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| **Writing to entertain**  Progression of writing | Text Types/ ideas | Text features | Notes to consider | Grammar | Punctuation |
| EYFS |  | Oral retelling of events and using time words and past tense.  Simple sentence recounting then story spoken and finally written. | Focus on oral work first | Nouns and verbs correct | Capital letter and full stop |
| Year 1 | Retelling of stories Stories  Descriptions  Poetry | Time sequenced  Clear beginning middle and end.  Story language Once upon a time, one day, in the end  Begin to differentiate between past and present tense to suit purpose | Use opportunities to reading own work aloud  Focus on oral work first | Use coordinating conjunctions to link two main ideas,  They pulled and pulled at the turnip to get it out.  Use noun phrases which add detail to description Old grandma, Spotty cat  Use the progressive form for verbs, Goldilocks was walking through the woods.  Vocabulary taken from original text / adventurous vocabulary used  **Adverbials**  First Then Next After Later, Quickly, slowly  **Conjunctions**  and but so or when | Use finger spaces between words  Use capital letters & full stops to mark sentences  Use capital letter for first person ‘I’  Use apostrophes to mark contractions, e.g. didn’t |
| Year 2 | Retelling of stories Stories  Descriptions  Poetry  Internal monologues | Time sequenced  Clear beginning middle and end.  Story language Once upon a time, one day, in the end  Begin to differentiate between past and present tense to suit purpose | Use opportunities to reading own work aloud  Focus on oral work first | Use coordinating conjunctions to link two main ideas,  They pulled and pulled at the turnip to get it out.  Use noun phrases which add detail to description, very old grandma, brave woodchopper  Use the progressive form for verbs, Goldilocks was walking through the woods.  Use exclamation sentences where appropriate,  What big eyes you have, Grandma!  How exciting!  Vocabulary taken from original text / adventurous vocabulary used  Adding er and est to show comparisons  **Adverbials**  First Then Next After Later  The next day… Quickly, slowly, carefully, nervously,  **Conjunctions**  and but so or when because if | Use finger spaces between words  Use capital letters & full stops to mark sentences  Use capital letter for first person ‘I’  Use apostrophes to mark contractions, e.g. didn’t  Use exclamation marks, particularly in relation to speech  Begin to use inverted commas to mark direct speech where appropriate. |
| Year 3 | Stories  Descriptions  Poetry  Characters/settings  Comic strips  Text messages | Detailed description  Use paragraphs to organise in time sequence  Clear beginning middle and end with a problem which gets resolved | Opportunities for comparing different forms of past tense (progressive and simple) | Use fronted adverbials to show how/when an event occurs,  Without a sound… After a moment…  Use expanded noun phrases to add detail & description  ...the dark gloomy cupboard under the stairs...  Use subordinate clauses to add detail or context  Although Theseus was scared, he prepared to enter the maze.  Use nouns & pronouns for clarity and cohesion  They crept into Minos’s great labyrinth. Inside the maze....  Accurate action verbs  Pushed, rushed, shoved  **Adverbials**  Soon, Meanwhile, As...  The next day… Later… All of a sudden…  **Conjunctions**  if when because while  as until whenever once | Use full punctuation for direct speech, including punctuation within and before inverted commas,  Mum asked, “Will you be home for tea?”  Secure use of apostrophes for possession, including for plural nouns.  Use commas after fronted adverbials and subordinate clauses |
| Year 4 | Stories  Descriptions  Poetry  Characters/settings  Comic strips  Text messages | Detailed description  Use paragraphs to organise in time sequence  Clear beginning middle and end with a problem, which gets resolved. Links between opening and resolution. | Opportunities for comparing different forms of past tense (progressive and simple)  Prepositional phrases | Use fronted adverbials to show how/when an event occurs,  Without a sound… After a moment…  Use expanded noun phrases to add detail & description  ...the dark gloomy cupboard under the stairs...  Use subordinate clauses to add detail or context  Although Theseus was scared, he prepared to enter the maze.  Use nouns & pronouns for clarity and cohesion  They crept into Minos’s great labyrinth. Inside the maze....  Adverbs of frequency  Subtlety, often, seldom, exactly, suspiciously, craftily  Adverbials  Soon Meanwhile As...  The next day… Later…  Carefully Without a thought... Frantically, With a sense of unease,  Conjunctions  if when because while  as until whenever once, although, after, since | Use full punctuation for direct speech, including punctuation within and before inverted commas,  Mum asked, “Will you be home for tea?”  Secure use of apostrophes for possession, including for plural nouns.  Use commas after fronted adverbials and subordinate clauses  May begin to use dashes for emphasis |
| Year 5 | Stories  Descriptions  Poetry  Characters/settings  Comic strips  Text messages  emails | Detailed description  Use paragraphs to organise in time sequence  Clear beginning middle and end with a problem, which gets resolved.  Opening and resolution shape the story | Use a range of tenses to indicate changes in timing, sequence, etc.  Variation in sentence structure | Use subordinate clauses to add detail or context, including in varied positions.  Although Theseus was scared, he prepared to enter the maze.  Theseus, although he was scared, prepared to enter the maze.  Use relative clauses to add detail or context,  Amy grabbed the torch, which she had strapped to her belt, quickly.  Use a wide range of sentence structures to add interest  Adverbs of frequency  Subtlety, often, seldom, exactly, suspiciously, craftily  Repetition  The boys ran and ran until they could run no more.  Pronouns to hide the doer of the action  It crept into the words carefully  **Adverbials**  Meanwhile Later that day Silently Within moments All night Nearby Under the treetops Never before -ing openers -ed openers  **Conjunctions**  if when because while  as until whenever once  since although unless rather | Use brackets for incidentals,  Amy saw Katie (her best friend) standing outside.  Use dashes to emphasise additional information,  The girl was distraught - she cried for hours.  Use colons to add further detail in a new clause,  The girl was distraught: she cried for hours.  Use semi-colons to join related clauses,  Some think this is awful; others disagree. |
| Year 6 | Stories  Descriptions  Poetry  Characters/settings  Comic strips  Text messages  emails | Detailed description  Use paragraphs to organise in time sequence  Story is well constructed and dialogue is used to move the action on or heighten empathy for a character.  Deliberate ambiguity is set up to be answered later in the text. | Use a range of tenses to indicate changes in timing, sequence, etc. | Use subordinate clauses to add detail or context, including in varied positions.  Although Theseus was scared, he prepared to enter the maze.  Theseus, although he was scared, prepared to enter the maze.  Use relative clauses to add detail or context,  Amy grabbed the torch, which she’d strapped to her belt, quickly.  Use a wide range of sentence structures to add interest  Adverbs of frequency  Subtlety, often, seldom, exactly, suspiciously, craftily  Repetition  The boys ran and ran until they could run no more.  Pronouns to hide the doer of the action  It crept into the words carefully  Personification  The bees played hide and seek with the flower. The first rays of morning tiptoed through the field.  **Adverbials**  Meanwhile Later that day Silently Within moments All night Nearby Under the treetops Never before -ing openers -ed openers  **Conjunctions**  if when because while  as until whenever once  since although unless rather | Use brackets for incidentals,  Amy saw Katie (her best friend) standing outside.  Use dashes to emphasise additional information,  The girl was distraught - she cried for hours.  Use colons to add further detail in a new clause,  The girl was distraught: she cried for hours.  Use semi-colons to join related clauses,  Some think this is awful; others disagree. |
| **Writing to Inform** | Text Types | Text features | Notes to consider | Grammar | Punctuation |
| EYFS | Oral retelling of how to make or do something |  |  |  |  |
| Year 1 | Recount  Letter  Instructions  Fact files | Appropriate use of past and present tense | Writing frame to structure sections  Headings given  May include images | Use coordinating conjunctions to link two main ideas, Badgers sleep in the day and look for food at night.  Use subordinating conjunctions in the middle of sentences, Badgers can dig well because they have sharp claws  Use noun phrases which inform, sharp claws, black fur  Use commas to separate items in a list,  You will need flour, eggs, sugar and water.  **Adverbials**  First Firstly Next After Later  **Conjunctions**  and but so because | Use finger spaces between words  Use capital letters & full stops to mark sentences  Use question mark, Did you know…? |
| Year 2 | Recount  Letter  Instructions  Fact files  Leaflets | Appropriate use of past and present tense | May include writing frame to structure sections  Headings given  Images | Use coordinating conjunctions to link two main ideas, Badgers sleep in the day but they can also hunt during the day if hungry.  Use subordinating conjunctions in the middle of sentences, Badgers can dig well because they have sharp claws  Use noun phrases which inform, sharp claws, black fur  Use commas to separate items in a list,  You will need flour, eggs, sugar and water.  **Adverbials**  First Firstly Next After Later  **Conjunctions**  and but so or when  if because | Use finger spaces between words  Use capital letters & full stops to mark sentences  Use question mark, Did you know…?  Use apostrophes to mark possession, A badger’s home is underground |
| Year 3 | Explanation  Recount  Newspaper  recipes  Fact files  Leaflets  Letter  Instructions | Paragraphs used to group related ideas  Subheadings to label content | May be built around a key image  Use techniques to highlight key words if using computer or write in capitals /bold, underline etc. | Use subordinating conjunctions to join clauses, including as openers, Although they have a fierce reputation, the Vikings weren’t all bad.  Use expanded noun phrases to inform, A tall dark-haired man was seen leaving the scene.  Use commas to separate adjectives in a list,  You will need flour, eggs, sugar and water.  **Adverbials**  First Firstly Before After Later  **Conjunctions**  when before after while  because if | Consolidate four main punctuation marks (. , ! ?)  Use capital letters for proper nouns  Use commas to mark fronted adverbials  After lunch, we went into the museum  Use commas to mark subordinate clauses  When he was a boy, Dahl did not like reading.Use inverted commas for direct speech  Use bullet points to list items |
| Year 4 | Explanation  Recount  Newspaper  recipes  Fact files  Leaflets  Letter  Instructions | Paragraphs used to group related ideas  Subheadings to label content | May be built around a key image  Use techniques to highlight key words if using computer or write in capitals /bold, underline etc. | Use subordinating conjunctions to join clauses, including as openers, Although they have a fierce reputation, the Vikings weren’t all bad.  Use expanded noun phrases to inform, A tall dark-haired man was seen leaving the scene.  Use commas to separate adjectives in a list,  You will need flour, eggs, sugar and water.  Begin to use present perfect tense to place events in time,  This week we have visited the Science Museum.  **Adverbials**  First Firstly Before After Later  Soon Also In addition However  **Conjunctions**  when before after while  because if | Consolidate four main punctuation marks (. , ! ?)  Use capital letters for proper nouns  Use commas to mark fronted adverbials  After lunch, we went into the museum  Use commas to mark subordinate clauses  When he was a boy, Dahl did not like reading. Use inverted commas for direct speech  Use bullet points to list items |
| Year 5 | Reports  Biography  Newspaper  Essay  Explanation  Recount  Biography  Newspaper  recipes  Blogs  Emails  Fact files  Leaflets  Letter  Instructions | Paragraphs used to group related ideas  Heading/subheadings  Use of technical vocabulary | May include a glossary  Sections may contain more than one paragraph | Use **subordinating conjunctions** in varied positions, *The Polar Bear, although it is large, can move at great speed.*  Use **expanded noun phrases** to inform, *...a tall dark-haired man with a bright-red cap...*  Use **relative clauses** to add further detail  *We went to Downing Street, where the Prime Minster lives, before visiting the Houses of Parliament.*  Begin to use **passive voice** to remain formal or detached,  The money was stolen from the main branch.  Begin to use **colons** to link related clauses,  England was a good country to invade: it had plenty of useful land.  Adverbials  Meanwhile At first After  Furthermore Despite As a result  Consequently Due to For example  **Conjunctions**  when before after while  because if although as | Use **brackets** or **dashes** to explain technical vocabulary  Use **semi-colons** to punctuate complex lists, including when using bullet points  Use **colons** to introduce lists or sections  Use **brackets o**r **dashes** to mark relative clauses  Secure use of **commas** to mark clauses, including opening subordinating clauses    Begin to use **colons** & **semi-colons** to mark clauses |
| Year 6 | Reports  Biography  Newspaper  Essay  Explanation  Recount  Biography  Newspaper  recipes  Blogs  Emails  Fact files  Leaflets  Letter  Instructions | Paragraphs used to group related ideas  Heading/subheadings  Use of technical vocabulary | May include a glossary  Sections may contain more than one paragraph | Use **subordinating conjunctions** in varied positions, *The Polar Bear, although it is large, can move at great speed.*  Use **expanded noun phrases** to inform, *...a tall dark-haired man with a bright-red cap...*  Use **relative clauses** to add further detail  *We went to Downing Street, where the Prime Minster lives, before visiting the Houses of Parliament.*  Begin to use **passive voice** to remain formal or detached,  The money was stolen from the main branch.  Begin to use **colons** to link related clauses,  England was a good country to invade: it had plenty of useful land.  Adverbials  Meanwhile At first After  Furthermore Despite As a result  Consequently Due to For example  **Conjunctions**  when before after while  because if although as | Use **brackets** or **dashes** to explain technical vocabulary  Use **semi-colons** to punctuate complex lists, including when using bullet points  Use **colons** to introduce lists or sections  Use **brackets o**r **dashes** to mark relative clauses  Secure use of **commas** to mark clauses, including opening subordinating clauses    Begin to use **colons** & **semi-colons** to mark clauses |
| Writing to Inform | Text Types | Text features | Notes to consider | Grammar | Punctuation |
| Year 1 | Letter  Poster | Facts & Statistics  Adjectives for positive or negative description | Links to celebration assembly – democratic votes and persuading other children to vote | Use **imperative** verbs to convey urgency,  *Buy it today! Listen very carefully....*  Use **rhetorical questions** to engage the reader,  Do you want to have an amazing day out?  **Conjunctions**  if because so  and but if | Ensure use of capital letters for proper nouns  Use ? |
| Year 2 | Letter  Poster | Facts & Statistics  Adjectives for positive or negative description | Links to celebration assembly – democratic votes and persuading other children to vote | Use **imperative** verbs to convey urgency,  *Buy it today! Listen very carefully....*  Use **rhetorical questions** to engage the reader,  Do you want to have an amazing day out?  **Adverbials**  Firstly  **Conjunctions**  if because so  and but if | Ensure use of capital letters for proper nouns  Use ? ! for rhetorical / exclamatory sentences |
| Year 3 | Advertising  Letter  Speech  Poster  Job applications  Manifestos | Use of 2nd person  Planned repetition  Facts & Statistics  Adjectives for positive description | Links to celebration assembly – democratic votes and persuading other children to vote  Link to oracy, esp. for speeches  Use of colour and images. | Use **imperative** verbs to convey urgency,  *Buy it today! Listen very carefully....*  Use **rhetorical questions** to engage the reader,  Do you want to have an amazing day out?  Use **noun phrases** to add detail and description,  *Our fantastic resort has amazing facilities for everyone*  **Adverbials**  Firstly  Also  However  In conclusion  **Conjunctions**  if because unless so  and but even if when | Ensure use of capital letters for proper nouns  Use ? ! for rhetorical / exclamatory sentences  Use commas to make fronted adverbials and subordinate clauses After your visit, you won’t want to leave.  Once you’ve tasted our delicious sandwiches, you’ll be coming back for more! |
| Year 4 | Advertising  Letter  Speech  Poster  Job applications  Manifestos | Use of 2nd person  Planned repetition  Facts & Statistics  Adjectives for positive description | Links to celebration assembly – democratic votes and persuading other children to vote  Link to oracy, esp. for speeches  Use of colour and images. | Use **imperative** verbs to convey urgency,  *Buy it today! Listen very carefully....*  Use **rhetorical questions** to engage the reader,  Do you want to have an amazing day out?  Use **noun phrases** to add detail and description,  *Our fantastic resort has amazing facilities for everyone*  **Adverbials**  Firstly  Also  However  Therefore  In conclusion  **Conjunctions**  if because unless so  and but even if when | Ensure use of capital letters for proper nouns  Use ? ! for rhetorical / exclamatory sentences  Use commas to make fronted adverbials and subordinate clauses After your visit, you won’t want to leave.  Once you’ve tasted our delicious sandwiches, you’ll be coming back for more! |
| Year 5 | Advertising  Letter  Speech  Campaign  Job applications  Manifestos | Use of 2nd person  Personal pronouns  Planned repetition  Facts & Statistics Hyperbole | Links to celebration assembly – democratic votes and persuading other children to vote  Link to oracy, esp. for speeches  Use of colour and images, esp. for advertising | Use **imperative** and **modal** verbs to convey urgency,  *Buy it today! This product will transform your life..*  Use **adverbials** to convey sense of certainty,,  Surely we can all agree…?  Use **short sentences** for emphasis  *This has to stop! Vote for change!*  **Adverbials**  Firstly Furthermore In addition  However Nevertheless Therefore  Consequently In conclusion  **Conjunctions**  if because although unless  since even if rather whereas  in order to whenever whether | Use ? ! for rhetorical / exclamatory sentences  Use **colons** and **semi-colons** to list features, attractions or arguments  Use **brackets** or **dashes** for parenthesis, including for emphasis *This is our chance—our only chance—to make a difference.*  Use **semi-colons** for structure repetition,  *Bring your friends; bring your children; bring the whole family!* |
| Year 6 | Advertising  Letter  Speech  Campaign  Job applications  Manifestos | Use of 2nd person  Personal pronouns  Planned repetition  Facts & Statistics Hyperbole | Links to celebration assembly – democratic votes and persuading other children to vote  Link to oracy, esp. for speeches  Use of colour and images, esp. for advertising | Use **imperative** and **modal** verbs to convey urgency,  *Buy it today! This product will transform your life..*  Use **adverbials** to convey sense of certainty,,  Surely we can all agree…?  Use **short sentences** for emphasis  *This has to stop! Vote for change!*  Use of the **subjunctive form** for formal structure  If I were you, I would...  **Adverbials**  Firstly Furthermore In addition  However Nevertheless Therefore  Consequently In conclusion  **Conjunctions**  if because although unless  since even if rather whereas  in order to whenever whether | Use ? ! for rhetorical / exclamatory sentences  Use **colons** and **semi-colons** to list features, attractions or arguments  Use **brackets** or **dashes** for parenthesis, including for emphasis *This is our chance—our only chance—to make a difference.*  Use **semi-colons** for structure repetition,  *Bring your friends; bring your children; bring the whole family!* |
| Writing to discuss | Text Types | Text features | Notes to consider | Grammar | Punctuation |
| Year 5 | Balanced argument  Newspaper article  Review  **Newspaper review**  **Review of a product or service** | Appropriate use of cohesive devices  Use of subjunctive form where needed | Use paragraphs to structure arguments  Maintain formal / impersonal tone | Use modal verbs to convey degrees of probability,  It could be argued… Some might say...  Use relative clauses to provide supporting detail  The rainforest, which covers almost a third of South America…  Use adverbials to provide cohesion across the text,  Despite its flaws… On the other hand…  Use expanded noun phrases to describe in detail  The dramatic performance by the amateur group was…  Begin to use passive voice to maintain impersonal tone,  The film was made using CGI graphics  **Adverbials**  Firstly Furthermore In addition  However Nevertheless Therefore  Consequently In conclusion  **Conjunctions**  if because although unless  since even if rather whereas  in order to whenever whether | Use **brackets** or **dashes** for parenthesis, including for emphasis *This performance—the first by such a young gymnast—was a masterpiece!*  Use **semi-colons** for to mark related clauses,  *Some argue … ; others say…*  Use **commas** to mark relative clauses  Use **colons** and **semi-colons** to punctuate complex lists |
| Year 6 | Balanced argument  Newspaper article  Review  **Newspaper review**  **Review of a product or service** | Appropriate use of cohesive devices  Use of subjunctive form where needed | Use paragraphs to structure arguments  Maintain formal / impersonal tone | Use modal verbs to convey degrees of probability,  It could be argued… Some might say... It ought to be reasonable to ask ….  Use relative clauses to provide supporting detail  The rainforest, which covers almost a third of South America…  Use adverbials to provide cohesion across the text,  Despite its flaws… On the other hand…  Use expanded noun phrases to describe in detail  The dramatic performance by the amateur group was…  Begin to use passive voice to maintain impersonal tone,  The film was made using CGI graphics  **Adverbials**  Firstly Furthermore In addition  However Nevertheless Therefore  Consequently In conclusion  **Conjunctions**  if because although unless  since even if rather whereas  in order to whenever whether | Use **brackets** or **dashes** for parenthesis, including for emphasis *This performance—the first by such a young gymnast—was a masterpiece!*  Use **semi-colons** for to mark related clauses,  *Some argue … ; others say…*  Use **commas** to mark relative clauses  Use **colons** and **semi-colons** to punctuate complex lists |