



Resilience Empathy Self-Awareness Positivity Excellence Communication Teamwork

Progression through genres

Instructions

Year 1

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
<p>Ideas are grouped in sentences in time sequence.</p> <p>Written in the imperative.</p> <p>Use of numbers or bullet points to signal order.</p>	<p>Simple connectives are used to construct simple sentences e.g. and, so, but, then</p> <p>Imperative verbs start sentences.</p> <p>Sentences do not include pronouns and are written impersonally.</p>	<p>1, 2, 3, 4, 5</p> <p>First...</p> <p>Next...</p> <p>After...</p> <p>Cut...</p> <p>Move...</p>	<p>Nouns- What a noun is. Regular plural nouns.</p> <p>Verbs- Third person. Ending added to verbs. Simple last tense 'ed'.</p> <p>Adjectives- Add 'er' and 'est' to adjectives where no change is needed.</p> <p>Connectives/conjunctions- Join words and sentences.</p> <p>Tense- Simple last 'ed'.</p>	<p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use exclamation marks.</p> <p>Begin to use question marks.</p> <p>Capital letters for start of sentence and names.</p> <p>Read words with contractions.</p>

Year 2

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
<p>A goal is outlined- what is to be achieved.</p> <p>Written in sequenced steps to achieve the goal.</p> <p>Diagrams and illustrations to make the process clearer.</p>	<p>Imperative verbs are used to begin sentences.</p> <p>Use simple adverbs.</p> <p>Use simple noun phrases.</p>	<p>First of all...</p> <p>To start with...</p> <p>Firstly...</p> <p>Lastly...</p> <p>Finally...</p> <p>Carefully...</p> <p>Slowly...</p> <p>Gently...</p>	<p>Nouns- Expanded noun phrases. Add 'es' to nouns,</p> <p>Verbs- Past and present progressive.</p> <p>Adjectives- Add 'er' and 'es'.</p> <p>Connectives/conjunctions- Subordination and co-ordination</p> <p>Tense- Correct and consistent use of past and present tense.</p> <p>Adverbs- Add 'ly' to form adverb.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use question marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contraction.</p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in a list.</p>



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Year 3

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
<p>A set of ingredients/equipment are outlined clearly.</p> <p>Organised into clear points denoted by time.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences.</p> <p>Adverbials.</p>	<p>Afterwards...</p> <p>After that...</p> <p>To begin with...</p> <p>Begin by...</p> <p>Secondly...</p> <p>The next step is...</p> <p>With a slow movement...</p> <p>Try to...</p>	<p>Nouns- Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p>Verbs- Present perfect forms of verbs.</p> <p>Adjectives- Choose appropriate adjectives.</p> <p>Connectives/conjunctions- Express time and cause.</p> <p>Tense- Correct and consistent use of past and present tense.</p> <p>Adverbs- Revise adverbs. Express time and cause too.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>

Year 4

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
<p>A set of ingredients/equipment are outlined clearly.</p> <p>Sentences include precautionary advice e.g. Be careful...</p> <p>Friendly tips/suggestions are included to heighten the engagement.</p>	<p>Variation in sentence structures.</p> <p>Include adverbs to show how often e.g. rarely.</p>	<p>Continue by...</p> <p>Carry on...</p> <p>Do this until...</p> <p>Stop when...</p> <p>When you have done this...</p> <p>Try not to...</p> <p>Avoid...</p>	<p>Nouns- Nouns and pronouns used for cohesion and clarity.</p> <p>Noun phrases extended by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs- Standard English form of verbs.</p> <p>Adjectives- Choose appropriate adjectives.</p> <p>Connectives/conjunctions- Use a wide range.</p> <p>Tense- Correct use of past and present tense.</p> <p>Adverbs- Know what an adverbial phrase is.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>



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			Fronted adverbials.	
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Year 5

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
<p>Consolidate work from previous learning.</p> <p>Can write accurate instructions for complicated processes.</p> <p>Can write imaginative instructions using flair and humour.</p>	<p>Sentence length varied.</p> <p>Wide range of subordinate connectives.</p>	<p>Don't forget to...</p> <p>Be careful of...</p> <p>Don't worry about...</p> <p>Concentrate on...</p> <p>At this point...</p>	<p>Nouns- Locate and identify expanded noun phrases.</p> <p>Verbs- Use modal verbs. Prefixes for verbs.</p> <p>Adjectives- Choose appropriate adjectives.</p> <p>Connectives/conjunctions- Use a wide range of connectives.</p> <p>Tense- Change tense according to features of the genre.</p> <p>Adverbs- Know what an adverbial phrase is. Fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets.</p> <p>Dashes.</p> <p>Colons.</p> <p>Semi-colons.</p>

Year 6

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
<p>Consolidate work from previous learning.</p>	<p>Modifiers are used to intensify or qualify.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position.</p> <p>Complex noun phrases to add detail.</p> <p>Prepositional phrases.</p>	<p>Whilst that is...</p> <p>Focus on...</p> <p>Try to make sure that...</p> <p>When you don't... I would suggest...</p> <p>Many people at this stage.,,</p> <p>If...</p>	<p>Noun- Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs- Modal verbs. Prefixes/suffixes for verbs.</p> <p>Adjectives- Choose appropriate adjectives.</p> <p>Connectives/conjunctions- Use a wide range of connectives.</p> <p>Tense- Change tense according to features of the genre.</p> <p>Adverbs- Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Use a wide range of punctuation throughout writing.</p>



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Recount- experiences, diary, reports.

Check previous genre/correct year group for punctuation

Year 1

Text structure	Sentence	Useful vocabulary	Word classes
Ideas group together in time sequence. Written in first person. Written in past tense.	Simple connectives are used to construct simple sentences e.g. and, but, so.	First... Next... After... Finally... The best part was... The worst part was... I liked... I didn't like...	Noun-What a noun is. Regular plural nouns with 'er'. Verbs- Third person, first person singular. Ending added to verb where there is a change to the root.



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<p>Focused on individual or group participants e.g. I or we.</p>			<p>Adjectives-Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions- join words and sentences using and/then.</p> <p>Tense- simple past tense 'ed'.</p>
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Year 2

Text structure	Sentence	Useful vocabulary	Word classes
<p>Brief introduction and conclusion.</p> <p>Written in the past tense.</p> <p>Main ideas organised into groups.</p> <p>Ideas organised in chronological order using connectives that signal time.</p>	<p>Subject/verb sentences e.g. He was...</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs.</p> <p>Use simple noun phrases.</p>	<p>Afterwards...</p> <p>After that...</p> <p>When...</p> <p>Suddenly...</p> <p>Just then...</p> <p>Next...</p> <p>Much later...</p> <p>I found it interesting when...</p> <p>I found it boring when...</p> <p>I didn't expect...</p>	<p>Nouns- for nouns using suffixes and compounding. Expanded noun phrases. Add 'es' to nouns.</p> <p>Verbs- past and progressive tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives- add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions- Subordination and co-ordination.</p> <p>Tense- correct and consistent use of past tense.</p> <p>Adverbs-'ly' added to adjective to form adverb.</p>

Year 3

Text structure	Sentence	Useful vocabulary	Word classes
<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Simple sentences with extra descriptions.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will.</p> <p>Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.</p>	<p>Last week...</p> <p>During our school trip...</p> <p>Soon...</p> <p>Meanwhile...</p> <p>To begin with...</p> <p>I was pleased that...</p> <p>I didn't expect that...</p> <p>It was difficult to...</p>	<p>Nouns- form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs- present perfect forms of verbs instead of 'the'.</p> <p>Adjectives- choose appropriate adjectives.</p> <p>Connectives/conjunctions- express time and cause (when, so, because etc.)</p>



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			<p>Tense- correct and consistent use of past and present tense.</p> <p>Adverbs- introduce/revise adverbs. Express time and cause e.g. then, next, soon.</p>
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Year 4

Text structure	Sentence	Useful vocabulary	Word classes
<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p>	<p>Variation in sentence structures.</p> <p>Use embedded/relative clauses.</p> <p>Include adverbs to show how often.</p> <p>Sentences build from a more general idea to more specific.</p> <p>Use emotive language to show person response.</p>	<p>Later on...</p> <p>Before long...</p> <p>At that very moment...</p> <p>At precisely...</p> <p>When this was complete...</p> <p>I was gripped by...</p> <p>I felt overwhelmed when...</p> <p>I was personally affected by...</p> <p>That is changed how I feel about...</p>	<p>Nouns- nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs- Standard English forms for verbs.</p> <p>Adjectives- choose appropriate adjectives.</p> <p>Connectives/conjunctions- use a wide range of connectives.</p> <p>Tense- correct use of past and present tense.</p> <p>Adverbs- know what an adverbial phrase is. Fronted adverbials with comma.</p>

Year 5

Text structure	Sentence	Useful vocabulary	Word classes
<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the writer's perspective.</p>	<p>Sentence length varied.</p> <p>Active and passive voice used deliberately to heighten engagement.</p> <p>Wide range of subordinate connectives.</p>	<p>As it happened...</p> <p>As a result...</p> <p>Consequently...</p> <p>Subsequently...</p> <p>Unlike the rest of the group, I felt...</p> <p>In a flash...</p> <p>Presently...</p> <p>Meanwhile...</p> <p>In conclusion...</p> <p>The experience overall...</p>	<p>Nouns- locate and identify expanded noun phrases.</p> <p>Verbs- use modal verbs. Prefixes for verbs. Convert adjectives in verbs using suffixes e.g. 'ate', 'ise'.</p> <p>Adjectives- choose appropriate adjectives.</p> <p>Connectives/conjunctions- use a wide range of connectives.</p> <p>Tense- change tense according to features of the genre.</p> <p>Adverbs- know what an adverbial phrase is. Fronted adverbials with comma.</p>



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			Adverbials of time, place and number.
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Year 6

Text structure	Sentence	Useful vocabulary	Word classes
<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks of the response.</p> <p>Information is prioritised according to the importance and a frame of response set up for the reply.</p>	<p>Verb forms are controlled and precise.</p> <p>Modifiers are used to intensify or qualify.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position.</p> <p>Complex noun phrases used to add detail.</p> <p>Prepositional phrases used cleverly.</p>	<p>They are unusually...</p> <p>Generally...</p> <p>It can be difficult to...</p> <p>Each paragraph...</p> <p>More than half...</p> <p>This article will frame...</p> <p>Be careful if you...</p> <p>Frequently they...</p>	<p>Noun- expanded noun phrases to convey complicated information concisely.</p> <p>Verbs- use modal verbs. Prefixes for verbs. Convert adjectives in verbs using suffixes e.g. 'ate', 'ise'.</p> <p>Adjectives- choose appropriate adjectives.</p> <p>Connectives/conjunctions- use a wide range of connectives.</p> <p>Tense- change tense according to features of the genre.</p> <p>Adverbs- link ideas across a text using cohesive devices such as adverbials.</p>

Non-Chronological Reports

Check instructions/correct year group for punctuation

Year 1

Text structure	Sentence	Useful vocabulary	Word classes
<p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing.</p> <p>Written in appropriate tense.</p>	<p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p>	<p>___ are...</p> <p>___ is ...</p> <p>They are...</p> <p>The different...</p> <p>This is a ___</p> <p>There are ___</p> <p>These can be grouped ___</p>	<p>Noun- what a noun is. Regular plural nouns with 'er'.</p> <p>Verbs- Third person, first person singular. Ending added to verbs where this is change to root. Simple past tense 'ed'.</p> <p>Adjectives- Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions- join words and sentences using and/then.</p>



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			Tense- simple past tense 'ed'.
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Year 2

Text structure	Sentence	Useful vocabulary	Word classes
<p>Brief introduction and conclusion.</p> <p>Written in appropriate tense.</p> <p>Main ideas organised in groups.</p>	<p>Subject/verb sentences e.g. He was...They were...It happened...</p> <p>Some modal verbs introduce.</p> <p>Use simple adverbs.</p> <p>Use simple noun phrases.</p>	<p>They like to...</p> <p>They can...</p> <p>It can...</p> <p>Like many...</p> <p>I am going to...</p> <p>There are two sorts of ...</p> <p>They live in...</p> <p>The ___ have but the ___ have ___</p>	<p>Noun- form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs- progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives- add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions- subordination (when/if/because) Coordination (or/and/but)</p> <p>Tense- correct and consistent use of past and present tense.</p> <p>Adverbs- 'ly' added to adjective to form adverb.</p>

Year 3

Text structure	Sentence	Useful vocabulary	Word classes
<p>Clear introduction.</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Use of sub-headings.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will.</p> <p>Adverbials.</p>	<p>The following report...</p> <p>They don't...</p> <p>It doesn't...</p> <p>Sometimes...</p> <p>Often...</p> <p>Most...</p>	<p>Nouns- form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs- present perfect forms of verbs instead of 'the'.</p> <p>Adjectives- choose appropriate adjectives.</p> <p>Connectives/conjunctions- express time and cause.</p> <p>Tense- correct and consistent use of past and present tense.</p>



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			Adverbs- introduce/revise adverbs. Express time and cause; then, next, soon.
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Year 4

Text structure	Sentence	Useful vocabulary	Word classes
<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Sub-headings are used to organise information.</p>	<p>Variation in sentence structures.</p> <p>Use embedded/relative clauses.</p> <p>Include adverbs to show how often e.g. additionally, rarely, frequently.</p> <p>Sentences build from a general idea to more specific.</p> <p>Use technical vocabulary to show the reader the writer's expertise.</p>	<p>This report will...</p> <p>The following information...</p> <p>Usually...</p> <p>Normally...</p> <p>Even though...</p> <p>Despite the fact...</p> <p>As a rule...</p>	<p>Nouns- nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs- Standard English forms for verbs.</p> <p>Adjectives- choose appropriate adjectives.</p> <p>Connectives/conjunctions- use a wide range of connectives.</p> <p>Tense- correct use of past and present tense.</p> <p>Adverbs- know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.</p>

Year 5

Text structure	Sentence	Useful vocabulary	Word classes
<p>Developed introduction and conclusion using all layout features.</p> <p>Description of the phenomenon is technical and accurate.</p> <p>Generalised sentences are used to categorise and sort information for the reader.</p> <p>Purpose of the report is to inform the reader and to describe the way things are.</p> <p>Formal and technical language used throughout to engage the reader.</p>	<p>Sentence length varied.</p> <p>Active and passive voice used deliberately to heighten engagement.</p> <p>Wide range of subordinate connectives e.g. whilst, despite, until.</p>	<p>The purpose of this report/article is to...</p> <p>The information presented will...</p> <p>Some experts believe...</p> <p>This article is designed to...</p> <p>Many specialists consider...</p> <p>Firstly...</p> <p>It can be difficult...</p> <p>_____ will enable you to understand...</p> <p>Unlike...</p> <p>Despite...</p> <p>Although...</p> <p>Like many...</p>	<p>Noun- locate and identify expanded noun phrases.</p> <p>Verbs- use modal verbs. Prefixes for verbs. Convert adjectives into verbs using suffixes e.g. ate/ise/ify.</p> <p>Adjectives- choose appropriate adjectives.</p> <p>Connectives/conjunctions- use a wide range of connectives.</p> <p>Tense- change tense according to features of the genre.</p> <p>Adverbs- know what an adverbial phrase is.</p>



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			Fronted adverbials with commas after. Adverbials of time, place and number.
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Year 6

Text structure	Sentence	Useful vocabulary	Word classes
<p>The report is well-constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>	<p>Verb forms are controlled and precise e.g. 'It would be regrettable if...'</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writer's position e.g. 'As a consequence of their actions...'</p> <p>Complex noun phrases used to add detail.</p> <p>Prepositional phrases used cleverly e.g. 'In the event of...'</p>	<p>They are unusually...</p> <p>They are rarely...</p> <p>They are never...</p> <p>Generally...</p> <p>Be careful if...</p> <p>Frequently they...</p> <p>This article will frame...</p> <p>It can be difficult to...</p> <p>Each paragraph...</p> <p>More than half...</p>	<p>Noun- expanded noun phrases to convey complicated information concisely.</p> <p>Verbs- use modal verbs. Prefixes for verbs. Convert adjectives in verbs using suffixes.</p> <p>Adjectives- choose appropriate adjectives.</p> <p>Connectives/conjunctions- use a wide range of connectives.</p> <p>Tense- change tense according to features of the genre.</p> <p>Adverbs- link ideas across a text using cohesive devices such as adverbials.</p>



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Persuasion- Purpose: advert, leaflet, argument.

Year 1

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
Ideas grouped together for similarity. Writes in first person.	Simple connectives are used to construct simple sentences e.g. and, but, then, so	It was... Brilliant Best Exciting The most Super Fantastic Great It will... Now you can try.. Try..	Noun- what a noun is. Regular plural nouns with 'er'. Verbs- third person, first person singular. Ending added to verbs where there is change to the root. Simple past tense 'ed'. Adjectives- add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions- join words/sentences using and/then. Tense- simple past tense 'ed'.	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use question marks. Capital letters for start of sentence, names, I. Read words with contraction.

Year 2

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
Brief introduction and conclusion. Written in past tense.	Subject/verbs sentences e.g. He was...They were...It happened...	The biggest The greatest The longest The tallest I think that... I believe that...	Noun- form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.	Use spaces that reflect the size of the letters. Use full stop correctly.



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<p>Main ideas organised in groups.</p>	<p>Some modal verbs introduced e.g. would, could, should</p> <p>Use simple adverbs e.g. yesterday, too.</p> <p>Use simple noun phrases.</p> <p>Uses rhetorical questions.</p> <p>Uses ambitious adjectives to grab the reader's attention.</p>	<p>Extra-ordinary Remarkable</p>	<p>Verbs- progressive form of verbs in the past tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives- Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connective/conjunctions- subordination (when/if/because) Coordination (or/and/but)</p> <p>Tense- correct and consistent use of past and present tense.</p> <p>Adverbs- 'ly' added to adjective to form adverb.</p>	<p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions.</p> <p>Commas to separate items in lists.</p>
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Year 3

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
<p>Clear introduction.</p> <p>Points about the subject/issue.</p> <p>Organised into paragraphs.</p> <p>Sub-heading used to organise text.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will.</p> <p>Adverbials.</p> <p>Start sentences with verbs e.g. Imagine...Consider...Enjoy...</p>	<p>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...</p>	<p>Noun- form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs- present perfect forms of verbs instead of 'the'.</p> <p>Adjectives- choose appropriate adjectives.</p> <p>Connectives/conjunctions- express time and cause (when/because/while.)</p> <p>Tense- correct and consistent use of past and present tense.</p> <p>Adverbs- introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>



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Year 4

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Sub-heading.</p> <p>Topic sentences.</p>	<p>Variation in sentence structures.</p> <p>Use embedded/relative clauses.</p> <p>Include adverbs to show how often e.g. additionally, rarely.</p> <p>More complicated rhetorical questions e.g. haven't you always longed for a ...?</p>	<p>I believe that...</p> <p>It seems to me that...</p> <p>It is clear that...</p> <p>Is it any wonder that...?</p> <p>Furthermore..</p> <p>As I see it...</p> <p>Tremendous</p> <p>I implore you to consider...</p> <p>Extremely significant</p> <p>Inevitably</p> <p>Finally</p> <p>In conclusion</p> <p>In summary</p> <p>The evidence presented...</p> <p>Have you ever thought about...?</p> <p>Do you think that...?</p> <p>Fed up with...?</p>	<p>Noun- nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs- Standard English for verbs.</p> <p>Adjectives- choose appropriate adjectives.</p> <p>Connectives/conjunctions- use a wide range of connectives.</p> <p>Tense- correct use of past and present tense.</p> <p>Adverbs- know what an adverbial phrase is. Fronted adverbials with commas after.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>

Year 5

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed prioritised information.</p> <p>View point is transparent for reader.</p> <p>Emotive language used throughout to engage reader.</p>	<p>Sentence length varied e.g. short/long.</p> <p>Active and passive voice used deliberately to heighten engagement.</p> <p>Wide range of subordinate connectives.</p> <p>Complex sentences that use well-known economic expression e.g. 'Because of ...'</p>	<p>It strikes me that...</p> <p>There is no doubt that...</p> <p>I am convinced that...</p> <p>It appears...</p> <p>In my opinion...</p> <p>Surely only a fool would consider...</p> <p>In addition...</p> <p>Furthermore...</p> <p>Moreover...</p> <p>My evidence to support this is...</p> <p>On balance,.</p> <p>Just think how...</p> <p>Now you can...</p>	<p>Noun- locate and identify expanded noun phrases.</p> <p>Verbs- use modal verbs. Prefixes for verbs. Convert adjectives in verbs using suffixes.</p> <p>Adjectives- choose appropriate adjectives.</p> <p>Connectives/conjunction- use a wide range of connectives.</p>	<p>Consolidate all previous learning.</p> <p>Brackets.</p> <p>Dashes.</p> <p>Colons.</p> <p>Semi-colons.</p>



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	Persuasive statements are used to change the reader's opinion.	For the rest of your life... Unbelievable Outrageous Incredible	Tense- change tense according to features of the genre. Adverbs- know what an adverbial phrase is. Fronted adverbials with commas. Adverbials of time, place and number.	
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Year 6

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
<p>Arguments are well-constructed that answers the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>	<p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position.</p> <p>Complex noun phrases to add detail e.g. the phenomenal impact of...</p> <p>Prepositional phrases used cleverly.</p>	<p>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 to you attention... 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...</p>	<p>Noun- expanded noun phrases to convey complicated information concisely.</p> <p>Verbs- use modal verbs. Prefixes for verbs. Convert adjectives into verbs using suffixes.</p> <p>Adjectives- choose appropriate adjectives.</p> <p>Connectives/conjunctions- use a wide range of connectives.</p> <p>Tense- change tense according to features of the genre.</p> <p>Adverbs- link ideas across a text using cohesive devices such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing.</p>

Biography.

Check Persuasion/correct year group for punctuation



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Year 1

Text structure	Sentence	Useful vocabulary	Word classes/grammar work
<p>Ideas grouped together for similarity.</p> <p>Written in first person.</p> <p>Written in the past tense.</p>	<p>Simple connectives are used to construct simple sentences e.g. and, but, then, so</p>	<p>First... Next... After... Finally... When he/she was born... When he/she was ____ years old... An interesting thing about... A fact about... He/she will be remembered for...</p>	<p>Noun- what a noun is. Regular plural nouns with 'er'.</p> <p>Verbs- third person, first person singular. Ending added to verbs where there is change to the root. Simple past tense 'ed'.</p> <p>Adjectives- add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions- join words/sentences using and/then.</p> <p>Tense- simple past tense 'ed'.</p>

Year 2

Text structure	Sentence	Useful vocabulary	Word classes/grammar work
<p>Brief introduction and conclusion.</p> <p>Written in past tense.</p> <p>Main ideas organised in groups.</p> <p>Ideas organised in chronological order using connectives that signal time.</p>	<p>Subject/verbs sentences e.g. He was...They were...It happened...</p> <p>Some modal verbs introduced e.g. would, could, should</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases.</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>Noun- form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs- progressive form of verbs in the past tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives- Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connective/conjunctions- subordination (when/if/because) Coordination (or/and/but)</p> <p>Tense- correct and consistent use of past and present tense.</p> <p>Adverbs- 'ly' added to adjective to form adverb.</p>

Year 3



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Text structure	Sentence	Useful vocabulary	Word classes/grammar work
<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will.</p> <p>Adverbials.</p>	<p>During his/her early life...</p> <p>Soon afterwards...</p> <p>Sometimes he/she...</p> <p>Strangely...</p> <p>One of the most remarkable facts about...</p> <p>His/her greatest achievement was...</p>	<p>Noun- form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs- present perfect forms of verbs instead of 'the'.</p> <p>Adjectives- choose appropriate adjectives.</p> <p>Connectives/conjunctions- express time and cause (when/because/while.)</p> <p>Tense- correct and consistent use of past and present tense.</p> <p>Adverbs- introduce/revise adverbs. Express time and cause; then, next, soon.</p>

Year 4

Text structure	Sentence	Useful vocabulary	Word classes/grammar work
<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p>	<p>Variation in sentence structures.</p> <p>Use embedded/relative clauses.</p> <p>Include adverbs to show how often e.g. additionally, rarely.</p> <p>Sentences build from a general idea to more specific.</p> <p>Use emotive language to show personal response e.g. fabulous showcase inspired me to...</p>	<p>In his/her early years...</p> <p>By the time he/she had...</p> <p>In his/her final years...</p> <p>What is clear that...</p> <p>Even though he/she was not popular at the time...</p> <p>Although feelings ran high in the community...</p> <p>In many ways it wasn't until....</p> <p>He/She might have been...</p> <p>His/Her one regret was that...</p>	<p>Noun- nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs- Standard English for verbs.</p> <p>Adjectives- choose appropriate adjectives.</p> <p>Connectives/conjunctions- use a wide range of connectives.</p> <p>Tense- correct use of past and present tense.</p> <p>Adverbs- know what an adverbial phrase is. Fronted adverbials with commas after.</p>

Year 5

Text structure	Sentence	Useful vocabulary	Word classes/grammar work
<p>Developed introduction and conclusion including</p>	<p>Sentence length varied e.g. short/long.</p>	<p>In (insert year) at the age if...he/she...</p> <p>The time came for...</p> <p>In his/her later years...</p>	<p>Noun- locate and identify expanded noun phrases.</p> <p>Verbs- use modal verbs.</p>



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<p>elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the writer's perspective.</p>	<p>Active and passive voice used deliberately to heighten engagement.</p> <p>Wide range of subordinate connectives.</p>	<p>Once he/she had... Nobody is sure why... In spite of... His/Her lasting legacy is that...</p>	<p>Prefixes for verbs. Convert adjectives in verbs using suffixes.</p> <p>Adjectives- choose appropriate adjectives.</p> <p>Connectives/conjunction- use a wide range of connectives.</p> <p>Tense- change tense according to features of the genre.</p> <p>Adverbs- know what an adverbial phrase is. Fronted adverbials with commas. Adverbials of time, place and number.</p>
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Year 6

Text structure	Sentence	Useful vocabulary	Word classes/grammar work
<p>The report is well constructed and answers reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>	<p>Verb forms are controlled and precise.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position.</p> <p>Complex noun phrases to add detail e.g. the phenomenal impact of..</p> <p>Prepositional phrases used cleverly.</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>	<p>Noun- expanded noun phrases to convey complicated information concisely.</p> <p>Verbs- use modal verbs. Prefixes for verbs. Convert adjectives into verbs using suffixes.</p> <p>Adjectives- choose appropriate adjectives.</p> <p>Connectives/conjunctions- use a wide range of connectives.</p> <p>Tense- change tense according to features of the genre.</p> <p>Adverbs- link ideas across a text using cohesive devices such as adverbials.</p>



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Balanced Argument- Purpose: Speech, Essay, Letter.

Year 1

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
Ideas grouped together for similarity. Written in first person.	Simple connectives are used to construct simple sentences e.g. and, but, then, so	But... Because... Some people like... Some people feel... Some people believe... Other people like... Other people feel... Other people believe...	Noun- what a noun is. Regular plural nouns with 'er'. Verbs- third person, first person singular. Ending added to verbs where there is change to the root. Simple past tense 'ed'.	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks.



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			<p>Adjectives- add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions- join words/sentences using and/then.</p> <p>Tense- simple past tense 'ed'.</p>	<p>Begin to use question marks.</p> <p>Capital letters for start of sentence, names, I.</p> <p>Read words with contraction.</p>
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Year 2

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
<p>Brief introduction and conclusion.</p> <p>Written with an impersonal style.</p> <p>Main ideas organised in groups.</p>	<p>Subject/verbs sentences e.g. He was...They were...It happened...</p> <p>Some modal verbs introduced e.g. would, could, should</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases.</p> <p>Use rhetorical questions.</p> <p>Use ambitious adjectives to grab the reader's attention.</p>	<p>I am going to...</p> <p>In fact...</p> <p>It seems...</p> <p>To sum this up...</p> <p>The opposite view of this is...</p> <p>Not everyone agrees with this...</p>	<p>Noun- form nouns using suffixes and compounding.</p> <p>Expanded noun phrases for description.</p> <p>Add 'es' to nouns.</p> <p>Verbs- progressive form of verbs in the past tense.</p> <p>Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives- Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connective/conjunctions- subordination (when/if/because)</p> <p>Coordination (or/and/but)</p> <p>Tense- correct and consistent use of past and present tense.</p> <p>Adverbs- 'ly' added to adjective to form adverb.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use question marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contraction.</p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in a list.</p>

Year 3

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
<p>Clear introduction.</p> <p>Points about the subject/issue.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p>	<p>I will begin by...</p> <p>Maybe...</p> <p>Firstly...</p> <p>Many people are concerned that...</p>	<p>Noun- form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p>	<p>Introduce possessive apostrophes for plural nouns.</p>



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Organised into paragraphs. Sub-heading used to organise text.	Tense consistent e.g. modal verbs can/will. Adverbials. Start sentences with verbs e.g. Imagine...Consider...Enjoy...	I wonder... Sometimes... It could be argued that... Therefore... My overall feeling/opinion is... An example of this is...	Verbs- present perfect forms of verbs instead of 'the'. Adjectives- choose appropriate adjectives. Connectives/conjunctions- express time and cause (when/because/while.) Tense- correct and consistent use of past and present tense. Adverbs- introduce/revise adverbs. Express time and cause; then, next, soon.	Introduce inverted commas.
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Year 4

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Sub-heading. Topic sentences.	Variation in sentence structures. Use embedded/relative clauses. Include adverbs to show how often e.g. additionally, rarely. More complicated rhetorical questions e.g. haven't you always longed for a ...?	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...	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 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.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.



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			Fronted adverbials with commas after.	
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Year 5

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed prioritised information.</p> <p>Both viewpoints are transparent for reader.</p> <p>Emotive language used throughout to engage reader.</p>	<p>Sentence length varied e.g. short/long.</p> <p>Active and passive voice used deliberately to heighten engagement.</p> <p>Wide range of subordinate connectives.</p> <p>Complex sentences that use well-known economic expression e.g. 'Because of ...'</p> <p>Persuasive statements are used to change the reader's opinion.</p>	<p>It strikes me that...</p> <p>My intention is to...</p> <p>To do this I will...</p> <p>As I see it...</p> <p>It appears to me...</p> <p>Naturally...</p> <p>It is precisely because...</p> <p>Subsequently...</p> <p>Doubtless...</p> <p>Nevertheless...</p> <p>In stark contrast...</p> <p>Contrary to this position...</p> <p>It would seem logical...</p> <p>Let us consider the impact...</p> <p>In conclusion...</p> <p>The evidence presented leads me to conclude...</p>	<p>Noun- locate and identify expanded noun phrases.</p> <p>Verbs- use modal verbs. Prefixes for verbs. Convert adjectives in verbs using suffixes.</p> <p>Adjectives- choose appropriate adjectives.</p> <p>Connectives/conjunction- use a wide range of connectives.</p> <p>Tense- change tense according to features of the genre.</p> <p>Adverbs- know what an adverbial phrase is. Fronted adverbials with commas. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets.</p> <p>Dashes.</p> <p>Colons.</p> <p>Semi-colons.</p>

Year 6

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
<p>Arguments are well-constructed that answers the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>	<p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p>	<p>I will present...</p> <p>Following that I will...</p> <p>One argument for this is that...</p> <p>...fundamentally flawed...</p> <p>...an easy answer that avoids...</p> <p>I would counter this view...</p> <p>It seems plausible to...</p> <p>Moreover...</p> <p>In point of fact...</p> <p>The evidence I would use to support this is...</p>	<p>Noun- expanded noun phrases to convey complicated information concisely.</p> <p>Verbs- use modal verbs. Prefixes for verbs. Convert adjectives into verbs using suffixes.</p> <p>Adjectives- choose appropriate adjectives.</p>	<p>Use a wide range of punctuation throughout the writing.</p>



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	<p>Fronted adverbials used to clarify writer's position.</p> <p>Complex noun phrases to add detail e.g. the phenomenal impact of...</p> <p>Prepositional phrases used cleverly.</p>	<p>It surprises me that... It is my conviction... Finally I would like to add... Even though there has been a long history of activists...</p>	<p>Connectives/conjunctions- use a wide range of connectives.</p> <p>Tense- change tense according to features of the genre.</p> <p>Adverbs- link ideas across a text using cohesive devices such as adverbials.</p>	
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Newspaper.

Year 1

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
<p>Ideas grouped in sentences in time sequence.</p> <p>Attempts at third person writing.</p> <p>Beginning to describe what happened.</p>	<p>Simple connectives are used to construct simple sentences e.g. and, but, then, so</p>	<p>On Monday... The accident... People feel... Happened Angry Upset First... Next... After... When... Then.... So... But... It was...</p>	<p>Noun- what a noun is. Regular plural nouns with 'er'.</p> <p>Verbs- third person, first person singular. Ending added to verbs where there is change to the root. Simple past tense 'ed'.</p> <p>Adjectives- add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions- join words/sentences using and/then.</p> <p>Tense- simple past tense 'ed'.</p>	<p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use exclamation marks.</p> <p>Begin to use question marks.</p> <p>Capital letters for start of sentence, names, I.</p> <p>Read words with contraction.</p>

Year 2



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

Year 3

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
<p>Clear introduction.</p> <p>Points about the subject/issue.</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences.</p> <p>Some newspaper layout features included.</p> <p>A bold eye-catching headline.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will.</p> <p>Adverbials.</p>	<p>While, as, if, when</p> <p>Witnesses felt...</p> <p>He reported that...</p> <p>He also claimed that...</p> <p>She went on to state that...</p> <p>He continued by...</p> <p>Hours later...</p> <p>Unfortunately...</p> <p>Fortunately...</p>	<p>Noun- form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p>Verbs- present perfect forms of verbs instead of 'the'.</p> <p>Adjectives- choose appropriate adjectives.</p> <p>Connectives/conjunctions- express time and cause (when/because/while.)</p> <p>Tense- correct and consistent use of past and present tense.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>



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			Adverbs- introduce/revise adverbs. Express time and cause; then, next, soon.	
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Year 4

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Who, what, where, when and why information is clear to orientate the reader.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>All newspaper layout features included.</p> <p>Bold eye-catching headline which includes alliteration.</p>	<p>Variation in sentence structures.</p> <p>Use embedded/relative clauses.</p> <p>Include adverbs to show how often e.g. additionally, rarely.</p>	<p>John Smith (64), a retired community officer said...</p> <p>Within minutes...</p> <p>The school confirmed that...</p> <p>She claimed that...</p> <p>He continued informing us that...</p> <p>Police were...</p>	<p>Noun- nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs- Standard English for verbs.</p> <p>Adjectives- choose appropriate adjectives.</p> <p>Connectives/conjunctions- use a wide range of connectives.</p> <p>Tense- correct use of past and present tense.</p> <p>Adverbs- know what an adverbial phrase is. Fronted adverbials with commas after.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>

Year 5

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
<p>Developed introduction and conclusion using all the newspaper's layout features.</p> <p>Paragraphs developed with prioritised information into columns.</p> <p>Sub-headings are used as an organisational device.</p>	<p>Sentence length varied e.g. short/long.</p> <p>Active and passive voice used deliberately to heighten engagement.</p> <p>Wide range of subordinate connectives.</p> <p>Complex sentences that use well-known</p>	<p>Until this is resolved...</p> <p>Unfortunately...</p> <p>Chaos ensued...</p> <p>Many panicked when...</p> <p>He disputed...</p> <p>She refused to accept that...</p> <p>The parents agreed that...</p> <p>Witnesses...</p> <p>Pupils emphasised...</p> <p>They spoke to...</p> <p>In addition to this...</p>	<p>Noun- locate and identify expanded noun phrases.</p> <p>Verbs- use modal verbs. Prefixes for verbs. Convert adjectives in verbs using suffixes.</p> <p>Adjectives- choose appropriate adjectives.</p>	<p>Consolidate all previous learning.</p> <p>Brackets.</p> <p>Dashes.</p> <p>Colons.</p> <p>Semi-colons.</p>



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<p>Formal language used throughout to engage the reader.</p> <p>Quotations are succinct/emotive.</p>	<p>economic expression e.g. 'Because of ...'</p>		<p>Connectives/conjunction- use a wide range of connectives.</p> <p>Tense- change tense according to features of the genre.</p> <p>Adverbs- know what an adverbial phrase is. Fronted adverbials with commas. Adverbials of time, place and number.</p>
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Year 6

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
<p>Newspapers well-constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p> <p>Headlines include puns.</p>	<p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position.</p> <p>Complex noun phrases to add detail e.g. the phenomenal impact of...</p> <p>Prepositional phrases used cleverly.</p>	<p>The impact of... Despite continued efforts... Subsequently... The appointed spokesman... In addition... Mrs Hedges emphasised... Tragic... Crisis situation. Epic proportions... Many parents refused to accept... The horror... Politicians also spoke of how...</p>	<p>Noun- expanded noun phrases to convey complicated information concisely.</p> <p>Verbs- use modal verbs. Prefixes for verbs. Convert adjectives into verbs using suffixes.</p> <p>Adjectives- choose appropriate adjectives.</p> <p>Connectives/conjunctions- use a wide range of connectives.</p> <p>Tense- change tense according to features of the genre.</p> <p>Adverbs- link ideas across a text using cohesive devices such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing.</p>



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Narrative

Year 1

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
<p>Beginning or end of narrative signalled e.g. one day.</p> <p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing.</p> <p>Written in the appropriate tense.</p>	<p>Simple sentences starting with a pronoun and verb.</p> <p>Simple connectives are used to construct simple sentences.</p>	<p>Year 1 ambitious vocabulary used.</p> <p>Range of size adjectives used.</p> <p>Range of colour adjectives used.</p> <p>Range of emotion adjectives used.</p> <p>Pronouns.</p> <p>Conjunctions- and, but, then, or.</p> <p>Prepositions.</p> <p>Time connectives.</p> <p>Once upon a time... Happily ever after.</p>	<p>Noun- what a noun is. Regular plural nouns with 'er'.</p> <p>Verbs- third person, first person singular. Ending added to verbs where there is change to the root. Simple past tense 'ed'.</p> <p>Adjectives- add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions- join words/sentences using and/then.</p> <p>Tense- simple past tense 'ed'.</p>	<p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use exclamation marks.</p> <p>Begin to use question marks.</p> <p>Capital letters for start of sentence, names, I.</p> <p>Read words with contraction.</p>

Year 2

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
<p>Sentences organised chronologically indicated by time related words.</p> <p>Division in narrative may be marked by sections/paragraphs.</p> <p>Connections between sentences make</p>	<p>Subject/verbs sentences e.g. He was...They were...It happened...</p> <p>Simple connectives.</p> <p>Speech-like expressions in dialogue e.g. Chill out!</p> <p>Use simple adverbs.</p>	<p>Year 2 ambitious vocabulary used.</p> <p>Time connectives.</p> <p>Conjunctions.</p> <p>Adverbs.</p>	<p>Noun- form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs- progressive form of verbs in the past tense. Add 'es', 'ed' and 'ing' to verbs.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use question marks correctly.</p>



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reference to characters. Connections between sentences indicate extra information e.g. as they were waiting...	Use simple noun phrases.		Adjectives- Add 'er' and 'est' to adjectives where no change is needed to root word. Connective/conjunctions- subordination (when/if/because) Coordination (or/and/but) Tense- correct and consistent use of past and present tense. Adverbs- 'ly' added to adjective to form adverb.	Use capital letters correctly. Apostrophes for contraction. Possessive apostrophes for singular nouns. Commas to separate items in a list.
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Year 3

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
Time and place are referenced to the guide the reader through the text e.g. in the morning. Organised into paragraphs. Cohesion is strengthened.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will. Dialogue is realistic and conversational in style. Verbs used are specific for action. Adverbials. Expanded noun phrases.	Year 3 ambitious vocabulary used. Connectives. Adverbs.	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/because/while.) 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/grammar work	Punctuation
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<p>Link between opening and resolution.</p> <p>Links between sentences help navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly to build up events.</p> <p>Repetition avoided through different sentence structures and ellipsis.</p>	<p>Variation in sentence structures.</p> <p>Use embedded/relative clauses.</p> <p>Include adverbs to show how often e.g. additionally, rarely.</p> <p>Tenses changes appropriate; verbs may refer to continuous action.</p>	<p>Year 4 ambitious vocabulary used.</p> <p>Connectives.</p>	<p>Noun- nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs- Standard English for verbs.</p> <p>Adjectives- choose appropriate adjectives.</p> <p>Connectives/conjunctions- use a wide range of connectives.</p> <p>Tense- correct use of past and present tense.</p> <p>Adverbs- know what an adverbial phrase is. Fronted adverbials with commas after.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>
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Year 5

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
<p>Sequence of plot may be disrupted for effect e.g. flashback.</p> <p>Opening and resolution shape the story.</p> <p>Structural features of narrative are included.</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of action e.g. it crept into the woods.</p>	<p>Sentence length varied e.g. short/long.</p> <p>Active and passive voice used deliberately to heighten engagement.</p> <p>Wide range of subordinate connectives.</p> <p>Embedded subordinate clauses are used for economy or emphasis.</p> <p>Figurative language used to build description.</p> <p>Repetition is used for effect e.g. the boys ran and ran until they could run no more.</p>	<p>Year 5 ambitious vocabulary used.</p>	<p>Noun- locate and identify expanded noun phrases.</p> <p>Verbs- use modal verbs. Prefixes for verbs. Convert adjectives in verbs using suffixes.</p> <p>Adjectives- choose appropriate adjectives.</p> <p>Connectives/conjunction- use a wide range of connectives.</p> <p>Tense- change tense according to features of the genre.</p> <p>Adverbs- know what an adverbial phrase is. Fronted adverbials with commas. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets.</p> <p>Dashes.</p> <p>Colons.</p> <p>Semi-colons.</p>



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Year 6

Text structure	Sentence	Useful vocabulary	Word classes/grammar work	Punctuation
<p>The story is well-constructed and raises intrigue.</p> <p>Dialogue is used to move the action on which heightens empathy for central character.</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text.</p>	<p>Viewpoint is well-controlled and precise.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position.</p> <p>Figurative language used to build up description.</p> <p>Complex noun phrases to add detail e.g. the phenomenal impact of...</p> <p>Prepositional phrases used cleverly.</p>	<p>Year 6 ambitious vocabulary used.</p>	<p>Noun- expanded noun phrases to convey complicated information concisely.</p> <p>Verbs- use modal verbs. Prefixes for verbs. Convert adjectives into verbs using suffixes.</p> <p>Adjectives- choose appropriate adjectives.</p> <p>Connectives/conjunctions- use a wide range of connectives.</p> <p>Tense- change tense according to features of the genre.</p> <p>Adverbs- link ideas across a text using cohesive devices such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing.</p>