

Easterside Academy

Genre Progression

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| **Year 1 - Instructions** |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Ideas grouped in sentences in time sequenceWritten in the imperative e.g. sift the flourUse of numbers or bullet points to signal orderOrder is sequential  | Simple conjunctions used to construct sentences e.g. and, but, then, soImperative verbs to start sentences e.g. spread, slice, cutSentences do not include pronouns and are written impersonallyUse of command and verb | FirstNextAfterCutMoveFoldStirColourPaint  | NounWhat is a noun?Regular plural nouns using ‘er’VerbsThird person, first person singularEnding added to verbs where there is a change to the rootSimple past tense ‘ed’AdjectivesAdd ‘er’ and ‘est’ to adjectives where no change is needed to root wordConjunctionsJoin words and sentences using and/thenTense Simple past tense ‘ed’ | Use of spaces to separate wordsBegin to use full stopsBegin to use exclamation marksBegin to use question marksCapital letter for start of sentence, names and personal pronounsRead words with contractions |
| Appropriate Tier 2 words: achieve, challenge, create, design, edit, focus, maximum, minimum, objective, previous, select, sequence |

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| **Year 2 - Instructions** |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Initial statement about what is to be achieved via the instructions Written in sequenced steps to achieve the goalDiagrams and illustrations are used to make the process clearer | Imperative verbs are used to begin sentences (command sentences)Use of simple adverbs – slowly, quicklyUse of simple noun phrases – long stick  | First of allTo start withFirstlyLastlyFinallyCarefullyGentlySlowlySoftly  | Noun Form nouns using suffixes and by compoundingExpanded noun phrases for description – ass ‘es’ to nounsVerbs Progressive form pf verbs in the past and present tense – add ‘es’, ‘ed’ and ‘ing’ to verbsAdjectivesAdd ‘er’ and ‘est’ to adjectives where no change is needed to the root wordConjunctionsSubordination – when, if, that, becauseCoordination – or, and, butTense Correct and consistent use of past and present tenseAdverb‘ly’ added to adjective to form adverb | Uses spaces that reflect the size of the lettersUses full stops correctly Uses question marks correctlyUses exclamation marks correctlyUses capital letters correctlyApostrophes for contractionsPossessive apostrophes for singular nounsCommas to separate items in a list  |
| Appropriate Tier 2 words: adapt, appropriate, approximate, draft, estimate, evaluate, inspect, resource, unique |

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| **Year 3 - Instructions** |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| A set of ingredients and equipment needed are clearly outlinedOrganised into clear points which are denoted by timeFactualPast tenseHeadings/sub-headings/topic words (technical vocabulary) | Simple sentences with extra description – BOYS sentences and extra information sentencesSome complex sentences using when, if, as…Adverbials – When the glue dries, attach the paperclip. | Afterwards After that To begin with Begin bySecondly The next step is toWith a slow movementWith a quick pullTry to | Noun Form nouns using prefixesNouns and pronouns used to avoid repetitionVerbs Present perfect forms of verbs instead of ‘the’Adjectives Ensure appropriatenessConjunctionsExpress time and cause (when, so, before, after, while, because)TenseCorrect and consistent use of past and present tenseAdverbsIntroduce/revise adverbsExpress time and cause – then, next, soon | Introduce possessive apostrophes for plural nounsIntroduce inverted commas |
| Appropriate Tier 2 words: anticipate, benefit, function, method |

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| **Year 4 - Instructions** |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| A set of ingredients and equipment needed are clearly outlinedSentences include precautionary advice e.g. Be careful not to over whisk as it will turn to butterFriendly tips/suggestions are included to heighten the engagement e.g. This dish is best served with a pinch of saltSequential order and use of sequencing wordsSimple title  | Variation in sentence structures e.g. While the pastry cooks …As the sauce thickens…Include adverbs to show how often e.g. additionally, frequently, rarely Use of simple and conjunction sentencesUse of imperative (commanding) verbs  | Continue byCarry onDo this untilStop when When you have done this Try not toAvoid  | NounsNouns and pronouns ae used for clarity and cohesionNoun phrases are expanded by the addition of modifying adjectives, nouns and prepositional phrasesVerbsStandard English for verb forms AdjectivesAppropriate choices ConjunctionsUse of a wide range Tense Correct and consistent use of past and present tenseAdverbsKnow what an adverbial phrase isFronted adverbialsUse of commas after fronted adverbial  | Apostrophe to mark singular and plural possessionCommas after fronted adverbials Use of inverted commas  |
| Appropriate Tier 2 words: instruct, manipulate, reluctance, requite, specific, specify, vary |

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| **Year 5 - Instructions** |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Consolidate work from previous learningCan write accurate instructions for complicated processesCan write imaginative instructions using flair and humour | Sentence length is varied throughout Use of a wide range of subordinating conjunctions – whilst, until, despite … | Don’t forget toBe careful ofDon’t worry about Concentrate onAt this point | NounBe able to locate and identify expanded noun phrasesVerbs Be able to use modal verbsPrefixes for verbs – dis, de, mis, over, ise, ifyAdjectivesBe able to choose appropriate adjectivesConjunctionsTo use a wide range of conjunctionsTenseChange tense according to features of the genreAdverbsTo know and use fronted adverbials and place a comma after To use adverbials of time, place and number | Consolidate all previous learningBracketsDashesColonsSemi colons  |
| Appropriate Tier 2 words: concept, conclusion, range, elements, factor, impact, integral, negative, perceive, sufficient, procedure, process, retain |

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| **Year 6 - Instructions** |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Consolidate all learning from previous year groups  | Use adjectives to intensify and/or qualify e.g. insignificant amount, exceptionallySentence length and type varied dependent on purposeFronted adverbials used to clarify writer’s position e.g. If the temperature gets too high…Complex noun phrases used to add detail e.g. The golden pastry can be decorated with smaller pastry petals. Prepositional phrases used cleverly e.g. In the event of overcooking… | Whilst that is Focus onTry to make sure that When you do, don’t I would suggestMany people at this stage | NounExpanded noun phrases to convey complicated information conciselyVerbsUse modal verbsPrefixes for verbs: dis, de, mis, over, ise, ifyAdjectivesUse a wide range of conjunctionsTenseChange tense according to features of the genreAdverbsLink ideas across a text using cohesive devices such as adverbials | Use a wide range of punctuation throughout the writing |
| Appropriate Tier 2 words: adequate, alternative, demonstrate, interval, outcome, prior, proceed, refine |

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| **Year 1 - Recount** |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Ideas grouped together in time sequence Chronological orderWritten in the first person and using past tense verbsFocused on an individual or a group of participants e.g. I, we | Simple conjunctions used to construct simple sentences e.g. and, but, then, soUse of statement sentencesUse of noun phrasesUse of coordinating conjunctions and descriptive sentences  | First NextAfterFinally The best part was The worst part wasI liked I didn’t like  | NounUnderstand what a noun isRegular plural nouns using ‘er’VerbsThird person, first person singularEnding added to the verbs where there is change to the rootSimple past tense ‘ed’AdjectivesAdd ‘er’ and ‘est’ to adjectives where no change is needed to the root wordConjunctionsJoin words and sentences using and/thenTenseSimple past tense ‘ed’ |  |
| Appropriate Tier 2 words: achieve, attitude, challenge, create, focus, objective, participate, positive, similar |

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| **Year 2 - Recount** |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Brief introduction and conclusionWritten in the past tenseMain ideas organised into groupsIdeas organised in chronological order using conjunctions that signal timeFirst person – use of the pronoun ‘I’ | Subject/verb sentences e.g. He was…They were…Some modal verbs introduced – would, could, shouldUse of simple adverbs – quickly, slowlyUse of simple noun phrases – large tigerSimple and descriptive sentences including conjunction sentences  | AfterwardsAfter that When SuddenlyJust then Next Much laterI found it interesting when I found it boring when I didn’t expect  | Noun Form nouns using suffixes and compounding Expanded noun phrases for descriptionAdd ‘es’ to nounsVerbsProgressive form of verbs in the past and present tenseAdd ‘es’, ‘ed’ and ‘ing’ to verbsAdjectivesAdd ‘er’ and ‘est’ to adjectives where no change is needed to the root wordConjunctionsSubordination – when, if, that, becauseCoordination – or, and, butTenseCorrect and consistent use of past and present tenseAdverbs‘ly’ added to adjectives to form adverbs |  |
| Appropriate Tier 2 words: appropriate, predict, draft, estimate, evaluate, involved, location, unique |

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| **Year 3 - Recount** |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Clear introductionOrganised into paragraphs shaped around key eventsChronological orderUse of the pronoun ‘I’A closing statement to summarise the overall impact  | Simple sentences with extra description Some complex sentences using when, if, as…Consistent use of tense e.g. with modal verbs can/willUse of adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.Simple, descriptive and conjunction sentences | Last weekDuring our school tripSoonMeanwhileTo begin withI was pleased that I didn’t expect that It was difficult to  | NounForm nouns using prefixesNouns and pronouns used to avoid repetitionVerbsPresent perfect forms of verbs instead of ‘the’Past tense verbsConjunctionsExpress time and cause (when, so, before, after, while, because)TenseCorrect and consistent use of past and present tenseAdverbsIntroduce/revise adverbsExpress time and cause: then, next, soon |  |
| Appropriate Tier 2 words: anticipate, diverse, infer, interact, investigate, summary |

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| **Year 4 - Recount** |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Clear introduction and conclusion using a statement or paragraphLinks between sentences to help the reader navigate from one idea to the nextParagraphs organised correctly around key eventsElaboration used to reveal the writer’s emotions and responsesChronological orderAnswer the ‘W’ questionsHeadline, bi line (where appropriate) Reported and direct speech (where appropriate)Use of third person | Variation in sentence structuresUse of parenthesis/relative clausesInclude adverbs to show how often e.g. additionally, frequently, rarelySentences build from a general idea or topic and lead to specifics Use of emotive language to show personal response e.g. fabulous, showcase inspired me to | Later onBefore longAt that very momentAt preciselyWhen this was completeI was gripped byI felt overwhelmed when I was personally affected by This has changed how I feel about  | NounNouns and pronouns used for clarity and cohesionNoun phrases expanded by the addition of adjectives, nouns and prepositional phrasesVerbsStandard English form AdjectivesChoose appropriatelyConjunctionsUse a wide range TenseCorrect use of past and present tenseAdverbsKnow what an adverbial isFronted adverbialComma after fronted adverbial  |  |
| Appropriate Tier 2 words: approach, equate, interpret, occur, perspective, reluctance, specific, specify, vary  |

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| **Year 5 - Recount** |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Developed introduction and conclusion including elaborated personal responseDescriptions of events are detailed and engagingInformation is organised chronologically with clear signals to the reader about time, place and personal responsePurpose of the recount reveals the writer’s perspective Answers ‘W’ questionsHead line, bi line (where appropriate)Reported/direct speech (where appropriate)Use of third person  | Variety of sentence lengthsActive and passive voice used deliberately to heighten engagement e.g. Giraffes left the enclosure Wide range of subordinate conjunctions e.g. whilst, until, despite | As it happenedAs a result ofConsequentlySusequentlyUnlike the rest of the group, I feltIn a flashPresentlyMeanwhileIn conclusionThe experience overall  | Noun Locate and identify expanded noun phrasesVerbsUse modal verbsPrefixes for verbs: dis, de, mis, over, ise, ifyConvert adjectives in verbs using suffixes: ate, ise, ifyConjunctionsUse a wide rangeTenseChange tense according to features of the genreAdverbsKnow what an adverbial phrase isFronted adverbialsComma after fronted adverbialsAdverbials of time, place and number  |  |
| Appropriate Tier 2 words: acquire, affect, assume, conclusion, elements, expand, factor, impact, integral, negative, perceive, positive, range, sufficient |

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| **Year 6 - Recount** |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| The report is well constructed and answers the readers questions (five W questions amongst others)The writer understands the impact and thinks about the responseInformation is prioritised according to importance and a frame of response set up for the replyChronological orderHead line, bi line (where appropriate)Reported/direct speech (where appropriate) | Verbs are controlled and precise e.g. It would b regrettable if the wild life funds come to an end.Adjectives are used to intensify or qualify e.g. insignificant amount, exceptionally…Sentence length and type varied according to purposeFronted adverbials used to clarify writer’s position e.g. As a consequence of their actions …Complex noun phrases used to add detailPrepositional phrases used  | They are unusually They are rarelyThey are neverThey are very GenerallyBe careful if you Frequently they  I will attempt to This article will frame It can be difficult to Each paragraph More than halfLess than half  | NounsExpanded noun phrases sued to convey complicated information correctlyVerbsUse of modal verbsPrefixes for verbs: dis, de, mis, over, ise, ifyConvert adjectives into verbs using suffixes: ate, ise, ifyAdjectivesAppropriate choicesConjunctionsUse of a wide range Tense Change tense according to features of the genreAdverbsLinks ideas across the text using cohesive devices such as adverbials |  |
| Appropriate Tier 2 words: adequate, alternative, consist, derive, explicit, ignorance, implicit, interval, outcome, prior, proceed |

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| **Year 1 – Non Chronological Reports** |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Ideas grouped together for similarity Attempts using third personWritten in the appropriate tense  | Simple conjunctions used to construct simple sentences e.g. and, but, then, so  | ….are….…..is……They are The different This is a There are These can be grouped  | Noun What a noun isRegular plural nouns with ‘er’VerbsThird person, first person singular Ending added to verbs where there is change to the rootSimple past tense ‘ed’Adjectivesadd ‘er’ and ‘est’ to adjectives where no change is needed to the root wordConjunctionsJoin words and sentences using and/thenTenseSimple past tense ‘ed’ |  |
| Appropriate Tier 2 words: challenge, environment, identify, maximum, minimum, objective, similar, text  |

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| **Year 2 – Non Chronological Reports** |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Brief introduction and conclusionWritten in the appropriate tenseMain ideas organised into groupsFactual Headings/sub-headingsTopic words/technical language Use of bullet points  | Subject/verb sentences e.g. He was…They wereSome modal verbs introducedUse of simple adverbsUse of simple nouns phrases e.g. large tiger  | They like to They can It canLike manyI am going to There are two sorts ofThey live inThe \_\_\_ have \_\_\_ but the \_\_\_ have … | NounForm nouns using suffixes and through compoundingExpanded noun phrases for descriptionAdd ‘es’ to nounsVerbsProgressive form of verbs in the past and present tense Add ‘es’, ‘ed’ and ‘ing’ to verbsAdjectivesAdd ‘er’ and ‘est’ to adjectives where no change is needed to the root wordConjunctionCoordination – when, if, that, becauseSubordination m- or, and, butTenseCorrect and consistent use of past and present tenseAdverbs‘ly’ added to adjective to form adverbs  |  |
| Appropriate Tier 2 words: adapt, research, appropriate, approximate, structure, communicate, unique, culture, ensure, location, relevant, significant  |

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| **Year 3 – Non Chronological Reports** |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Clear introductionOrganised into paragraphs shaped around a topic sentenceUse of sub-headingsFactualPast tenseHeadings/sub-headingsTopic/technical language  | Simple sentences with extra descriptionSome complex sentences using when, if, as etcTense is consistentUse of modal verbsAdverbials Use of BOYS sentences and extra information sentences  | The following reportThey don’tIt doesn’tSometimesOften Most  | NounForm nouns using prefixesNouns and pronouns used to avoid repetitionVerbsPresent perfect forms of verbs instead of ‘the’AdjectivesChoose appropriate adjectivesConjunctionsExpress time and cause (when, so, before, after, while, because)TenseCorrect and consistent use of past and present tenseAdverbsIntroduce/revisit adverbsExpress time and cause: then, next, soon |  |
| Appropriate Tier 2 words: anticipate, available, media, contrast, criteria, debate, method, define, diverse, function, infer, interact, summary  |

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| **Year 4 – Non Chronological Reports** |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Clear introduction and conclusionLinks between sentences help to navigate the reader from idea to the nextParagraphs organised correctly into key ideasSub-headings used to organise information | Variation in sentence structuresUse of parenthesis/relative clausesInclusion of adverbs to show how often e.g. additionally, frequently, rarelySentences build from a general idea to becoming more specificUse of technical vocabulary to show the reader the writer’s expertise  | This report willThe following informationUsuallyNormallyEven thoughDespite the factAs a rule  | NounNouns and pronouns used for clarity and cohesionNoun phrases expanded by the addition of adjectives, nouns and prepositionsVerbsStandard English form AdjectivesAppropriate useConjunctionsUse of a wide range TenseCorrect use of past and present tense AdverbsKnow what an adverbial is, fronted adverbials and use of comma after the fronted adverbial  |  |
| Appropriate Tier 2 words: approach, clarify, discriminate, equate, exclude, interpret, manipulate, occur, require, specific, strategies, vary  |

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| **Year 5 – Non Chronological Reports** |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Developed introduction and conclusion using all the layout features (headings/sub-headings etc)Description of the foci is technical and accurate and factual Use of topic words and technical vocabulary Generalised sentences used to categorise and sort information for the readerPurpose of the report is to inform the reader and describe the way things areFormal and technical language used throughout to engage the reader | Sentence length is variedActive and passive voice used deliberately to heighten engagementWide range of subordinate conjunctions usedUse of BOYS sentencesUse of extra information sentences De:de sentences  | The purpose of this report/article is to The information presented willSome experts believeThis article is designed toMany specialists considerFirstly I willIt can be difficult\_\_\_\_ will enable you to understand UnlikeDespiteAlthoughLike many  | NounLocate and identify expanded noun phrasesVerbsUse of modal verbsPrefixes for verbs: dis, de, mis, over, ise, ifyConvert adjectives into verbs using suffixes: ate, ise, ify AdjectivesAppropriate choices made Conjunctions Use of a wide range Tense Change tense according to features of the genreAdverbsKnow what a fronted adverbial is, fronted adverbials, commas after fronted adverbials, adverbials of time, place and number  |  |
| Appropriate Tier 2 words: acquire, affect, assume, conclusion, context, elements, expand, factor, features, impact, sufficient, integral, issues, negative, procedure, range, process |

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| **Year 6 – Non Chronological Reports**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| The report is well constructed and answers the reader’s questionsThe writer understands the impact and thinks about the responseInformation is prioritised according to importance and a frame of response set up for the replyUse of passive voiceUse of technical vocabulary Hypothetical language  | Verb forms are controlled and preciseAdjectives are used to intensify or qualify Sentence length and type are varied according to purposeFronted adverbials used to clarify the writer’s positionComplex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.Prepositional phrases used  | They are unusuallyThey are rarelyThey are neverThey are veryGenerallyBe careful if you Frequently they I will attempt toThis article will frame It can be difficult to Each paragraph More than halfLess than half | Noun Expanded noun phrases used to convey complicated information conciselyVerbsUse of modal verbsPrefixes for verbs: dis, de, mis, over, ise, ifyConvert adjectives into verbs using suffixes: ate, ise, ifyAdjectivesAppropriate choices ConjunctionsUse of a wide range TenseChange of tense according to features of the genreAdverbsLink ideas across a text using cohesive devices such as adverbials |  |
| Appropriate Tier 2 words: alternative, adequate, consist, community, consequences, demonstrate, ignorance, minorities, prior, proceed, refine  |

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| **Year 1 - Letters** |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Ideas grouped into sentences in time sequence  | Sentences using simple pronouns and conjunctions  | Dear From I likeI wentI sawIt was My favouriteThey wereThere wasNextFirstAfterand, but, sowhen  | NounWhat a noun isRegular plural nouns with ‘er’VerbsThird person, first person singularEnding added to verbs where there is change to the rootSimple past tense ‘ed’AdjectivesAdd ‘er’ and ‘est’ to adjectives where no change is needed to root wordConjunctionsJoin words and sentences using and/thenTenseSimple past tense ‘ed’ | Spaces to separate wordsBegin to use full stopsBegin to use exclamation marksBegin to use question marksCapital lets for start of sentence, names and personal pronounsRead words with contractions  |
| Appropriate Tier 2 words: attitude, challenge, participate, positive, respond, similar |

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| **Year 2 - Letters** |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Brief introduction and conclusionWritten in the past tense Main ideas organised into groupsUses sequencing techniques – time related words  | Subject/verb sentences Some modal verbs introducedUse of simple adverbsUse of simple noun phrases | And, then, but, so, when Dear Mr/Mrs…Dear Sir/Madam…Yours SincerelyYours faithfullyLater AfterwardsAfter that Eventually I would like to We felt  | NounForm nouns using suffixes and compoundingExpanded noun phrasesAdd ‘es’ to nounsVerbsProgressive form of verbs in the past and present tenseAdd ‘es’, ‘ed’ and ‘ing’ to verbsAdjectivesAdd ‘er’ and ‘est’ to adjectives where no change is needed to root wordConjunctionsSubordination – when, if, that, becauseCoordination – or, but, andTenseCorrect and consistent use of past and present tenseAdevrbs‘ly’ added to the adjective to form adverb | Use spaces that reflect the size of the lettersUse full stops correctlyUse question marks correctlyUse exclamation marks correctlyUse capital letters correctly Apostrophes for contractionsPossessive apostrophes for singular nounsCommas to separate items in a list  |
| Appropriate Tier 2 words: adapt, communicate, ensure, involved, location, unique |

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| **Year 3 - Letters** |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Clear introductionPoints about the visit/issueOrganised into paragraphs denoted by time/placeTopic sentencesSome letter layout features included  | Simple sentences with extra description Some complex sentences using when, if, as etcTense is consistentUse of modal verbsAdverbials: When they have a problem…We played after tea…It was scary in the tunnel… | While, if, as, whenI would like to inform you thatIt has come to my attention that Thank you forI hope that  | NounsForm nouns using prefixesNouns and pronouns used to avoid repetitionVerbsPresent perfect form of verbs instead of ‘the’AdjectivesAppropriate choicesConjunctionsExpress time and cause (when, so, before, after, while, because)TenseCorrect and consistent use of past and present tenseAdverbsIntroduce/revise adverbsExpress time and cause: then, next, soon | Introduce possessive apostrophes for plural nounsIntroduce inverted commas  |
| Appropriate Tier 2 words: anticipate, comment, diverse, infer, investigate  |

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| **Year 4 - Letters** |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Clear introduction and conclusionLinks between key ideas in the letterParagraphs organised correctly into key ideasAll letter layout features included  | Variation in sentence structures and choicesUse of parenthesis/relative clausesInclude adverbs to show how often Use of modal verbs to hint at future action or possibilities  | As I stated earlier Referring to This is an unfortunateIt is with regretI would be grateful ifIt is with regret that I look forward to hearing from you in due course  | NounNouns and pronouns used for clarity and cohesionNoun phrases expanded by the addition of adjectives, nouns and prepositional phrasesVerbsStandard English used AdjectivesAppropriate choices ConjunctionsA wide range used TenseCorrect use of past and present tenseAdverbsKnow what an adverbial isUse of fronted adverbialsComma after fronted adverbial  | Apostrophe to mark singular and plural possessionCommas after fronted adverbialsUse inverted commas and other punctuation to indicate direct speech (if appropriate) |
| Appropriate Tier 2 words: approach, clarify, establish, occur, reluctance, specific, specify, vary |

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| **Year 5 - Letters** |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Developed introduction and conclusion using all the letter layout featuresParagraphs developed with prioritised informationPurpose of letter is clear for the readerFormal language used throughout to engage the reader | Sentence length varied Active and passive voice used deliberately to heighten engagementWide range of subordinate conjunctionsComplex sentences that use well known expressions – Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. | I appreciate Whilst we were waitingYour concernUntil this is resolvedDespite speaking to the duty manager This is a disgraceUnfortunately Many other people also I am delighted to inform you that  | NounLocate and identify expanded noun phrasesVerbs Use modal verbsPrefixes for verbs: dis, de, mis, over, ise, ifyConvert adjectives into verbs using suffixes: ate, ise, ifyAdjectivesAppropriate choicesConjunctionsUse a wide range TenseChange tense according to features of the genreAdverbs Know what an adverbial phrase is Fronted adverbialsComma after fronted adverbialsAdverbials of time, place and number  | Consolidate all previous learning: brackets, dashes, colons, semi colons  |
| Appropriate Tier 2 words: affect, assume, concept, elements, expand, factor, features, impact, negative, perceive, positive, range, retain, sufficient, valid |

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| **Year 6 - Letters** |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Letter is well constructed and answers the reader’s questionsThe writer understands the impact and thinks about the response Information is prioritised according to importance and a frame of response set up for the reply  | Verbs forms are controlled and precise Adjectives are used to intensify or qualifySentence length and type varied according to purposeFronted adverbials used to clarify writer’s positionComplex noun phrases used to add detailPrepositional phrases used  | Please do not hesitate to contact me An early response would be greatly appreciatedPlease accept myI wish to expressThe impact ofDespite continued effortsSubsequently  | Noun Expanded noun phrases to convey complicated information conciselyVerbs Use modal verbs Prefixes for verbs: dis, de, mis, over, ise, ifyConvert adjectives into verbs using suffixes: ate, ise, ifyAdjectivesAppropriate choices ConjunctionsA wide range used Tense Change tense according to features of the genre AdverbsLink ideas across a text using cohesive devices such as adverbials  | Use a wide range of punctuation throughout the writing  |
| Appropriate Tier 2 words: adequate, community, ignorance, implicit, implies, interval, outcome, prior, proceed, restricted |

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| **Year 1 – Persuasion**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Ideas are grouped together for similarity First person  | Simple conjunctions used to construct simple sentences: and, but, then, so | It was BrilliantBestExcitingThe mostSuperFantasticGreatIt willNow you canTry  | NounWhat a noun is Regular plural nouns with ‘er’VerbsThird person, first person singularEnding added to verbs where there is change to the rootSimple past tense ‘ed’AdjectivesAdd ‘er’ and ‘est’ to adjectives where no change is needed to root wordConjunctionsJoin words and sentences using and/thenTenseSimple past tense ‘ed’ | Uses spaces to separate words Begin to use full stopsBegin to use exclamation marksBegin to use question marks Capital letters for start of sentence, names, personal pronouns Read words with contractions  |
| Appropriate Tier 2 words: achieve, challenge, positive |

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| **Year 2 – Persuasion**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Brief introduction and conclusionWritten in the present tense Main ideas organised into groups  | Subject/verb sentences e.g. He was…They were…It happened Some modal verbs introducedUse of simple adverbs Use of simple noun phrases e.g. red shoesUse of rhetorical questionsUses ambitious adjectives to grab the reader’s attention  | The biggest The greatestThe longestThe tallestI think that I believe that Extraordinary Remarkable  | NounForm nouns using suffixes and compoundingExpanded noun phrases for descriptionAdd ‘es’ to nounsVerbs Progressive form of verbs in the past and present tense Add ‘es’, ‘ed’ and ‘ing’ to verbsAdjectivesAdd ‘er’ and ‘est’ to adjectives where no change is needed to the root wordConjunctionsSubordination – when, if, that, because Coordination – or, and, butTense Correct and consistent use of past and present tenseAdverbs ‘ly’ added to adjectives to form adverbs  | Uses spaces that reflect the size of the letters Uses full stops correctly Uses question marks correctly Uses exclamation marks correctlyUses capital letters correctly Apostrophes for contractionsPossessive apostrophes for singular nounsCommas to separate items in a list  |
| Appropriate Tier 2 words: communicate, ensure, involved, significant, unique |

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| **Year 3 – Persuasion**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Clear introductionPoints about the subject/issueOrganised into paragraphs Sub-heading used to organise texts  | Simple sentences with extra description Some complex sentences using when, if, as etc Tense is consistentUse of modal verbsAdverbials usedStart sentences with verbs e.g. imagine, consider, enjoy  | SurelyObviouslyClearlyDon’t you think FirstlySecondlyThirdlyMy own view isMy last point isMy final point isImagine Consider Enjoy  | NounForm nouns using prefixesNouns and pronouns used to avoid repetitionVerbsPresent perfect forms of verbs instead of ‘the’AdjectivesMake appropriate choices ConjunctionsExpress time and cause (when, so, before, after, while, because)TenseCorrect and consistent use of past and present tense AdverbsIntroduce/revise adverbs Express time and cause: then, next, soon  | Introduce possessive apostrophes for plural possessionIntroduce inverted commas  |
| Appropriate Tier 2 words: anticipate, benefit, contrast, media, evidence, function, interact, potential, summary  |

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| **Year 4 – Persuasion**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Clear introduction and conclusion Links between key ideas in the letterParagraphs organised correctly into key ideas Subheadings Topic sentences  | Variation in sentence structures and length Use of parenthesis and relative clausesUse of adverbs to show how oftenMore complex rhetorical questions | I believe that It seems to me that It is clear that Is it any wonder that FurthermoreAs I see itTremendous Implore you to consider Extremely significant Inevitably FinallyIn conclusion In summary The evidence presented Have you ever thought about Do you think that Fed up with  | Noun Nouns and pronouns used for clarity and cohesion Noun phrases expanded by the addition of adjectives, nouns and prepositional phrases VerbsStandard English Adjectives Appropriate choicesConjunctions A wide range used Tense Correct use of past and present tense Adverbs Know what an adverbial isFronted adverbialsComma after fronted adverbials  | Apostrophe to mark singular and plural possession Commas after fronted adverbial Inverted commas and other punctuation to indicate direct speech where appropriate  |
| Appropriate Tier 2 words: instruct, justify, obtain, reluctance, require, specific, strategies, vary  |

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| **Year 5 – Persuasion**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Developed introduction and conclusion using all the argument of leaflet layout features Paragraphs developed with prioritised information View point is transparent for the readerEmotive language used throughout to engage the reader | Sentence length is variedActive and passive voice used deliberately to heighten engagement e.g. The café chairs were broken Wide range of subordinate conjunctionsComplex sentences which use well known expressionsPersuasive statements are used to change the readers opinion e.g. You will never need to… | It strikes me that There is no doubt that I am convinced that It appearsIn my opinionSurely only a fool would consider In addition FurthermoreMoreover My evidence to support this is On balance Just think how Now you can For the rest of your life UnbelievableOutrageous Incredible  | Noun locate and identify expanded noun phrasesverbsUse modal verbs Prefixes for verbs: dis, de, mis, over, ise, ify Convert adjectives into verbs using suffixes: ate, ise, ify AdjectivesAppropriate choicesConjunctions Uses a wide range Tense Change tense according to features of the genre Adverbs Know what an adverbial phrase isFronted adverbialsComma after fronted adverbials Adverbials of time, place and number  | Consolidate all previous learning: BracketsDashesColonsSemi colons  |
| Appropriate Tier 2 words: acquire, affect, concept, elements, expand, features, impact, integral, issues, positive, range  |

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| **Year 6 – Persuasion**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Arguments are well constructed and answer the reader’s questions The writer understands the impact or the emotive language and thinks about the responseInformation is prioritised according to the writer’s point of view  | Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against …Adjectives are used to intensify or qualify Sentence length and type are varied according to purposeFronted adverbials used to clarify the writer’s positionComplex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths…Prepositional phrases used  | It appears that There can be no doubt that It is crucial Fundamentally How can anyone believe this to be true?Does anyone really believe that?As everyone knowsI cite, for exampleI would draw your attention to I would refer toOn the basis of the evidence presented PhenomenalUniqueUnmissableYou will be Don’t Take a moment to Isn’t it time to Worried about..? | NounExpanded noun phrases to convey complicated information conciselyVerbs Uses modal verbsPrefixes for verbs: dis, de, mis, over, ise, ifyConvert adjectives into verbs using suffixes: ate, ise, ify AdjectivesAppropriate choices ConjunctionsA wide range used TenseChange tense according to features of the genre AdverbsLink ideas across the text using cohesive devices such as adverbials  | Use a wide range of punctuation throughout the writing  |
| Appropriate Tier 2 words: demonstrate, derive, explicit, outcome, proceed, refine |

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| **Year 1 – Biography**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Ideas grouped together in time sequenceWritten in first personWritten in past tense Focused on individual or group participants (I, we…) | Simple conjunctions used to construct simple sentences e.g. and, but, then, so | First NextAfterFinallyWhen he/she was bornWhen he/she was five years oldAn interesting thing about A fact about He/she will be remembered for  | NounWhat a noun isRegular plural nouns with ‘er’VerbsThird person, first person singularEnding added to verbs where there is change to root Simple past tense ‘ed’AdjectivesAdd ‘er’ and ‘est’ to adjectives where there is no change to the rootConjunctionsJoin words and sentences using and/thenTenseSimple past tense ‘ed’  |  |
| Appropriate Tier 2 words: achieve, attitude, challenge, design, environment, focus, individual, objective, positive, previous, similar  |

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| **Year 2 - Biography** |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Brief introduction and conclusion Written in the past tense e.g. He went, She travelled Main ideas organised in to groups Ideas organised in chronological order using conjunctions that signify time  | Subject/verb sentences, e.g. He was, They were, It happened Some modal verbs introduced Use of simple adverbsUse simple noun phrases e.g. large crowd  | As a childAs a teenagerAt a young ageMany years later One of the interesting things about \_\_\_ was \_\_\_In my viewHis/her life was I believe He/she was He/she became  | NounForm nouns using suffixes and compoundingExpanded noun phrases for descriptionAdd ‘es’ to nounsVerbsProgressive form of verbs in the past and present tenseAdd ‘es’, ‘ed’ and ‘ing’ to verbsAdjectivesAdd ‘er’ and ‘est’ to adjectives where no change is needed to the root wordConjunctionsSubordination – when, if, that, becauseCoordination – or, but, andTenseCorrect and consistent use of past and present tense Adverbs‘ly’ added to adjective to form adverb  |  |
| Appropriate Tier 2 words: adapt, contribute, cooperate, culture, estimate, evaluate, involved, location, predict, relevant, research, significant, unique |

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| **Year 3 – Biography**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Clear introduction Organised into paragraphs shaped around key eventsA closing statement to summarise the overall impact  | Simple sentences with extra description Some complex sentences using when, if as …Tense consistentUse of modal verbs Adverbials – When she arrived at the scene, the doctors told her exactly what happened. | During his/her early lifeSoon afterwardsSometimes heStrangelyOne of the most remarkable facts about …His/her greatest achievement was … | NounForm nouns using prefixesNouns and pronouns used to avoid repetitionVerbsPresent perfect forms of verbs instead of ‘the’AdjectivesAppropriate choices Conjunctions Express time and cause (when, so, before, after, while, because)Tense Correct and consistent use of past and present tense Adverbs Introduce/revise adverbsExpress time and cause: then, next, soon  |  |
| Appropriate Tier 2 words: assess, contrast, media, comment, debate, potential, diverse, illustrate |

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| **Year 4 - Biography** |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Clear introduction and conclusion Links between sentences help to navigate the reader from one idea to the next Paragraphs organised correctly around key events Elaboration is used to reveal the writer’s emotions and responses  | Variation in sentence structures and length Use of parenthesis and relative clausesInclude adverbs to show how often Sentences build from a general idea/topic sentence to being more specific Use of emotive language to show personal responses | In his/her early yearsBy the time he/she had In his/her final yearsWhat is clear is that Even though he/she was not popular at the time Although feeling ran high in the community In many ways it wasn’t until He/she might have been His/her one regret was that  | NounNouns and pronouns used for clarity and cohesionNoun phrases expanded by the addition of adjectives, nouns and prepositionsVerbsStandard English AdjectivesAppropriate choices ConjunctionsUse of a wide range Tense Correct use of past and present tense AdverbsKnow what an adverbial phrase isFronted adverbials Comma after fronted adverbials  |  |
| Appropriate Tier 2 words: approach, discriminate, equate, indicate, justify, manipulate, obtain, occur, reluctance, require, role, source, specific, strategies, vary |

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| **Year 5 – Biography**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Developed introduction and conclusion including elaborated personal responseDescriptions of events are engagingThe information is organised chronologically with clear signals to the reader about time, place and personal response Purpose of the recount or experience reveals the writer’s perspective  | Sentence length is varied Active/passive voice is used deliberately to heighten engagement e.g. Giraffes left the enclosure Wide range of subordinate conjunctions e.g. whilst, until, despite  | In (XXXX) at the age of \_\_\_ he/she \_\_\_The time came for In his/her later yearsOnce he/she had Nobody is sure whyIn spite of His/her lasting legacy  | NounLocate and identify expanded noun phrases VerbsUse modal verbs Prefixes for verbs: dis, de, mis, over, ise, ifyConvert adjectives into verbs using suffixes: ate, ise, ifyAdjectivesAppropriate choicesConjunctionsUse of a wide range Tense Change tense according to features of the genreAdverbs Know what an adverbial is Fronted adverbialsCommas after fronted adverbialsAdverbials of time, place and number  |  |
| Appropriate Tier 2 words: acquire, affect, assume, concept, context, range, elements, expand, factor, features, impact, process, integral, issues, negative, perceive, positive, valid  |

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| **Year 6 – Biography**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| The report is well constructed and answers the reader’s questions The writer understands the impact and thinks about the response Information is prioritised according to the importance and a frame of response set up for the reply | Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.Adjectives are used to intensify or qualifySentence length and type are varied according to purposeFronted adverbials are used to clarify the writer’s position Complex noun phrases are used to add detailPrepositional phrases are used  | They are usuallyThey are rarelyThey are neverThey are very GenerallyBe careful if you Frequently they I will attempt to This article will frame It can be difficult to Each paragraph More than half Half Less than half  | NounExpanded noun phrases used to convey complicated information conciselyVerbsUse modal verbsPrefixes for verbs: dis, de, mis, over, ise, ifyConvert adjectives into verbs using suffixes: ate, ise, ifyAdjectivesAppropriate choices ConjunctionsA wide range used TenseChange tense according to features of the genreAdverbsLink ideas across a text using cohesive devices such as adverbials  |  |
| Appropriate Tier 2 words: alternative, community, consequences, consist, demonstrate, derive, explicit, ignorance, implicit, minorities, outcome, principle, prior, proceed, reaction, refine |

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| **Year 1 – Balanced Arguments : speech, essay, letter**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Ideas are grouped together for similarity Writes in first person  | Simple conjunctions are used to construct simple sentences e.g. and, but, then, so | ButBecauseSome people likeSome people feel Some people believeOther people likeOther people feelOther people believe  | NounWhat a noun isRegular plural nouns with ‘erVerbs Third person, first person singular Ending added to verbs where there is change to the rootSimple past tense ‘ed’AdjectivesAdd ‘er’ and ‘est’ to adjectives where no change is needed to the root wordConjunctionsJoin words and sentences using and/thenTenseSimple past tense ‘ed’ | Use spaces to separate wordsBegin to use full stopsBegin to use exclamation marksBegin to use question marksCapital letters for the start of a sentence, names and personal pronounsRead words with contractions |
| Appropriate Tier 2 words: achieve, attitude, challenge, environment, focus, maximum, minimum, respond, objective, positive |

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| **Year 2 – Balanced Argument: speech, essay, letter**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Brief introduction and conclusionWritten with an impersonal styleMain ideas organised into groups | Subject/verb sentencese.g. He was, They were, It happened Some modal verbs introducedUses simple adverbs e.g. yesterday, last weekUses simple noun phrasesUses rhetorical questionsUses ambitious adjectives to grab the reader’s attention | I am going to In factIt seemsTo sum this upThe opposite view of this isNot everyone agrees with this  | NounsForm nouns using suffixes and compounding Expanded noun phrases for descriptionAdd ‘es’ to nounsVerbsProgressive form of verbs in the past and present tenseAdd ‘es’, ‘ed’ and ‘ing’ to verbsAdjectivesAdd ‘er’ and ‘est’ to adjectives where no change is needed to root wordConjunctionsSubordination – when, if, that, becauseCoordination – or, but, andTenseCorrect and consistent use of past and present tense Adverbs ‘ly’ added to adjective to form adverb  | Uses spaces that reflect the size of the lettersUses full stops correctly Uses question marks correctlyUses exclamation marks correctlyUses capital letters correctly Apostrophes for contractionsPossessive apostrophes for singular nounsCommas to separate items in lists  |
| Appropriate Tier 2 words: appropriate, contribute, culture, ensure, significant, evaluate, predict, relevant, research  |

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| **Year 3 – Balanced Argument: speech, essay, letter**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Clear introductionPoints about subject/issueOrganised into clear paragraphsSub-headings used to organise the text  | Simple sentences with extra description Some complex sentences using when, if, as etcTense is consistentUse of modal verbs Adverbials Start sentences with verbs e.g. imagine, consider, enjoy | I will begin byMaybeFirstlyMany people are concerned that I wonderSometimesIt could be argued ta Therefore My overall feeling/opinion isAn example of this isIt is clear that  | NounForm nouns using prefixesNouns and pronouns used to avoid repetitionVerbsPresent perfect forms of verbs instead of ‘the’AdjectivesAppropriate choices ConjunctionsExpress time and cause (when, so, before, after, while, because)TenseCorrect and consistent use of past and present tense AdverbsIntroduce/revisit adverbsExpress time and cause: then, next, soon | Introduce possessive apostrophes for plural nounsIntroduce inverted commas  |
| Appropriate Tier 2 words: analyse, assess, benefit, comment, contrast, criteria, debate, define, diverse, evidence, illustrate, imply, investigate, media, summary |

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| **Year 4 – Balanced Argument: speech, essay, letter**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Clear introduction and conclusionLinks between key ideas in the letter etcParagraphs organised correctly into key ideasSubheadingsTopic sentences  | Variation in sentence structure and length Use of parenthesis/relative clausesInclude adverbs to show how often – additionally, frequently, rarelyMore complicated rhetorical questions e.g. Have you ever considered the impact of…? | This piece of writing will…feel convinced…I intend to On the other hand In additionIt is surprising that On balance Finally, I would like to addMy next point concernsFurthermoreHaving looked at both sides I think\_\_because\_\_\_Having considered the arguments for and againstWhilst  | NounsNouns and pronouns used for clarity and cohesionNoun phrases expanded by the addition of adjectives, nouns and prepositional phrasesVerbsStandard English used AdjectivesAppropriate choices ConjunctionsA wide range used TenseCorrect use of past and present tense Adverbs Know what an adverbial isFronted adverbialsComma after fronted adverbials  | Apostrophe to mark singular and plural possession Commas after fronted adverbialsInverted commas and other punctuation to indicate direct speech (where appropriate) |
| Appropriate Tier 2 words: clarify, discriminate, equate, establish, exclude, indicate, interpret, justify, manipulate, occur, perspective, role, source, specific, vary |

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| **Year 5 – Balanced Argument: speech, essay, letter**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Developed introduction and conclusion using all the argument or leaflet layout features Paragraphs developed with prioritised informationBoth view points are transparent for the reader Emotive language is used throughout to engage the reader | Sentence length variedActive/passive voice used deliberately to heighten engagement Wide range of subordinate conjunctions Complex sentences that use well known expressionsPersuasive statements used to change the reader’s opinion e.g. you will never need to … | It strikes me that My intention is to To do this I willAs I see it It appears to me Naturally It is precisely\_\_because Subsequently DoubtlessNeverthelessIn stark contrast Contrary to this positionIt would seem logicalLet us consider the impact In conclusion The evidence presented leads me to conclude  | Nouns Locate and identify expanded noun phrases Verbs Use modal verbs Prefixes for verbs: dis, de, mis, over, ise, ify Convert adjectives into verbs using suffixes: ate, ise, ify Adjectives Appropriate choices Conjunctions A wide range used Tense Change tense according to features of the genre Adverbs Know what an adverbial phrase isFronted adverbials Comma after fronted adverbials Adverbials of time, place and number  | Consolidate all previous learning:Brackets DashesColonsSemi colons  |
| Appropriate Tier 2 words: affect, assume, concept, conclusion, context, elements, factor, features, impact, range, retain, integral, issues, negative, perceive, positive, valid |

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| **Year 6 – Balanced Argument: speech, essay, letter**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Arguments are well constructed and answer the reader’s questionsHe writer understands the impact or the emotive language and thinks about the response Information is prioritised according to the writer’s point of view  | Verb forms are controlled and preciseAdjectives are used to intensify or qualify e.g. insignificant amount, exceptionallySentence length and type varied according to purpose Fronted adverbials used to clarify writer’s position e.g. As a consequence of your actions…Complex noun phrases used to add detailPrepositional phrases used e.g. In the event of a blackout … | I will present Following that, I willOne argument for this is that …fundamentally flawed……an easy answer that avoids..I would counter this view It seems plausible to Moreover In point of fact The evidence I would use to support this is It surprises me that It is my convictionFinally, I would like to addEven though there has been a long history of  | NounExpanded noun phrases used to convey complicated information conciselyVerbsUse modal verbs Prefixes for verbs: dis, de, mis, over, ise, ifyConvert adjectives into verbs using suffixes: ate, ise, ifyAdjectivesAppropriate choices Conjunctions A wide range used Tense Change tense according to features of the genre AdverbsLinks ideas across a text using cohesive devices such as adverbials  | Use a wide range of punctuation throughout the writing  |
| Appropriate Tier 2 words: adequate, alternative, consequences, demonstrate, explicit, ignorance, implies, minorities, outcome, principle, proceed, resolve, restricted  |

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| **Year 1 – Newspaper**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Ideas grouped in sentences in time sequence Attempts at third person writing Beginning to describe what has happened  | Simple conjunctions used to construct simple sentences e.g. and, but, then, so  | On Monday The accident People felt Happened Angry UpsetFirstNextAfterWhen Then SoButIt was  | NounWhat a noun is Regular plural nouns wit ‘er’VerbsThird 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 the root word Conjunctions Join words and sentences using and/then Tense Simple past tense ‘ed’ | Uses spaces to separate wordsBegin to use full stops Begin to use exclamation marks Begin to use question marks Capital letters for the start of sentences, names and personal pronouns Read words with contractions  |
| Appropriate Tier 2 words: attitude, challenge, environment, identify, individual, participate, previous, text  |

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| **Year 2 – Newspaper**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Brief introduction and conclusion Written in the past tense Main ideas organised into groups Sequencing techniques used – time related words A photo with a caption  | Subject/verb sentences Some modal verbs introduced Uses simple adverbs Uses simple noun phrases  | It was a terrible The scene was Many passers by Some children were Shocking AwfulAmazing Incredible Afterwards  | Nouns Form nouns using suffixes and compounding Expanded noun phrases for description Add ‘es’ to nounsVerbs Progressive form of verbs in the past and present tense Add ‘es’, ‘ed’ and ‘ing’ to verbs AdjectivesAdd ‘er’ and ‘est’ to adjectives where no change is needed to the root wordConjunctionsSubordination – when, if, that, becauseCoordination – or, and, butTense Correct and consistent use of past and present tense Adverbs ‘ly’ added to adjective to form adverb  |  |
| Appropriate Tier 2 words: appropriate, approximate, communicate, contribute, culture, inspect, involved, location, publish, relevant, resource, structure |

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| **Year 3 – Newspaper**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Clear introductionPoints about the visit/issue Organised into paragraphs denoted by time/place Topic sentences Some newspaper layout features included A bold, eye catching headline  | Simple sentences with extra description Some complex sentences using when, if, as etcTense is consistentUse of some modal verbs Use of adverbials e.g. As the police arrived, the crowd scattered  | While, if, as, whenWitnesses feltHe reported that He also claimed that She went on to state that He continued byHours later Unfortunately Fortunately | NounForm nouns using prefixesNouns and pronouns used to avoid repetitionVerbs Present perfect forms of verbs instead of ‘the’Adjectives Appropriate choices Conjunctions Express time and cause (when, so, before, after, while, because)Tense Correct and consistent use of past and present tense Adverbs Introduce/revise adverbs Express time and cause: then, next, soon | Introduce possessive apostrophes for plural nouns Introduce inverted commas  |
| Appropriate Tier 2 words: anticipate, available, benefit, comment, contrast, criteria, debate, diverse, evidence, imply, investigate, media |

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| **Year 4 – Newspaper**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Clear introduction and conclusion Links between key ideas in the newspaperWo, what, where, when and why information is clear to orientate the reader Paragraphs organised correctly into key ideas All newspaper layout features included Bold, eye catching headline which includes alliteration  | Variation is sentence structure and lengthUse of parenthesis/relative clausesIncludes adverbs to show how often  | John Smith (64) a retired community officer said Within minutes The school confirmed that She claimed that He continued by informing us that Police were  | NounNouns and pronouns used for clarity and cohesionNoun phrases expanded by the addition of adjectives, nouns and prepositional phrasesVerbs Standard English used Adjectives Appropriate choices made Conjunctions A wide range used Tense Correct use of past and present tense Adverbs Know what an adverbial is Fronted adverbialsComma after fronted adverbial  |  |
| Appropriate Tier 2 words: approach, clarify, establish, indicate, instruct, justify, obtain, occur, perspective, reluctance, role, source, specify, vary  |

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| **Year 5 – Newspaper**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Developed introduction and conclusion using all the layout features of a newspaper Paragraphs developed with prioritised information in columns Subheadings are used as an organisational device Formal language used throughout to engage the reader Quotations are succinct/emotive  | Sentence length is varied Active/passive voice is used to deliberately heighten engagement Wide range of subordinate conjunctions: whilst, until, despite Complex sentences which use well known expressions  | Until this is resolved Unfortunately Chaos ensued May panicked when He disputed She refused to accept that The parents agreed that WitnessesPupils emphasized They spoke to In addition to this  | NounLocate and identify expanded noun phrases Verbs Use modal verbs Prefixes for verbs: dis, de, mis, over, ise, ifyConvert adjectives into verbs using suffixes: ate, ise, ifyAdjectives Appropriate choices Conjunctions A wide range used Tense Change tense according to features of the genre Adverbs Know what an adverbial is Fronted adverbials Commas after fronted adverbialsAdverbials of time, place and number  | Consolidate all previous learning:Brackets DashesColonsSemi colons  |
| Appropriate Tier 2 words: affect, elements, expand, factor, features, range, impact, issues, negative, perceive, positive, sufficient, valid |

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| **Year 6 – Newspaper**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Newspaper is well constructed and answers the readers questions The writer understands the impact and thinks about the response Information is prioritised according to importance and a frame of response set up for the reply Headlines include puns  | Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further actionAdjectives are used to intensify or qualify Sentence length and type varied according to purpose Fronted adverbials are used to clarify writer’s position e.g. As a consequence of the accident, Complex noun phrases are used to add detail e.g. The dilapidated fencing around the enclosure was extremely dangerousPrepositional phrases used  | The impact ofDespite continued efforts Subsequently The appointed spokesman In additionMrs Hedges emphasized Tragic..Crisis situation Epic proportionsMany parents refused to accept The horror Politicians also spoke of how  | NounExpanded noun phrases used to convey complicated information concisely Verbs Use modal verbs Prefixes for verbs: dis, de, mis, over, ise, ifyConvert adjectives int verbs using suffixes: ate, ise, ify Adjectives Appropriate choices Conjunctions Uses a wide range Tense Change tense according to features of the genre Adverbs Link ideas across a text using cohesive devices such as adverbials |  |
| Appropriate Tier 2 words: community, consequences, consist, demonstrate, explicit, implicit, implies, interval, minorities, outcome, proceed, reaction, resolve, restricted  |

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| **Year 1 – Story**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Simple beginning, middle and endBeginning or end of narrative clearly signalled Ideas grouped together for similarity Attempted a writing in third person Witten in the appropriate tense (mostly consistent)Use of and simple description of character and setting  | Simple sentences starting with a pronoun and verb e.g. He went homeSimple conjunctions are used to construct simple sentences e.g. and, but, then, so Simple, descriptive and conjunction sentences  | Year 1 ambitious vocabulary used Range of size adjectives used (big, small)Range of colour adjectives used Range of emotion words used Pronouns: I, she, he, theyConjunctions: and, but, then, or, thisPrepositions: up, down, in, into, out…Time conjunctions Once upon a timeHappily ever after  | NounWhat a noun isRegular plural nouns with ‘er’VerbsThird person, first person singularEnding added to verbs where there is change to root Simple past tense ‘ed’Adjectives Add ‘er’ and’est’ to adjectives where no change is needed to the root wordConjunctions Join words and sentences using and/thenTense Simple past tense ‘ed’ | Uses 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 and personal pronouns  |
| Appropriate Tier 2 words: attitude, challenge, tradition, previous, similar  |

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| **Year 2 – Story**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Sentences organised chronologically and indicated by time related wordsDivisions in narrative marked by paragraphs Connections between sentences make reference to characters/settings e.g. Peter and Jane / They …Connections between sentences indicate extra information e.g. …but they got bored… or indicate concurrent events e.g. as they were waiting … | Subject/verb sentences Simple conjunctions to link clauses: and, but, then, so, when Speech like expressions in dialogue e.g. ‘Chill out!’Use of simple adverbs Use of simple noun phrases e.g. massive field  | Year 2 ambitious vocabulary used AfterAfter that At that momentBy the next morningSoonAs soon as UntilWhen WhileLaterSoonNeverNowTomorrowFinallyIn the endIn conclusionUltimatelyTo concludeTo summarise Conjunctions: who, because Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully  | NounForm nouns using suffixes and compounding Expanded noun phrases for descriptionAdd ‘es’ to nouns Verbs Progressive form of verbs in the past and present tense Add ‘es’, ‘ed’ and ‘ing’ to verbs Adjectives Add ‘er’ and ‘est’ to adjectives where no change is needed to the root word ConjunctionsSubordination – when, if, that, because Coordination – or, and, butTenseCorrect and consistent use of past and present tense Adverbs ‘ly’ added to adjective to form verbs  |  |
| Appropriate Tier 2 words: cooperate, ensure, inspect, location, predict, significant, unique |

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| **Year 3 – Story**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Time and place are referenced to guide the reader through the text e.g. in the morning Organised into paragraphs e.g. When she arrived at the bear’s house…Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her  | Simple sentences with extra description Some complex sentences using because, which, where etc Tense is consistent e.g. typically past tense for narration, present tense for dialogueDialogue is realistic and conversational in style e.g. Well, I suppose…Verbs are chosen carefully for actions – rushed, shoved, pushed Adverbials used Expanded noun phrases e.g. Two horrible hours  | Year 3 ambitious vocabulary used Conjunctions: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as Adverbs: very, rather, slightly  | NounsForm nouns using prefixes Nouns and pronouns used to avoid repetitionVerbs Present perfect forms of verbs instead of ‘the’Adjectives Appropriate choices Conjunctions Express time and cause (when, so, before, after, while, because)TenseCorrect and consistent use of past and present tense Adverbs Introduce/revise adverbs Express time and cause: then, next, soon  | Introduce possessive apostrophes for plural nounsIntroduce inverted commas  |
| Appropriate Tier 2 words: benefit, contrast, evidence, imply, investigate |

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| **Year 4 – Story**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Link between opening and resolution Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood – angry mother, disheartened JackParagraphs organised correctly to build up to key eventRepetition avoided through the use of different sentence structures and ellipsis | Variation in sentence structures - type and length Use of parenthesis/relative clausesInclude adverbs to show how often or to add subtlety of meaning e.g. exactly, suspiciouslyTense changes are appropriate; verbs may refer to continuous actions e.g. will be thinking  | Year 4v ambitious vocabulary used Conjunctions: in addition, furthermore, furthermore, consequently, in the end, much later on, moreover, in due course, eventually  | NounNouns and pronouns used for clarity and cohesion Noun phrases expanded by the addition of adjectives, nouns and prepositionsVerbs Standard English form AdjectivesAppropriate choices Conjunctions A wide range used Tense Correct use of past and present tense Adverbs Know what an adverbial phrase isFronted adverbials Comma after fronted adverbials  | Apostrophe to mark singular and plural possession Commas after fronted adverbials Use of inverted commas and other punctuation to indicate direct speech  |
| Appropriate Tier 2 words: approach, justify, obtain, reluctance, require, role, specific, specify, vary  |

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| **Year 5 – Story**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Sequence of plot may be disrupted for effect e.g. flashback Opening and resolution shape the story Structural features of narrative are included e.g. repetition for effect Paragraphs are varied in length and structure Pronouns are sued to hide the doer of the action e.g. It crept into the woods | Sentence length is variedActive and passive voice is used deliberately to heighten engagement e.g. the ring was removed from the drawer Wide range of subordinate conjunctions used Embedded subordinate clauses are used for emphasisFigurative language is used to build description (sometimes cliched) e.g. the crowd charged like bulls Repetition is used for effect e.g. the boys ran and ran until they could run no more  | Year 5 ambitious vocabulary used  | NounLocate and identify expanded noun phrases Verbs Uses modal verbs Prefixes for verbs:dis, de, mis, over, ise, ifyConvert adjectives into verbs using suffixes: ate, ise, ifyAdjectives Appropriate choices made Conjunctions A wide range included TenseChange tense according to features of the genre Adverbs Know what an adverbial phrase isFronted adverbialsComma after fronted adverbials Adverbials of time, place and number  | Consolidate all previous learning:bracketsdashescolonssemi colons |
| Appropriate Tier 2 words: acquire, affect, assume, elements, expand, range, features, impact, integral, negative, positive, retain, sufficient, valid  |

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| **Year 6 – Story**  |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| The story is well constructed and raises intrigue in the reader Dialogue is used to move the action onLanguage choices may create empathy for the central character Deliberate ambiguity is set up in the mind if the reader until later in the text  | Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.Adjectives are used to intensify or qualifySentence length and type is varied according to purposeFronted adverbials are used to clarify the writer’s positionFigurative language is used to build up description e.g. everyone charged like a deer pack under threat Complex noun phrases are used to add detail e.g. The distinctive, sapphire ring was slowly removed from her slender hand.Prepositional phrases are used  | Year 6 ambitious vocabulary  | NounExpanded noun phrases to convey complicated information concisely Verbs Uses modal verbs Prefixes for verbs: dis, de, mis, over, ise, ify Convert adjectives into verbs using suffixes: ate, ise, ifyAdjectivesAppropriate choices madeConjunctions A wide range used TenseChange tense according to features of the genre Adverbs Links ideas across a text using cohesive devices such as adverbials | Uses a wide range of punctuation throughout the writing |
| Appropriate Tier 2 words: adequate, alternative, consequences, consist, proceed, implicit, implies, interval, explicit, prior, reaction, restricted, resolve |