introduction. Organised into paragraphs shaped	Simple sentences with extra description. Some complex	During his/her early life Soon afterwards Sometimes he	Word Classes Noun Form nouns using prefixes.
Clear introduction. Organised into	Simple sentences with extra description. Some complex sentences using	During his/her early life Soon afterwards Sometimes he	Word Classes Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs
Clear introduction. Organised into paragraphs shaped around key events.	Simple sentences with extra description. Some complex	During his/her early life Soon afterwards Sometimes he Strangely	Word ClassesNounForm nouns using prefixes.Nouns and pronouns used to avoid repetition.
Clear introduction. Organised into paragraphs shaped around key events. A closing statement to	Simple sentences with extra description. Some complex sentences using when, if, as etc.	During his/her early life Soon afterwards Sometimes he Strangely One of the most	Word Classes Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the'
Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g.	During his/her early life Soon afterwards Sometimes he Strangely One of the most remarkable facts about	Word Classes Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives
Clear introduction. Organised into paragraphs shaped around key events. A closing statement to	Simple sentences with extra description. Some complex sentences using when, if, as etc.	During his/her early life Soon afterwards Sometimes he Strangely One of the most	Word Classes Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the'
Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will	During his/her early life Soon afterwards Sometimes he Strangely One of the most remarkable facts about His/her greatest	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.
Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials	During his/her early life Soon afterwards Sometimes he Strangely One of the most remarkable facts about His/her greatest	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
Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall	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	During his/her early life Soon afterwards Sometimes he Strangely One of the most remarkable facts about His/her greatest	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.
Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall	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	During his/her early life Soon afterwards Sometimes he Strangely One of the most remarkable facts about His/her greatest	Word Classes Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because)
Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall	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	During his/her early life Soon afterwards Sometimes he Strangely One of the most remarkable facts about His/her greatest	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



	exactly what happened.		Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon. Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.
—			Year 4
Text Structure Clear introduction and	Sentence Variation in sentence	Useful Vocabulary In his /her early years	Word Classes Noun
conclusion.	structures e.g. While	in his /her early years	Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the
conclusion.	we watched the	By the time he/she had	addition of modifying adjectives, nouns and prepositional phrases.
Links between	sealion show		
sentences help to		In his/ her final years	Verbs
navigate the reader	Use		Standard English forms for verbs.
from one idea to the	embedded/relative	What is clear is that	
next.	clauses e.g. Penguins, which		Adjectives
Paragraphs organised	are very agile,	Even though he/she was	Choose appropriate adjectives
correctly around key		not popular at the time,	Connectives/conjunctions
events.	Include adverbs to	Although feeling ran high	Use a wide range of connectives.
	show how often e.g.	in the community,	
Elaboration is used to	additionally,		Tense
reveal the writer's	frequently, rarely.		Correct use of past and present tense.
emotions and	Sentences build from	In many ways it wasn't	
responses.	a general idea to	until	Adverbs
	more specific.		Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.
		He/She might have been	



	Use emotive language to show personal response e.g. fabulous, showcase inspired me to	His/Her one regret was that	
			Year 5
Text Structure	Sentence	Useful Vocabulary	Word Classes
Developed introduction	Sentence length	In (insert year) at the age	Noun
and conclusion including elaborated	varied e.g short/long.	ofhe/she	Locate and identify expanded noun phrases.
personal response.	Active and passive	The time came for	Verbs
	voice used		Use modal verbs.
Description of events	deliberately to	In his/her later years	Prefixes for verbs; dis, de, mis, over, ise, ify.
are detailed and	heighten engagement.		Convert adjectives in verbs using suffixes; ate, ise, ify.
engaging.		Once he/she had	
	e.g. Giraffes left the		Adjectives
The information is organised	enclosure.	Nobody is sure why	Choose appropriate adjectives
chronologically with clear signals to the	Wide range of subordinate	In spite of	Connectives/conjunctions Use a wide range of connectives.
reader about time, place and personal response.	connectives e.g. whilst, until, despite.	His/Her lasting legacy is that	Tense Change tense according to features of the genre.
Purpose of the recount an experience revealing the writer's perspective.			Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.



			Year 6
Text Structure	Sentence	Useful Vocabulary	Word Classes
Text Structure 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.	Sentence 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.	Useful Vocabulary 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	



e.g. In the event of a fire		



St. M.M

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

			Year 1	
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas are grouped	Simple connectives	but	Noun	Use spaces to separate words.
together for similarity.	are used to construct		What a noun is.	
	simple sentences e.g.	because	Regular plural nouns with 'er'	Begin to use full stops.
Writes in first person.	and, but, then, so.			
		some people like	Verbs	Begin to use exclamation marks.
			Third person, first person singular. Ending	
		some people feel	added to verbs where there is change to root.	Begin to use exclamation marks.
			Simple past tense 'ed'	
		some people believe		Capital letters for start of sentence,
		other people like	Adjectives	names, personal pronouns.
			Add 'er' and 'est' to adjectives where no	
		other people feel	change is needed to root word.	Read words with contractions
		other people believe	Connectives/conjunctions Join words and	
			sentences using and/then.	
			Tense	
			Simple past tense 'ed'.	
— . . .			Year 2	
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and	Subject/verb	I am going to	Noun	Use spaces that reflect the size of
conclusion.	sentences e.g. He	In fact	Form nouns using suffixes and compounding.	the letters.
	was They were It	It seems	Expanded noun phrases for description. Add	
Written with an	happened	To sum this up The	'es' to nouns.	Use full stops correctly.
impersonal style		opposite view of this is		
			Verbs	Use question marks correctly.
			Progressive form of verbs in the past and	



Main ideas organised in	Some modal verbs	Not everyone agrees with	present tense.	Use exclamation marks correctly.
groups.	introduced e.g. would,	this	Add 'es', 'ed' and 'ing' to verbs.	
	could, should.			Use capital letters correctly.
			Adjectives	
	Use simple adverbs		Add 'er' and 'est' to adjectives where no	Apostrophes for contractions.
	e.g. yesterday, last week		change is needed to root word.	Possessive apostrophes for singular nouns.
			Connectives/conjunctions Subordination –	
	Use simple noun phrases e.g. angry mum		when, if, that, because coordination – or, and, but.	Commas to separate items in lists.
	mum		Tense	
	Uses rhetorical questions.		Correct and consistent use of past and present tense.	
	4			
	Uses ambitious		Adverbs	
	adjectives to grab the		'ly' added to adjective to form adverb.	
	reader's attention.		,	
	1		Year 3	
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction.	Simple sentences with	I will begin by Maybe	Noun	Introduce possessive apostrophes
	extra description.	Firstly	Form nouns using prefixes.	for plural nouns.
Points about		Many people are	Nouns and pronouns used to avoid repetition.	
subject/issue	Some complex	concerned that I		Introduce inverted commas.
	sentences using	wonder Sometimes	Verbs	
Organised into	when, if, as etc.	It could be	Present perfect forms of verbs instead of 'the'	
paragraphs	Tense consistent e.g.	argued that Therefore	Adjectives	
	modal verbs	My overall feeling/opinion	Choose appropriate adjectives.	
Sub-heading used to organise texts.	could/might	is An example of this is		



	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.	It is clear that	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.	
			Year 4	
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and	Variation in sentence	This piece of writing will	Noun	Apostrophe to mark singular and
conclusion.	structures e.g. While		Nouns and pronouns used for clarity and	plural possession.
	we were at the park	feel convinced	cohesion.	
Links between key ideas	As we arrived		Noun phrases expanded by the addition of	Commas after fronted adverbials.
in the letter. Paragraphs			modifying adjectives, nouns and prepositional	Use inverted commas and other
organised correctly into	Use	l intend to	phrases.	punctuation to indicate direct
key ideas.	embedded/relative			speech.
	clauses		Verbs	
Subheading	e.g. Mrs Holt, who was very angry	On the other hand	Standard English forms for verbs.	
Topic sentences		In addition	Adjectives	
-1	The angry mob, who		Choose appropriate adjectives	
	had broken the	It is surprising that		
	barricade		Connectives/conjunctions	
		On halanca	Use a wide range of connectives.	
	Include adverbs to	On balance		
	show how often e.g.	Finally Lynnydd Blia ta arl	Tense	
	additionally, frequently, rarely.	Finally I would like to add	Correct use of past and present tense.	



	More complicated rhetorical questions e.g. Have you ever considered the impact of?	My next point concerns Furthermore Having looked at both sides, I thinkbecause Having considered the arguments for and against Whilst	Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	
	1		Year 5	
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction	Sentence length	It strikes me that	Noun	Consolidate all previous learning.
and conclusion using all	varied e.g short/long.		Locate and identify expanded noun phrases.	
the argument or leaflet		My intention is to		Brackets Dashes Colons Semi colons
layout features.	Active and passive		Verbs	
	voice used	To do this I will	Use modal verbs.	
Paragraphs developed	deliberately to		Prefixes for verbs; dis, de, mis, over, ise, ify.	
with prioritised	heighten engagement.	As I see it	Convert adjectives in verbs using suffixes; ate,	
information.	e.g. the café chairs		ise, ify.	
	were broken.	It appears to me		
Both view points are			Adjectives	
transparent for reader.	Wide range of subordinate	Naturally	Choose appropriate adjectives	
Emotive language used	connectives		Connectives/conjunctions	
throughout to engage	e.g. whilst, until,		Use a wide range of connectives.	
the reader.	despite.	It is precisely because		
		Subsequently		
	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	Doubtless Nevertheless In stark contrast Contrary to this position It would seem logical It would seem logical Let us consider the impact In conclusion The evidence presented leads me to conclude	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.	
			Year 6	
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	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	I will present Following that I will One argument for this is that	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.	Use a wide range of punctuation throughout the writing.
emotive language and thinks about the response. Information is prioritised according to	intensify or qualify e.g. insignificant amount, exceptionally	flawed	Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives	



the writer's point of	Sentence length and	an easy answer that	Connectives/conjunctions	
view.	type varied according	avoids	Use a wide range of connectives.	
	to purpose.			
		I would counter this	Tense	
	Fronted adverbials	view	Change tense according to features of the	
	used to clarify writer's		genre.	
	position	It seems plausible to		
	e.g. As a consequence		Adverbs	
	of your actions	Moreover	Link ideas across a text using cohesive devices such as adverbials.	
	Complex noun			
	phrases used to add detail e.g. the	In point of fact		
	phenomenal impact	The evidence I would use		
	of using showers instead of baths	to support this is		
	Prepositional phrases	It surprises me that		
	used cleverly. e.g. In the event of a	It is my conviction		
	blackout			
		Finally I would like to		
		add		
		Even though there has		
		Even though there has been a long history of		
		activists		



Genre: Newspaper

Year 1					
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	
Ideas grouped in sentences in time sequence.	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	On Monday The accident	Noun What a noun is. Regular plural nouns with 'er'	Use spaces to separate words. Begin to use full stops.	
Attempts at third person writing. e.g. The man was run	and, but, then, so.	People felt Happened	Verbs Third person, first person singular. Ending added to verbs where there is change to root.	Begin to use exclamation marks. Begin to use exclamation marks.	
over. Beginning describes what happened		Angry Upset	Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no	Capital letters for start of sentence, names, personal pronouns.	
		First	change is needed to root word. Connectives/conjunctions Join words and sentences using and/then.	Read words with contractions.	
		Next After	Tense Simple past tense 'ed'.		
		When			
		Then So But It was			



			Year 2	
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion.	Subject/verb sentences e.g. He was They were	It was a terrible The scene was	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.
 Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words. A photo with a caption. 	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	Many passers by Some children were Shocking Awful Amazing Incredible Afterwards		 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.



			Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	
Text Structure	Sentence	Useful Vocabulary	Year 3 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.



			Year 4	
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and	Variation in sentence	John Smith (64), a retired	Noun	Apostrophe to mark singular and
conclusion.	structures e.g. While	community officer said	Nouns and pronouns used for clarity and	plural possession.
	the witness was		cohesion.	
Links between key ideas	distracted As the	Within minutes	Noun phrases expanded by the addition of	Commas after fronted adverbials.
in the newspaper. Who,	police arrived		modifying adjectives, nouns and prepositional	Use inverted commas and other
what, where,		The school confirmed	phrases. Verbs	punctuation to indicate direct
when and why	Use	that	Standard English forms for verbs.	speech.
information is clear to	embedded/relative			
orientate the reader.	clauses	She claimed that	Adjectives	
	e.g. Mrs Holt, who		Choose appropriate adjectives	
Paragraphs organised	was very angry	He continued by informing		
correctly into key ideas.		us that	Connectives/conjunctions	
	The tiger, that was		Use a wide range of connectives.	
All newspaper layout	pacing	Police were		
features included.		i olice were	Tense	
	Include adverbs to		Correct use of past and present tense.	
Bold eye-catching	show how often e.g.			
headline which includes	additionally,		Adverbs	
alliteration.	frequently, rarely.		Know what an adverbial phrase is. Fronted	
			adverbials	
			Comma after fronted adverbials.	
			Year 5	
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction	Sentence length	Until this is resolved	Noun	Consolidate all previous learning.
and conclusion using all	varied e.g short/long.	Unfortunately	Locate and identify expanded noun phrases.	
the newspaper's layout				Brackets Dashes Colons Semi colo
features.	Active and passive	Chaos ensued	Verbs	
	voice used		Use modal verbs.	
Paragraphs developed	deliberately to	Many panicked when	Prefixes for verbs; dis, de, mis, over, ise, ify.	
with prioritised	heighten engagement.	,		



Progression Through Writing Genres

information into columns. Subheadings are used as an organisational device. Formal language used throughout to engage the reader. Quotations are succinct/emotive.	 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 	He disputed She refused to accept that The parents agreed that Witnesses Pupils emphasized They spoke to In addition to this	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	
	the passengers were saved, which was nothing short of a miracle.		Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	
	-		Year 6	
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
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	The impact of Despite continued efforts	Noun Expanded noun phrases to convey complicated information concisely. Verbs	Use a wide range of punctuation throughout the writing.
The writer understands the impact and thinks about the response.	enable us to take further action. Modifiers are used to intensify or qualify	Subsequently The appointed spokesman	Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.	



Information is	e.g. insignificant	In addition	Adjectives	
prioritised according to	amount, exceptionally		Choose appropriate adjectives	
importance and a frame		Mrs Hedges emphasized		
of response set up for	Sentence length and	Tragic	Connectives/conjunctions	
the reply.	type varied according		Use a wide range of connectives.	
	to purpose.	Crisis situation Epic		
Headlines include puns.		proportions	Tense	
	Fronted adverbials	proportions	Change tense according to features of the	
	used to clarify writer's	Many parents refused to	genre.	
	position	accept The horror		
	e.g. As a consequence		Adverbs	
	of the accident	Politicians also spoke of	Link ideas across a text using cohesive devices	
		how	such as adverbials.	
	Complex noun			
	phrases used to add		Adverbs	
	detail e.g. the		Link ideas across a text using cohesive devices	
	dilapidated fencing		such as adverbials.	
	around the enclosure			
	was extremely			
	dangerous.			
	Bronositional phrases			
	Prepositional phrases			
	used cleverly. e.g. In			
	the event of a fire			