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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 StoriesDescriptions Poetry  | Time sequenced Clear beginning middle and end. Story language Once upon a time, one day, in the endBegin to differentiate between past and present tense to suit purpose | Use opportunities to reading own work aloudFocus 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 catUse 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 wordsUse capital letters & full stops to mark sentencesUse capital letter for first person ‘I’Use apostrophes to mark contractions, e.g. didn’t |
| Year 2  | Retelling of stories StoriesDescriptions PoetryInternal monologues | Time sequenced Clear beginning middle and end. Story language Once upon a time, one day, in the endBegin to differentiate between past and present tense to suit purpose | Use opportunities to reading own work aloudFocus 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 woodchopperUse 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 usedAdding er and est to show comparisons**Adverbials**First Then Next After LaterThe next day… Quickly, slowly, carefully, nervously, **Conjunctions**and but so or when because if  | Use finger spaces between wordsUse capital letters & full stops to mark sentencesUse capital letter for first person ‘I’Use apostrophes to mark contractions, e.g. didn’tUse exclamation marks, particularly in relation to speechBegin to use inverted commas to mark direct speech where appropriate. |
| Year 3  | StoriesDescriptionsPoetryCharacters/settingsComic stripsText messages | Detailed descriptionUse paragraphs to organise in time sequenceClear 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 contextAlthough Theseus was scared, he prepared to enter the maze.Use nouns & pronouns for clarity and cohesionThey crept into Minos’s great labyrinth. Inside the maze....Accurate action verbsPushed, rushed, shoved**Adverbials**Soon, Meanwhile, As...The next day… Later… All of a sudden…**Conjunctions**if when because whileas 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  | StoriesDescriptionsPoetryCharacters/settingsComic stripsText messages | Detailed descriptionUse paragraphs to organise in time sequenceClear 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 contextAlthough Theseus was scared, he prepared to enter the maze.Use nouns & pronouns for clarity and cohesionThey crept into Minos’s great labyrinth. Inside the maze....Adverbs of frequencySubtlety, often, seldom, exactly, suspiciously, craftilyAdverbialsSoon Meanwhile As...The next day… Later…Carefully Without a thought... Frantically, With a sense of unease, Conjunctionsif when because whileas 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 clausesMay begin to use dashes for emphasis |
| Year 5  | StoriesDescriptionsPoetryCharacters/settingsComic stripsText messagesemails | Detailed descriptionUse paragraphs to organise in time sequenceClear 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 interestAdverbs of frequencySubtlety, often, seldom, exactly, suspiciously, craftilyRepetitionThe boys ran and ran until they could run no more.Pronouns to hide the doer of the actionIt 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  | StoriesDescriptionsPoetryCharacters/settingsComic stripsText messagesemails | Detailed descriptionUse paragraphs to organise in time sequenceStory 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 interestAdverbs of frequencySubtlety, often, seldom, exactly, suspiciously, craftilyRepetitionThe boys ran and ran until they could run no more.Pronouns to hide the doer of the actionIt crept into the words carefullyPersonificationThe 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  | RecountLetterInstructionsFact files | Appropriate use of past and present tense | Writing frame to structure sectionsHeadings 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 clawsUse noun phrases which inform, sharp claws, black furUse 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 wordsUse capital letters & full stops to mark sentencesUse question mark, Did you know…? |
| Year 2  | RecountLetterInstructionsFact filesLeaflets | Appropriate use of past and present tense | May include writing frame to structure sectionsHeadings 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 clawsUse noun phrases which inform, sharp claws, black furUse 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 whenif because | Use finger spaces between wordsUse capital letters & full stops to mark sentencesUse question mark, Did you know…?Use apostrophes to mark possession, A badger’s home is underground |
| Year 3  | ExplanationRecountNewspaperrecipesFact filesLeafletsLetterInstructions | Paragraphs used to group related ideasSubheadings to label content | May be built around a key imageUse 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 whilebecause if | Consolidate four main punctuation marks (. , ! ?)Use capital letters for proper nounsUse commas to mark fronted adverbialsAfter lunch, we went into the museumUse commas to mark subordinate clausesWhen he was a boy, Dahl did not like reading.Use inverted commas for direct speechUse bullet points to list items |
| Year 4  | ExplanationRecountNewspaperrecipesFact filesLeafletsLetterInstructions | Paragraphs used to group related ideasSubheadings to label content | May be built around a key imageUse 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 LaterSoon Also In addition However**Conjunctions**when before after whilebecause if | Consolidate four main punctuation marks (. , ! ?)Use capital letters for proper nounsUse commas to mark fronted adverbialsAfter lunch, we went into the museumUse commas to mark subordinate clausesWhen he was a boy, Dahl did not like reading. Use inverted commas for direct speechUse bullet points to list items |
| Year 5  | ReportsBiographyNewspaperEssayExplanationRecountBiographyNewspaperrecipesBlogsEmailsFact filesLeafletsLetterInstructions | Paragraphs used to group related ideasHeading/subheadingsUse of technical vocabulary | May include a glossarySections 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.AdverbialsMeanwhile At first AfterFurthermore Despite As a resultConsequently Due to For example**Conjunctions**when before after whilebecause 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  | ReportsBiographyNewspaperEssayExplanationRecountBiographyNewspaperrecipesBlogsEmailsFact filesLeafletsLetterInstructions | Paragraphs used to group related ideasHeading/subheadingsUse of technical vocabulary | May include a glossarySections 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.AdverbialsMeanwhile At first AfterFurthermore Despite As a resultConsequently Due to For example**Conjunctions**when before after whilebecause 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 nounsUse ?  |
| 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 nounsUse ? ! for rhetorical / exclamatory sentences |
| Year 3  | Advertising Letter Speech Poster Job applicationsManifestos | Use of 2nd person Planned repetition Facts & Statistics Adjectives for positive description  | Links to celebration assembly – democratic votes and persuading other children to voteLink 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 nounsUse ? ! for rhetorical / exclamatory sentencesUse 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 applicationsManifestos | Use of 2nd person Planned repetition Facts & Statistics Adjectives for positive description  | Links to celebration assembly – democratic votes and persuading other children to voteLink 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 nounsUse ? ! for rhetorical / exclamatory sentencesUse 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 applicationsManifestos | Use of 2nd person Personal pronouns Planned repetition Facts & Statistics Hyperbole  | Links to celebration assembly – democratic votes and persuading other children to voteLink to oracy, esp. for speechesUse 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 additionHowever Nevertheless ThereforeConsequently In conclusion**Conjunctions**if because although unlesssince even if rather whereasin 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 applicationsManifestos | Use of 2nd person Personal pronouns Planned repetition Facts & Statistics Hyperbole  | Links to celebration assembly – democratic votes and persuading other children to voteLink to oracy, esp. for speechesUse 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 additionHowever Nevertheless ThereforeConsequently In conclusion**Conjunctions**if because although unlesssince even if rather whereasin 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 devicesUse 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 detailThe 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 detailThe 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 unlesssince even if rather whereasin 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 devicesUse 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 detailThe 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 detailThe 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 unlesssince even if rather whereasin 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  |