



# Writing Genre Progression Map

(Based on The Write Stuff tool)

Genre		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Instructions	Knowledge	<p><b>Sentence</b> Simple conjunction 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</p> <p><b>Word Class</b> <u>Noun</u> What a noun is. Regular plural nouns with 'er' <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join words and sentences using and/ then. <u>Tense</u> Simple past tense 'ed'.</p>	<p><b>Sentence</b> Imperative verbs are used to begin sentences. Use simple adverbs e.g. slowly, quickly. Use simple noun phrases e.g. long stick.</p> <p><b>Word Class</b> <u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but. <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> 'ly' added to adjective to form adverb.</p>	<p><b>Sentence</b> Simple sentences with extra description. Some complex sentences using when, if, as etc. Adverbials e.g. When the glue dries, attach the paperclip.</p> <p><b>Word Class</b> <u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs instead of 'the' <u>Adjectives</u> Choose appropriate adjectives. <u>Conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p><b>Sentence</b> 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.</p> <p><b>Word Class</b> <u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives. <u>Conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials</p>	<p><b>Sentence</b> Sentence length varied e.g short/long. Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p><b>Word Class</b> <u>Noun</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p><b>Sentence</b> 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. 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...</p> <p><b>Word Class</b> <u>Noun</u> Expanded noun phrases to convey complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>
	Skills	<p><b>Text Structure</b> 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.</p> <p><b>Punctuation</b> Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks.</p>	<p><b>Text Structure</b> A goal is outlined – a statement about what is to be achieved. Written in sequenced steps to achieve the goal. Diagrams and illustrations are used to make the process clearer.</p> <p><b>Punctuation</b> 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.</p>	<p><b>Text Structure</b> A set of ingredients and equipment needed are outlined clearly. Organised into clear points denoted by time.</p> <p><b>Punctuation</b> Introduce possessive apostrophes for plural nouns. Introduce inverted commas.</p>	<p><b>Text Structure</b> 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.</p> <p><b>Punctuation</b> Apostrophe to mark singular and plural possession. Commas after fronted adverbials.</p>	<p><b>Text Structure</b> Consolidate work from previous learning. Can write accurate instructions for complicated processes. Can write imaginative instructions using flair and humour.</p> <p><b>Punctuation</b> Consolidate all previous learning. Brackets Dashes Colons Semi colons</p>	<p><b>Text Structure</b> Consolidate work from previous learning.</p> <p><b>Punctuation</b> Use a wide range of punctuation accurately throughout.</p>

		<p>Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.</p>	<p>Possessive apostrophes for singular nouns. Commas to separate items in lists.</p>		<p>Use inverted commas and other punctuation to indicate direct speech</p>		
	<b>Vocabulary</b>	<p>1, 2, 3, 4, 5 First Next After Cut Move Fold Stir Colour Paint</p>	<p>First of all To start with Firstly Lastly Finally Carefully Gently Slowly Softly</p>	<p>Afterwards After that To begin with Begin by Secondly The next step is to With a slow movement With a quick pull Try to</p>	<p>Continue by... Carry on... Do this until... Stop when... When you have done this... Try not to... Avoid..</p>	<p>Don't forget to... Be careful of... Don't worry about... Concentrate on... At this point...</p>	<p>Whilst that is... Focus on... Try to make sure that... When you do, don't... I would suggest... Many people at this stage...</p>

**Comments for teaching**

Genre		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Recount – experiences, diary, police reports, sports reports</b>	<b>Knowledge</b>	<p><b>Sentence</b> Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p> <p><b>Word Class</b> <u>Noun</u> What a noun is. Regular plural nouns with ‘er’ <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense ‘ed’ <u>Adjectives</u> Add ‘er’ and ‘est’ to adjectives where no change is needed to root word. <u>Conjunctions</u> Join words and sentences using and/then. <u>Tense</u> Simple past tense ‘ed’.</p>	<p><b>Sentence</b> Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.</p> <p><b>Word Class</b> <u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add ‘es’ to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add ‘es’, ‘ed’ and ‘ing’ to verbs. <u>Adjectives</u> Add ‘er’ and ‘est’ to adjectives where no change is needed to root word. <u>Conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but. <u>Tense</u> Correct and consistent use of past and present tense. Adverbs ‘ly’ added to adjective to form adverb.</p>	<p><b>Sentence</b> 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 we arrived, the tour guide gave us a chocolate bar.</p> <p><b>Word Class</b> <u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs instead of ‘the’ <u>Adjectives</u> Choose appropriate adjectives. <u>Conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p><b>Sentence</b> Variation in sentence structures e.g. While we watched the sea lion show... Use embedded/relative clauses e.g. Penguins, which are very agile, .... Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use emotive language to show personal response e.g. fabulous, showcase inspired me</p> <p><b>Word Class</b> <u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p><b>Sentence</b> 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.</p> <p><b>Word Class</b> <u>Noun</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p><b>Sentence</b> 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 writers 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...</p> <p><b>Word Class</b> <u>Noun</u> Expanded noun phrases to convey complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>
	<b>Skills</b>	<p><b>Text Structure</b> 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</p>	<p><b>Text Structure</b> Brief introduction and conclusion. Written in the past tense e.g. I went... I saw... Main ideas organised in groups. Ideas organized in chronological order using conjunctions that signal time.</p>	<p><b>Text Structure</b> Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.</p>	<p><b>Text Structure</b> Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly around key events. Elaboration is used to reveal the writer’s emotions and responses.</p>	<p><b>Text Structure</b> Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organized chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount an experience revealing the writer’s perspective.</p>	<p><b>Text Structure</b> The report is well constructed and answers the readers 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.</p>

	<b>Vocabulary</b>	<p>First Next After Finally The best part was The worst part was I liked I didn't like</p>	<p>Afterwards After that When Suddenly Just then Next Much later I found it interesting when I found it boring when I didn't expect</p>	<p>Last week During our school trip Soon Meanwhile To begin with I was pleased that I didn't expect that It was difficult to</p>	<p>Later on... Before long... At that very moment... At precisely... When this was complete... I was gripped by... I felt overwhelmed when... I was personally affected by... This has changed how I feel about...</p>	<p>As it happened As a result of Consequently Subsequently Unlike the rest of the group, I felt... In a flash... Presently Meanwhile In conclusion The experience overall..</p>	<p>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...</p>
--	-------------------	--	---	--	--	---	--

**Comments for teaching**

Genre		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Non-Chronological Reports	Knowledge	<p><b>Sentence</b> Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p> <p><b>Word Class</b> <u>Noun</u> What a noun is. Regular plural nouns with 'er' <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join words and sentences using and/then. <u>Tense</u> Simple past tense 'ed'.</p>	<p><b>Sentence</b> Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.</p> <p><b>Word Class</b> <u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but. <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> 'ly' added to adjective to form adverb.</p>	<p><b>Sentence</b> 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 the caterpillar makes a cocoon...</p> <p><b>Word Class</b> <u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs instead of 'the' <u>Adjectives</u> Choose appropriate adjectives. <u>Conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p><b>Sentence</b> 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. Use technical vocabulary to show the reader the writer's expertise.</p> <p><b>Word Class</b> <u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p><b>Sentence</b> 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. Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p><b>Word Class</b> <u>Noun</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p><b>Sentence</b> 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...</p> <p><b>Word Class</b> <u>Noun</u> Expanded noun phrases to convey complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>
	Skills	<p><b>Text Structure</b> 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...</p>	<p><b>Text Structure</b> Brief introduction and conclusion. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... Main ideas organized in groups.</p>	<p><b>Text Structure</b> Clear introduction. Organised into paragraphs shaped around a key topic sentence. Use of sub-headings.</p>	<p><b>Text Structure</b> 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.</p>	<p><b>Text Structure</b> Developed introduction and conclusion using all the layout features. Description of the phenomenon is technical and accurate. Generalized sentences are used to categorise and sort information for the reader Purpose of the report is to inform the reader and to describe the way things are.</p>	<p><b>Text Structure</b> 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.</p>

						Formal and technical language used throughout to engage the reader.	
	<b>Vocabulary</b>	<p>___ are...</p> <p>___ is...</p> <p>They are...</p> <p>The different... This is a ___</p> <p>There are ___ These can be grouped ___</p>	<p>They like to</p> <p>They can</p> <p>It can</p> <p>Like many</p> <p>I am going to There are two sorts of</p> <p>They live in</p> <p>The ___ have but the ___ have ___</p>	<p>The following report</p> <p>They don't</p> <p>It doesn't Sometimes</p> <p>Often</p> <p>Most</p>	<p>This report will</p> <p>The following Information Usually</p> <p>Normally</p> <p>Even though Despite the fact</p> <p>As a rule</p>	<p>The purpose of this report/article is to..</p> <p>The information presented will... Some experts believe...</p> <p>This article is designed to Many specialists consider</p> <p>Firstly I will...</p> <p>It can be difficult __ will enable you to understand. Unlike</p> <p>Despite</p> <p>Although</p> <p>Like many</p>	<p>They are unusually</p> <p>They are rarely They are never.. They are very...</p> <p>Generally</p> <p>Be careful if you Frequently they... I will attempt to... This article will frame...</p> <p>It can be difficult to...</p> <p>Each paragraph... More than half Less then half...</p>

**Comments for teaching**

Genre		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letters	Knowledge	<p><b>Sentence</b> Sentences using simple pronouns and connectives</p> <p><b>Word Classes</b> <u>Noun</u> What a noun is. Regular plural nouns with 'er' <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join words and sentences using and/then. <u>Tense</u> Simple past tense 'ed'.</p>	<p><b>Sentence</b> 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</p> <p><b>Word Classes</b> <u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> 'ly' added to adjective to form adverb</p>	<p><b>Sentence</b> 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</p> <p><b>Word Classes</b> <u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs instead of 'the' <u>Conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p><b>Sentence</b> 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.</p> <p><b>Word Classes</b> <u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives. <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p><b>Sentence</b> 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.</p> <p><b>Word Classes</b> <u>Noun</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p><b>Sentence</b> 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...</p> <p><b>Word Classes</b> <u>Noun</u> Expanded noun phrases to convey complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>
	Skills	<p><b>Text Structure</b> Ideas grouped in sentences in time sequence.</p> <p><b>Punctuation</b> Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks.</p>	<p><b>Text Structure</b> Brief introduction and conclusion. Written in the past tense. Main ideas organized in groups. Using sequencing techniques – time related words.</p> <p><b>Punctuation</b> Use spaces that reflect the size of the letters. Use full stops correctly.</p>	<p><b>Text Structure</b> Clear introduction. Points about the visit/issue Organised into paragraphs denoted by time/place. Topic sentences. Some letter layout features included</p> <p><b>Punctuation</b> Introduce possessive apostrophes for plural nouns. Introduce inverted commas</p>	<p><b>Text Structure</b> Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organized correctly into key ideas. All letter layout features included.</p> <p><b>Punctuation</b> Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech</p>	<p><b>Text Structure</b> 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.</p> <p><b>Punctuation</b></p>	<p><b>Text Structure</b> 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.</p> <p><b>Punctuation</b></p>



		Capital letters for start of sentence, names, personal pronouns. Read words with contractions.	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.			Consolidate all previous learning. Brackets Dashes Colons Semi colons.	Use a wide range of punctuation throughout the writing.
	<b>Vocabulary</b>	Dear From I like I went I saw It was My favourite They were There was next, then, first after, and, but, so, when	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...	While, if, as, when. I would like to inform you that... It has come to my attention that... Thank you for... I hope that...	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.	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...	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...

**Comments for teaching**

Genre		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;"><b>Balanced Argument – Purpose: speech, essay, letter</b></p>	<p><b>Knowledge</b></p>	<p><b>Sentence</b> Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p> <p><b>Word Classes</b> <u>Noun</u> What a noun is. Regular plural nouns with ‘er’ <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense ‘ed’ <u>Adjectives</u> Add ‘er’ and ‘est’ to adjectives where no change is needed to root word. <u>Conjunctions</u> Join words and sentences using and/then. <u>Tense</u> Simple past tense ‘ed’.</p>	<p><b>Sentence</b> 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.</p> <p><b>Word Classes</b> <u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add ‘es’ to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add ‘es’, ‘ed’ and ‘ing’ to verbs. <u>Adjectives</u> Add ‘er’ and ‘est’ to adjectives where no change is needed to root word. <u>Conjunctions</u> Subordination – when, if, that, because coordination – or, and, but. <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> ‘ly’ added to adjective to form adverb_</p>	<p><b>Sentence</b> 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.</p> <p><b>Word Classes</b> <u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs instead of ‘the’ <u>Adjectives</u> Choose appropriate adjectives. <u>Conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p><b>Sentence</b> 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...?</p> <p><b>Word Classes</b> <u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p><b>Sentence</b> Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. Persuasive statements are used to change the reader’s opinion. E.g. you will never need to... <b>Word Classes</b> <u>Noun</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p><b>Sentence</b> 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... <b>Word Classes</b> <u>Noun</u> Expanded noun phrases to convey complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>
			<p><b>Skills</b></p>	<p><b>Text Structure</b> Ideas are grouped together for similarity. Writes in first person.</p> <p><b>Punctuation</b> Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation</p>	<p><b>Text Structure</b> Brief introduction and conclusion. Written with an impersonal style Main ideas organised in groups.</p> <p><b>Punctuation</b> Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly.</p>	<p><b>Text Structure</b> Clear introduction. Points about subject/issue Organised into paragraphs Sub-heading used to organise texts.</p> <p><b>Punctuation</b> Introduce possessive apostrophes for plural nouns. Introduce inverted commas.</p>	<p><b>Text Structure</b> Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences</p> <p><b>Punctuation</b> Apostrophe to mark singular and plural possession.</p>

		marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions	Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.		Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.	<b>Punctuation</b> Consolidate all previous learning.  Brackets Dashes Colons Semi colons	<b>Punctuation</b> Use a wide range of punctuation throughout the writing.
	<b>Vocabulary</b>	but because some people like... some people feel... some people believe... other people like... other people feel... other people believe...	I am going to... In fact... It seems... To sum this up... The opposite view of this is... Not everyone agrees with this...	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...	This piece of writing will... ...feel 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 think... because... Having considered the arguments for and against... Whilst...	It strikes me that... My intention is to... To do this I will... As I see it... It appears to me... Naturally... It is precisely because.... Subsequently... Doubtless... Nevertheless... In stark contrast... Contrary to this position... It would seem logical... Let us consider the impact... In conclusion... The evidence presented leads me to conclude...	

**Comments for teaching**

**Persuasion –  
Purpose: advert, leaflet, argument**

Genre		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Knowledge</b>	<p><b>Sentence</b> Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p> <p><b>Word Classes</b> <u>Noun</u> What a noun is. Regular plural nouns with 'er' <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join words and sentences using and/then. <u>Tense</u> Simple past tense 'ed'</p>	<p><b>Sentence</b> 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 Uses rhetorical questions. Uses ambitious adjectives to grab the reader's attention.</p> <p><b>Word Classes</b> <u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but. <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> 'ly' added to adjective to form adverb.</p>	<p><b>Sentence</b> 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</p> <p><b>Word Classes</b> <u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs instead of 'the' <u>Adjectives</u> Choose appropriate adjectives. <u>Conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p><b>Sentence</b> 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...?</p> <p><b>Word Classes</b> <u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. Adjectives Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p><b>Sentence</b> 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...</p> <p><b>Word Classes</b> <u>Noun</u> Expanded noun phrases to convey complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p><b>Sentence</b> 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...</p> <p><b>Word Classes</b> <u>Noun</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>
	<b>Skills</b>	<p><b>Text Structure</b> Ideas are grouped together for similarity. Writes in first person.</p> <p><b>Punctuation</b> 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</p>	<p><b>Text Structure</b> Brief introduction and conclusion. Written In the present tense. Main ideas organised in groups.</p> <p><b>Punctuation</b> 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</p>	<p><b>Text Structure</b> Clear introduction. Points about subject/issue Organised into paragraphs Sub-heading used to organize texts.</p> <p><b>Punctuation</b> Introduce possessive apostrophes for plural nouns. Introduce inverted commas.</p>	<p><b>Text Structure</b> Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences.</p> <p><b>Punctuation</b> Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>	<p><b>Text Structure</b> Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.</p> <p><b>Punctuation</b></p>	<p><b>Text Structure</b> 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.</p> <p><b>Punctuation</b></p>

		pronouns. Read words with contractions.	apostrophes for singular nouns. Commas to separate items in lists			Use a wide range of punctuation throughout the writing.	Consolidate all previous learning. Brackets Dashes Colons Semi colons
	<b>Vocabulary</b>	It was..., brilliant, best, exciting The most... super, fantastic, great It will... Now you can try...	The biggest The greatest The longest The tallest I think that I believe that Extraordinary Remarkable	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	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...?	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...	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

**Comments for teaching**

Genre		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Biography	Knowledge	<p><b>Sentence</b> Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p> <p><b>Word Classes</b> <u>Noun</u> What a noun is. Regular plural nouns with 'er' <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join words and sentences using and/then. <u>Tense</u> Simple past tense 'ed'.</p>	<p><b>Sentence</b> 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</p> <p><b>Word Classes</b> <u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but. <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> 'ly' added to adjective to form adverb.</p>	<p><b>Sentence</b> 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.</p> <p><b>Word Classes</b> <u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs instead of 'the' <u>Adjectives</u> Choose appropriate adjectives. <u>Conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p><b>Sentence</b> 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....</p> <p><b>Word Classes</b> <u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p><b>Sentence</b> 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</p> <p><b>Word Classes</b> <u>Noun</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of connectives. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p><b>Sentence</b> 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...</p> <p><b>Word Classes</b> <u>Noun</u> Expanded noun phrases to convey complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of connectives. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>
		Skills	<p><b>Text Structure</b> 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</p>	<p><b>Text Structure</b> 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.</p>	<p><b>Text Structure</b> Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.</p>	<p><b>Text Structure</b> 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.</p>	<p><b>Text Structure</b> 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.</p>

<b>Vocabulary</b>	<p>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...</p>	<p>As a child... As a teenager... At a young age... Many years later... One of the interesting things about...was... In my view... His/Her life was... I believe... He/She was He/She became...</p>	<p>During his/her early life... Soon afterwards... Sometimes he... Strangely... One of the most remarkable facts about... His/her greatest achievement was...</p>	<p>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...</p>	<p>In (insert year) at the age of.....he/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...</p>	<p>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...</p>
-------------------	--	---	---	--	--	---

**Comments for teaching**

Genre		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Newspaper	Knowledge	<p><b>Sentence</b> Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p> <p><b>Word Class</b> <u>Noun</u> What a noun is. Regular plural nouns with 'er' <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join words and sentences using and/then. Tense Simple past tense 'ed'.</p>	<p><b>Sentence</b> 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</p> <p><b>Word Class</b> <u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but. <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> 'ly' added to adjective to form adverb.</p>	<p><b>Sentence</b> 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.</p> <p><b>Word Class</b> <u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs instead of 'the' <u>Adjectives</u> Choose appropriate adjectives. <u>Conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p><b>Sentence</b> Variation in sentence structures e.g. While the witness was distracted... As the police arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p><b>Word Class</b> <u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p><b>Sentence</b> 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.</p> <p><b>Word Class</b> <u>Noun</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p><b>Sentence</b> 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 writer's position e.g. As a consequence of the accident... 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...</p> <p><b>Word Class</b> <u>Noun</u> Expanded noun phrases to convey complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of connectives. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>
	Skills	<p><b>Text Structure</b> Ideas grouped in sentences in time sequence. Attempts at third person writing. e.g. The man was run over. Beginning describes what happened.</p> <p><b>Punctuation</b> Use spaces to separate words.</p>	<p><b>Text Structure</b> 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.</p> <p><b>Punctuation</b></p>	<p><b>Text Structure</b> 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.</p> <p><b>Punctuation</b></p>	<p><b>Text Structure</b> Clear introduction and conclusion. Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader. Paragraphs organised correctly into key ideas. All newspaper layout features included.</p>	<p><b>Text Structure</b> 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.</p>	<p><b>Text Structure</b> Newspapers well-constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply. Headlines include puns.</p>



		<p>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.</p>	<p>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.</p>	<p>Introduce possessive apostrophes for plural nouns. Introduce inverted commas.</p>	<p>Bold eye-catching headline which includes alliteration.</p> <p><b>Punctuation</b> Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>	<p>Formal language used throughout to engage the reader. Quotations are succinct/emotive.</p> <p><b>Punctuation</b> Consolidate all previous learning.</p> <p>Brackets Dashes Colons Semi colons</p>	<p><b>Punctuation</b> Use a wide range of punctuation throughout the writing.</p>
	<b>Vocabulary</b>	<p>On Monday... The accident... People felt... Happened Angry Upset First Next After When Then So But It was...</p>	<p>It was a terrible... The scene was... Many passers by... Some children were... Shocking Awful Amazing Incredible Afterwards</p>	<p>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</p>	<p>John Smith (64), a retired community officer said... Within minutes... The school confirmed that... She claimed that.. He continued by informing us that... Police were...</p>	<p>Until this is resolved... Unfortunately... Chaos ensued... Many panicked when... He disputed... She refused to accept that... The parents agreed that... Witnesses... Pupils emphasized... They spoke to... In addition to this...</p>	<p>The impact of... Despite continued efforts... Subsequently... The appointed spokesman... In addition... Mrs Hedges emphasized... Tragic... Crisis situation Epic proportions... Many parents refused to accept... The horror... Politicians also spoke of how...</p>

**Comments for teaching**

Genre		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative Story	Knowledge	<p><b>Sentence</b> Simple sentences, starting with a pronoun and a verb e.g. He went home Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.</p> <p><b>Word Class</b> <u>Noun</u> 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' <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join words and sentences using and/then. Tense Simple past tense 'ed'.</p>	<p><b>Sentence</b> Subject/verb sentences e.g. He was... They were... It happened... Simple conjunctions and, but, then, so, when link clauses Speech-like expressions in dialogue e.g. Chill out! Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. massive field</p> <p><b>Word Class</b> <u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but. <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> 'ly' added to adjective to form adverb.</p>	<p><b>Sentence</b> Simple sentences with extra description. Some complex sentences using because, which, where etc. Tense consistent e.g. typically past tense for narration, present tense in dialogue. Dialogue is realistic and conversational in style e.g. Well, I suppose... Verbs used are specific for action e.g. rushed, shoved, pushed Adverbials e.g. When she reached home... Expanded noun phrases e.g. two horrible hours</p> <p><b>Word Class</b> <u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs instead of 'the' <u>Adjectives</u> Choose appropriate adjectives. <u>Conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p><b>Sentence</b> 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</p> <p><b>Word Class</b> <u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p><b>Sentence</b> Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer Wide range of subordinate connectives e.g. whilst, until, despite. Embedded subordinate clauses are used for economy or emphasis Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls Repetition is used for effect e.g. the boys ran and ran until they could run no more.</p> <p><b>Word Class</b> <u>Noun</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of connectives. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p><b>Sentence</b> 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.</p> <p><b>Word Class</b> <u>Noun</u> Expanded noun phrases to convey complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of connectives. <u>Tense</u> Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>
		Skills	<p><b>Text Structure</b> 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</p>	<p><b>Text Structure</b> Sentences organised chronologically indicated by time related words e.g. finally Divisions in narrative may be marked by sections/paragraphs Connections between sentences make reference to characters e.g.</p>	<p><b>Text Structure</b> Time and place are referenced to guide the reader through the text e.g. in the morning Organised into paragraphs e.g. When she arrived at the bear's house.. Cohesion is strengthened through</p>	<p><b>Text Structure</b> 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</p>	<p><b>Text Structure</b> Sequence of plot may be disrupted for effect e.g. flashback Opening and resolution shape the story</p>

		<p>consistent) e.g. Goldilocks was... Jack is...</p> <p><b>Punctuation</b> 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.</p>	<p>Peter and Jane/ they Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting</p> <p><b>Punctuation</b> 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.</p>	<p>relationships between characters e.g. Jack, his, his mother, her</p> <p><b>Punctuation</b> Introduce possessive apostrophes for plural nouns. Introduce inverted commas</p>	<p>Paragraphs organised correctly to build up to key event Repetition avoided through using different sentence structures and ellipsis</p> <p><b>Punctuation</b> Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>	<p>Structural features of narrative are included e.g. repetition for effect Paragraphs varied in length and structure. Pronouns used to hide the doer of the action e.g. it crept into the woods</p> <p><b>Punctuation</b> Consolidate all previous learning.</p> <p>Brackets Dashes Colons Semi colons</p>	<p>in the mind of the reader until later in the text.</p> <p><b>Punctuation</b> Use a wide range of punctuation throughout the writing.</p>
	<b>Vocabulary</b>	<p>Year 1 ambitious vocabulary used</p> <p>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 <b>Pronouns:</b> I, she, he, they. <b>Conjunctions:</b> and, but, then, or, this <b>Prepositions:</b> up, down, in, into, out, to, onto <b>Time adverbials:</b> first, then, next Once upon a time, one day, happily ever after</p>	<p>Year 2 ambitious vocabulary used</p> <p><b>Time adverbials:</b> after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise <b>Conjunctions:</b> who, because <b>Adverbs:</b> suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully</p>	<p>Year 3 ambitious vocabulary used</p> <p><b>Conjunctions:</b> also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as <b>Adverbs:</b> very, rather, slightly</p>	<p>Year 4 ambitious vocabulary used</p> <p><b>Conjunctions:</b> in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually</p>	<p>Year 5 ambitious vocabulary used</p>	<p>Year 6 ambitious vocabulary used.</p>

**Comments for teaching**