

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 sequence  Written in the imperative e.g. sift the flour  Use of numbers or bullet points to signal order  Order is sequential | Simple conjunctions used to construct sentences e.g. and, but, then, so  Imperative verbs to start sentences e.g. spread, slice, cut  Sentences do not include pronouns and are written impersonally  Use of command and verb | First  Next  After  Cut  Move  Fold  Stir  Colour  Paint | Noun  What is a noun?  Regular plural nouns using ‘er’  Verbs  Third person, first person singular  Ending added to verbs where there is a change to the root  Simple past tense ‘ed’  Adjectives  Add ‘er’ and ‘est’ to adjectives where no change is needed to root word  Conjunctions  Join words and sentences using and/then  Tense  Simple past tense ‘ed’ | Use of spaces to separate words  Begin to use full stops  Begin to use exclamation marks  Begin to use question marks  Capital letter for start of sentence, names and personal pronouns  Read 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 goal  Diagrams and illustrations are used to make the process clearer | Imperative verbs are used to begin sentences (command sentences)  Use of simple adverbs – slowly, quickly  Use of simple noun phrases – long stick | First of all  To start with  Firstly  Lastly  Finally  Carefully  Gently  Slowly  Softly | Noun  Form nouns using suffixes and by compounding  Expanded noun phrases for description – ass ‘es’ to nouns  Verbs  Progressive form pf 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  Conjunctions  Subordination – when, if, that, because  Coordination – or, and, but  Tense  Correct and consistent use of past and present tense  Adverb  ‘ly’ added to adjective to form adverb | Uses spaces that reflect the size of the letters  Uses full stops correctly  Uses question marks correctly  Uses exclamation marks correctly  Uses capital letters correctly  Apostrophes for contractions  Possessive apostrophes for singular nouns  Commas 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 outlined  Organised into clear points which are denoted by time  Factual  Past tense  Headings/sub-headings/topic words (technical vocabulary) | Simple sentences with extra description – BOYS sentences and extra information sentences  Some complex sentences using when, if, as…  Adverbials – When the glue dries, attach the paperclip. | Afterwards  After that  To begin with  Begin by  Secondly  The next step is to  With a slow movement  With a quick pull  Try to | Noun  Form nouns using prefixes  Nouns and pronouns used to avoid repetition  Verbs  Present perfect forms of verbs instead of ‘the’  Adjectives  Ensure appropriateness  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, 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 outlined  Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn to butter  Friendly tips/suggestions are included to heighten the engagement e.g. This dish is best served with a pinch of salt  Sequential order and use of sequencing words  Simple 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 sentences  Use of imperative (commanding) verbs | Continue by  Carry on  Do this until  Stop when  When you have done this  Try not to  Avoid | Nouns  Nouns and pronouns ae used for clarity and cohesion  Noun phrases are expanded by the addition of modifying adjectives, nouns and prepositional phrases  Verbs  Standard English for verb forms  Adjectives  Appropriate choices  Conjunctions  Use of a wide range  Tense  Correct and consistent use of past and present tense  Adverbs  Know what an adverbial phrase is  Fronted adverbials  Use of commas after fronted adverbial | Apostrophe to mark singular and plural possession  Commas 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 learning  Can write accurate instructions for complicated processes  Can 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 to  Be careful of  Don’t worry about  Concentrate on  At this point | Noun  Be able to locate and identify expanded noun phrases  Verbs  Be able to use modal verbs  Prefixes for verbs – dis, de, mis, over, ise, ify  Adjectives  Be able to choose appropriate adjectives  Conjunctions  To use a wide range of conjunctions  Tense  Change tense according to features of the genre  Adverbs  To know and use fronted adverbials and place a comma after  To use adverbials of time, place and number | Consolidate all previous learning  Brackets  Dashes  Colons  Semi 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, exceptionally  Sentence length and type varied dependent on purpose  Fronted 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 on  Try to make sure that  When you do, don’t  I would suggest  Many people at this stage | Noun  Expanded noun phrases to convey complicated information concisely  Verbs  Use modal verbs  Prefixes for verbs: dis, de, mis, over, ise, ify  Adjectives  Use a wide range of conjunctions  Tense  Change tense according to features of the genre  Adverbs  Link 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 order  Written in the first person and using past tense verbs  Focused on an individual or a group of participants e.g. I, we | Simple conjunctions used to construct simple sentences e.g. and, but, then, so  Use of statement sentences  Use of noun phrases  Use of coordinating conjunctions and descriptive sentences | First  Next  After  Finally  The best part was  The worst part was  I liked  I didn’t like | Noun  Understand what a noun is  Regular plural nouns using ‘er’  Verbs  Third person, first person singular  Ending added to the 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’ |  |
| 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 conclusion  Written in the past tense  Main ideas organised into groups  Ideas organised in chronological order using conjunctions that signal time  First person – use of the pronoun ‘I’ | Subject/verb sentences e.g. He was…  They were…  Some modal verbs introduced – would, could, should  Use of simple adverbs – quickly, slowly  Use of simple noun phrases – large tiger  Simple and descriptive sentences including conjunction sentences | Afterwards  After that  When  Suddenly  Just then  Next  Much later  I found it interesting when  I found it boring when  I didn’t expect | Noun  Form nouns using suffixes and compounding  Expanded noun phrases for description  Add ‘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  Conjunctions  Subordination – when, if, that, because  Coordination – or, and, but  Tense  Correct and consistent use of past and present tense  Adverbs  ‘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 introduction  Organised into paragraphs shaped around key events  Chronological order  Use 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/will  Use of adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.  Simple, descriptive and conjunction sentences | Last week  During our school trip  Soon  Meanwhile  To begin with  I was pleased that  I didn’t expect that  It was difficult to | Noun  Form nouns using prefixes  Nouns and pronouns used to avoid repetition  Verbs  Present perfect forms of verbs instead of ‘the’  Past tense verbs  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 |  |
| 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 paragraph  Links between sentences to help the reader navigate from one idea to the next  Paragraphs organised correctly around key events  Elaboration used to reveal the writer’s emotions and responses  Chronological order  Answer the ‘W’ questions  Headline, bi line (where appropriate)  Reported and direct speech (where appropriate)  Use of third person | Variation in sentence structures  Use of parenthesis/relative clauses  Include adverbs to show how often e.g. additionally, frequently, rarely  Sentences 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 on  Before long  At that very moment  At precisely  When this was complete  I was gripped by  I felt overwhelmed when  I was personally affected by  This has changed how I feel about | Noun  Nouns and pronouns used for clarity and cohesion  Noun phrases expanded by the addition of adjectives, nouns and prepositional phrases  Verbs  Standard English form  Adjectives  Choose appropriately  Conjunctions  Use a wide range  Tense  Correct use of past and present tense  Adverbs  Know what an adverbial is  Fronted adverbial  Comma 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 response  Descriptions of events are detailed and engaging  Information is organised chronologically with clear signals to the reader about time, place and personal response  Purpose of the recount reveals the writer’s perspective  Answers ‘W’ questions  Head line, bi line (where appropriate)  Reported/direct speech (where appropriate)  Use of third person | Variety of sentence lengths  Active 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 happened  As a result of  Consequently  Susequently  Unlike the rest of the group, I felt  In a flash  Presently  Meanwhile  In conclusion  The experience overall | Noun  Locate and identify expanded noun phrases  Verbs  Use modal verbs  Prefixes for verbs: dis, de, mis, over, ise, ify  Convert adjectives in verbs using suffixes: ate, ise, ify  Conjunctions  Use a wide range  Tense  Change tense according to features of the genre  Adverbs  Know what an adverbial phrase is  Fronted adverbials  Comma after fronted adverbials  Adverbials 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 response  Information is prioritised according to importance and a frame of response set up for the reply  Chronological order  Head 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 purpose  Fronted adverbials used to clarify writer’s position e.g. As a consequence of their actions …  Complex noun phrases used to add detail  Prepositional phrases used | They are unusually  They are rarely  They are never  They are very  Generally  Be careful if you  Frequently they  I will attempt to  This article will frame  It can be difficult to  Each paragraph  More than half  Less than half | Nouns  Expanded noun phrases sued to convey complicated information correctly  Verbs  Use of modal verbs  Prefixes for verbs: dis, de, mis, over, ise, ify  Convert adjectives into verbs using suffixes: ate, ise, ify  Adjectives  Appropriate choices  Conjunctions  Use of a wide range  Tense  Change tense according to features of the genre  Adverbs  Links 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 person  Written 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 is  Regular plural nouns with ‘er’  Verbs  Third person, first person singular  Ending added to verbs where there is change to the root  Simple past tense ‘ed’  Adjectives  add ‘er’ and ‘est’ to adjectives where no change is needed to the root word  Conjunctions  Join words and sentences using and/then  Tense  Simple 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 conclusion  Written in the appropriate tense  Main ideas organised into groups  Factual  Headings/sub-headings  Topic words/technical language  Use of bullet points | Subject/verb sentences e.g. He was…They were  Some modal verbs introduced  Use of simple adverbs  Use of simple nouns phrases e.g. large tiger | They like to  They can  It can  Like many  I am going to  There are two sorts of  They live in  The \_\_\_ have \_\_\_ but the \_\_\_ have … | Noun  Form nouns using suffixes and through compounding  Expanded noun phrases for description  Add ‘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  Conjunction  Coordination – when, if, that, because  Subordination m- or, and, but  Tense  Correct and consistent use of past and present tense  Adverbs  ‘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 introduction  Organised into paragraphs shaped around a topic sentence  Use of sub-headings  Factual  Past tense  Headings/sub-headings  Topic/technical language | Simple sentences with extra description  Some complex sentences using when, if, as etc  Tense is consistent  Use of modal verbs  Adverbials  Use of BOYS sentences and extra information sentences | The following report  They don’t  It doesn’t  Sometimes  Often  Most | Noun  Form nouns using prefixes  Nouns and pronouns used to avoid repetition  Verbs  Present perfect forms of verbs instead of ‘the’  Adjectives  Choose appropriate adjectives  Conjunctions  Express time and cause (when, so, before, after, while, because)  Tense  Correct and consistent use of past and present tense  Adverbs  Introduce/revisit adverbs  Express 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 conclusion  Links between sentences help to navigate the reader from idea to the next  Paragraphs organised correctly into key ideas  Sub-headings used to organise information | Variation in sentence structures  Use of parenthesis/relative clauses  Inclusion of adverbs to show how often e.g. additionally, frequently, rarely  Sentences build from a general idea to becoming more specific  Use of technical vocabulary to show the reader the writer’s expertise | This report will  The following information  Usually  Normally  Even though  Despite the fact  As a rule | Noun  Nouns and pronouns used for clarity and cohesion  Noun phrases expanded by the addition of adjectives, nouns and prepositions  Verbs  Standard English form  Adjectives  Appropriate use  Conjunctions  Use of a wide range  Tense  Correct use of past and present tense  Adverbs  Know 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 reader  Purpose of the report is to inform the reader and describe the way things are  Formal and technical language used throughout to engage the reader | Sentence length is varied  Active and passive voice used deliberately to heighten engagement  Wide range of subordinate conjunctions used  Use of BOYS sentences  Use of extra information sentences  De:de sentences | The purpose of this report/article is to  The information presented will  Some experts believe  This article is designed to  Many specialists consider  Firstly I will  It can be difficult  \_\_\_\_ will enable you to understand  Unlike  Despite  Although  Like many | Noun  Locate and identify expanded noun phrases  Verbs  Use of modal verbs  Prefixes for verbs: dis, de, mis, over, ise, ify  Convert adjectives into verbs using suffixes: ate, ise, ify  Adjectives  Appropriate choices made  Conjunctions  Use of a wide range  Tense  Change tense according to features of the genre  Adverbs  Know 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 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  Use of passive voice  Use of technical vocabulary  Hypothetical language | Verb forms are controlled and precise  Adjectives are used to intensify or qualify  Sentence length and type are varied according to purpose  Fronted adverbials used to clarify the writer’s position  Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.  Prepositional phrases used | They are unusually  They are rarely  They are never  They are very  Generally  Be careful if you  Frequently they  I will attempt to  This article will frame  It can be difficult to  Each paragraph  More than half  Less than half | Noun  Expanded noun phrases used to convey complicated information concisely  Verbs  Use of modal verbs  Prefixes for verbs: dis, de, mis, over, ise, ify  Convert adjectives into verbs using suffixes: ate, ise, ify  Adjectives  Appropriate choices  Conjunctions  Use of a wide range  Tense  Change of tense according to features of the genre  Adverbs  Link 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 like  I went  I saw  It was  My favourite  They were  There was  Next  First  After  and, but, so  when | Noun  What a noun is  Regular plural nouns with ‘er’  Verbs  Third person, first person singular  Ending added to verbs where there is change to the root  Simple past tense ‘ed’  Adjectives  Add ‘er’ and ‘est’ to adjectives where no change is needed to root word  Conjunctions  Join words and sentences using and/then  Tense  Simple past tense ‘ed’ | Spaces to separate words  Begin to use full stops  Begin to use exclamation marks  Begin to use question marks  Capital lets for start of sentence, names and personal pronouns  Read 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 conclusion  Written in the past tense  Main ideas organised into groups  Uses sequencing techniques – time related words | Subject/verb sentences  Some modal verbs introduced  Use of simple adverbs  Use of simple noun phrases | And, then, but, so, when  Dear Mr/Mrs…  Dear Sir/Madam…  Yours Sincerely  Yours faithfully  Later  Afterwards  After that  Eventually  I would like to  We felt | Noun  Form nouns using suffixes and compounding  Expanded noun phrases  Add ‘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 root word  Conjunctions  Subordination – when, if, that, because  Coordination – or, but, and  Tense  Correct and consistent use of past and present tense  Adevrbs  ‘ly’ added to the adjective to form adverb | Use spaces that reflect the size of the letters  Use full stops correctly  Use question marks correctly  Use exclamation marks correctly  Use capital letters correctly  Apostrophes for contractions  Possessive apostrophes for singular nouns  Commas to separate items in 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 introduction  Points about the visit/issue  Organised into paragraphs denoted by time/place  Topic sentences  Some letter layout features included | Simple sentences with extra description  Some complex sentences using when, if, as etc  Tense is consistent  Use of modal verbs  Adverbials:  When they have a problem…  We played after tea…  It was scary in the tunnel… | While, if, as, when  I would like to inform you that  It has come to my attention that  Thank you for  I hope that | Nouns  Form nouns using prefixes  Nouns and pronouns used to avoid repetition  Verbs  Present perfect form 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, comment, diverse, infer, investigate | | | | |

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| **Year 4 - Letters** | | | | |
| **Text Structure** | **Sentence** | **Appropriate vocabulary** | **Word Classes** | **Punctuation** |
| Clear introduction and conclusion  Links between key ideas in the letter  Paragraphs organised correctly into key ideas  All letter layout features included | Variation in sentence structures and choices  Use of parenthesis/relative clauses  Include 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 unfortunate  It is with regret  I would be grateful if  It is with regret that  I look forward to hearing from you in due course | Noun  Nouns and pronouns used for clarity and cohesion  Noun phrases expanded by the addition of adjectives, nouns and prepositional phrases  Verbs  Standard English used  Adjectives  Appropriate choices  Conjunctions  A wide range used  Tense  Correct use of past and present tense  Adverbs  Know what an adverbial is  Use of fronted adverbials  Comma after fronted adverbial | Apostrophe to mark singular and plural possession  Commas after fronted adverbials  Use 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 features  Paragraphs developed with prioritised information  Purpose of letter is clear for the reader  Formal language used throughout to engage the reader | Sentence length varied  Active and passive voice used deliberately to heighten engagement  Wide range of subordinate conjunctions  Complex 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 waiting  Your concern  Until this is resolved  Despite speaking to the duty manager  This is a disgrace  Unfortunately  Many other people also  I am delighted to inform you that | Noun  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  Use a wide range  Tense  Change tense according to features of the genre  Adverbs  Know what an adverbial phrase is  Fronted adverbials  Comma after fronted adverbials  Adverbials 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 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 | Verbs forms are controlled and precise  Adjectives are used to intensify or qualify  Sentence length and type varied according to purpose  Fronted adverbials used to clarify writer’s position  Complex noun phrases used to add detail  Prepositional phrases used | Please do not hesitate to contact me  An early response would be greatly appreciated  Please accept my  I wish to express  The impact of  Despite continued efforts  Subsequently | Noun  Expanded noun phrases to convey complicated information concisely  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  Link 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  Brilliant  Best  Exciting  The most  Super  Fantastic  Great  It will  Now you can  Try | Noun  What a noun is  Regular plural nouns with ‘er’  Verbs  Third person, first person singular  Ending added to verbs where there is change to the root  Simple past tense ‘ed’  Adjectives  Add ‘er’ and ‘est’ to adjectives where no change is needed to root word  Conjunctions  Join words and sentences using and/then  Tense  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, 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 conclusion  Written in the present tense  Main ideas organised into groups | Subject/verb sentences e.g. He was…They were…It happened  Some modal verbs introduced  Use of simple adverbs  Use of simple noun phrases e.g. red shoes  Use of rhetorical questions  Uses ambitious adjectives to grab the reader’s attention | The biggest  The greatest  The longest  The tallest  I think that  I believe that  Extraordinary  Remarkable | Noun  Form nouns using suffixes and compounding  Expanded noun phrases for description  Add ‘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  Conjunctions  Subordination – when, if, that, because  Coordination – or, and, but  Tense  Correct and consistent use of past and present tense  Adverbs  ‘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 correctly  Uses capital letters correctly  Apostrophes for contractions  Possessive apostrophes for singular nouns  Commas 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 introduction  Points about the subject/issue  Organised into paragraphs  Sub-heading used to organise texts | Simple sentences with extra description  Some complex sentences using when, if, as etc  Tense is consistent  Use of modal verbs  Adverbials used  Start sentences with verbs e.g. imagine, consider, enjoy | Surely  Obviously  Clearly  Don’t you think  Firstly  Secondly  Thirdly  My own view is  My last point is  My final point is  Imagine  Consider  Enjoy | Noun  Form nouns using prefixes  Nouns and pronouns used to avoid repetition  Verbs  Present perfect forms of verbs instead of ‘the’  Adjectives  Make 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 possession  Introduce 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 letter  Paragraphs organised correctly into key ideas  Subheadings  Topic sentences | Variation in sentence structures and length  Use of parenthesis and relative clauses  Use of adverbs to show how often  More complex rhetorical questions | I believe that  It seems to me that  It is clear that  Is it any wonder that  Furthermore  As I see it  Tremendous  Implore you to consider  Extremely significant  Inevitably  Finally  In conclusion  In summary  The evidence presented  Have you ever thought about  Do you think that  Fed up with | Noun  Nouns and pronouns used for clarity and cohesion  Noun phrases expanded by the addition of adjectives, nouns and prepositional phrases  Verbs  Standard English  Adjectives  Appropriate choices  Conjunctions  A wide range used  Tense  Correct use of past and present tense  Adverbs  Know what an adverbial is  Fronted adverbials  Comma 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 reader  Emotive language used throughout to engage the reader | Sentence length is varied  Active and passive voice used deliberately to heighten engagement e.g. The café chairs were broken  Wide range of subordinate conjunctions  Complex sentences which use well known expressions  Persuasive 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 appears  In my opinion  Surely only a fool would consider  In addition  Furthermore  Moreover  My evidence to support this is  On balance  Just think how  Now you can  For the rest of your life  Unbelievable  Outrageous  Incredible | Noun  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  Uses a wide range  Tense  Change tense according to features of the genre  Adverbs  Know what an adverbial phrase is  Fronted adverbials  Comma after fronted adverbials  Adverbials of time, place and number | Consolidate all previous learning:  Brackets  Dashes  Colons  Semi 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 response  Information 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 purpose  Fronted adverbials used to clarify the writer’s position  Complex 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 knows  I cite, for example  I would draw your attention to  I would refer to  On the basis of the evidence presented  Phenomenal  Unique  Unmissable  You will be  Don’t  Take a moment to  Isn’t it time to  Worried about..? | Noun  Expanded 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, ify  Adjectives  Appropriate choices  Conjunctions  A wide range used  Tense  Change tense according to features of the genre  Adverbs  Link 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 sequence  Written in first person  Written 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  Next  After  Finally  When he/she was born  When he/she was five years old  An interesting thing about  A fact about  He/she will be remembered for | Noun  What a noun is  Regular plural nouns with ‘er’  Verbs  Third person, first person singular  Ending added to verbs where there is change to root  Simple past tense ‘ed’  Adjectives  Add ‘er’ and ‘est’ to adjectives where there is no change to the root  Conjunctions  Join words and sentences using and/then  Tense  Simple 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 adverbs  Use simple noun phrases e.g. large crowd | As a child  As a teenager  At a young age  Many years later  One of the interesting things about \_\_\_ was \_\_\_  In my view  His/her life was  I believe  He/she was  He/she became | Noun  Form nouns using suffixes and compounding  Expanded noun phrases for description  Add ‘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  Conjunctions  Subordination – when, if, that, because  Coordination – or, but, and  Tense  Correct 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 events  A closing statement to summarise the overall impact | Simple sentences with extra description  Some complex sentences using when, if as …  Tense consistent  Use of modal verbs  Adverbials – When she arrived at the scene, the doctors told her exactly what happened. | During his/her early life  Soon afterwards  Sometimes he  Strangely  One of the most remarkable facts about …  His/her greatest achievement was … | Noun  Form nouns using prefixes  Nouns and pronouns used to avoid repetition  Verbs  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 |  |
| 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 clauses  Include 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 years  By the time he/she had  In his/her final years  What is clear is that  Even though he/she was not popular at the time  Although feeling ran high in the community  In many ways it wasn’t until  He/she might have been  His/her one regret was that | Noun  Nouns and pronouns used for clarity and cohesion  Noun phrases expanded by the addition of adjectives, nouns and prepositions  Verbs  Standard English  Adjectives  Appropriate choices  Conjunctions  Use of a wide range  Tense  Correct use of past and present tense  Adverbs  Know what an adverbial phrase is  Fronted 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 response  Descriptions of events are engaging  The 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 years  Once he/she had  Nobody is sure why  In spite of  His/her lasting legacy | Noun  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  Use of a wide range  Tense  Change tense according to features of the genre  Adverbs  Know what an adverbial is  Fronted adverbials  Commas after fronted adverbials  Adverbials 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 qualify  Sentence length and type are varied according to purpose  Fronted adverbials are used to clarify the writer’s position  Complex noun phrases are used to add detail  Prepositional phrases are used | They are usually  They are rarely  They are never  They are very  Generally  Be careful if you  Frequently they  I will attempt to  This article will frame  It can be difficult to  Each paragraph  More than half  Half  Less than half | Noun  Expanded noun phrases used to convey complicated information concisely  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  Link 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 | But  Because  Some people like  Some people feel  Some people believe  Other people like  Other people feel  Other people believe | Noun  What a noun is  Regular plural nouns with ‘er  Verbs  Third person, first person singular  Ending added to verbs where there is change to the root  Simple past tense ‘ed’  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’ | Use spaces to separate words  Begin to use full stops  Begin to use exclamation marks  Begin to use question marks  Capital letters for the start of a sentence, names and personal pronouns  Read 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 conclusion  Written with an impersonal style  Main ideas organised into groups | Subject/verb sentences  e.g. He was, They were, It happened  Some modal verbs introduced  Uses simple adverbs e.g. yesterday, last week  Uses simple noun phrases  Uses rhetorical questions  Uses ambitious adjectives to grab the reader’s attention | I am going to  In fact  It seems  To sum this up  The opposite view of this is  Not everyone agrees with this | Nouns  Form nouns using suffixes and compounding  Expanded noun phrases for description  Add ‘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 root word  Conjunctions  Subordination – when, if, that, because  Coordination – or, but, and  Tense  Correct and consistent use of past and present tense  Adverbs  ‘ly’ added to adjective to form adverb | Uses spaces that reflect the size of the letters  Uses full stops correctly  Uses question marks correctly  Uses exclamation marks correctly  Uses capital letters correctly  Apostrophes for contractions  Possessive apostrophes for singular nouns  Commas 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 introduction  Points about subject/issue  Organised into clear paragraphs  Sub-headings used to organise the text | Simple sentences with extra description  Some complex sentences using when, if, as etc  Tense is consistent  Use of modal verbs  Adverbials  Start sentences with verbs e.g. imagine, consider, enjoy | I will begin by  Maybe  Firstly  Many people are concerned that  I wonder  Sometimes  It could be argued ta  Therefore  My overall feeling/opinion is  An example of this is  It is clear that | Noun  Form nouns using prefixes  Nouns and pronouns used to avoid repetition  Verbs  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/revisit adverbs  Express time and cause: then, next, soon | Introduce possessive apostrophes for plural nouns  Introduce 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 conclusion  Links between key ideas in the letter etc  Paragraphs organised correctly into key ideas  Subheadings  Topic sentences | Variation in sentence structure and length  Use of parenthesis/relative clauses  Include adverbs to show how often – additionally, frequently, rarely  More 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 addition  It is surprising that  On balance  Finally, I would like to add  My next point concerns  Furthermore  Having looked at both sides I think\_\_because\_\_\_  Having considered the arguments for and against  Whilst | Nouns  Nouns and pronouns used for clarity and cohesion  Noun phrases expanded by the addition of adjectives, nouns and prepositional phrases  Verbs  Standard English used  Adjectives  Appropriate choices  Conjunctions  A wide range used  Tense  Correct use of past and present tense  Adverbs  Know what an adverbial is  Fronted adverbials  Comma after fronted adverbials | Apostrophe to mark singular and plural possession  Commas after fronted adverbials  Inverted 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 information  Both view points are transparent for the reader  Emotive language is used throughout to engage the reader | Sentence length varied  Active/passive voice used deliberately to heighten engagement  Wide range of subordinate conjunctions  Complex sentences that use well known expressions  Persuasive 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 will  As I see it  It appears to me  Naturally  It is precisely\_\_because  Subsequently  Doubtless  Nevertheless  In stark contrast  Contrary to this position  It would seem logical  Let us consider the impact  In conclusion  The evidence presented leads me to conclude | 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 is  Fronted adverbials  Comma after fronted adverbials  Adverbials of time, place and number | Consolidate all previous learning:  Brackets  Dashes  Colons  Semi 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 questions  He 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 precise  Adjectives are used to intensify or qualify e.g. insignificant amount, exceptionally  Sentence length and type varied according to purpose  Fronted adverbials used to clarify writer’s position e.g. As a consequence of your actions…  Complex noun phrases used to add detail  Prepositional phrases used e.g. In the event of a blackout … | I will present  Following that, I will  One 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 conviction  Finally, I would like to add  Even though there has been a long history of | Noun  Expanded noun phrases used to convey complicated information concisely  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  Links 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  Upset  First  Next  After  When  Then  So  But  It was | Noun  What a noun is  Regular plural nouns wit ‘er’  Verbs  Third person, first person singular  Ending added to verbs where there is change to the root  Simple past tense ‘ed’  Adjectives  Add ‘er’ and ‘est’ to adjectives where no change is needed to the root word  Conjunctions  Join words and sentences using and/then  Tense  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 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  Awful  Amazing  Incredible  Afterwards | Nouns  Form nouns using suffixes and compounding  Expanded noun phrases for description  Add ‘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  Conjunctions  Subordination – when, if, that, because  Coordination – or, and, but  Tense  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 introduction  Points about the visit/issue  Organised into paragraphs denoted by time/place  Topic sentences  Some newspaper layout features included  A bold, eye catching headline | Simple sentences with extra description  Some complex sentences using when, if, as etc  Tense is consistent  Use of some modal verbs  Use of adverbials e.g. As the police arrived, the crowd scattered | While, if, as, when  Witnesses felt  He reported that  He also claimed that  She went on to state that  He continued by  Hours later  Unfortunately  Fortunately | Noun  Form nouns using prefixes  Nouns and pronouns used to avoid repetition  Verbs  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 newspaper  Wo, 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 length  Use of parenthesis/relative clauses  Includes 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 | Noun  Nouns and pronouns used for clarity and cohesion  Noun phrases expanded by the addition of adjectives, nouns and prepositional phrases  Verbs  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 adverbials  Comma 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  Witnesses  Pupils emphasized  They spoke to  In addition to this | Noun  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 is  Fronted adverbials  Commas after fronted adverbials  Adverbials of time, place and number | Consolidate all previous learning:  Brackets  Dashes  Colons  Semi 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 action  Adjectives 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 dangerous  Prepositional phrases used | The impact of  Despite continued efforts  Subsequently  The appointed spokesman  In addition  Mrs Hedges emphasized  Tragic..  Crisis situation  Epic proportions  Many parents refused to accept  The horror  Politicians also spoke of how | Noun  Expanded noun phrases used to convey complicated information concisely  Verbs  Use modal verbs  Prefixes for verbs: dis, de, mis, over, ise, ify  Convert 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 end  Beginning 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 home  Simple 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, they  Conjunctions: and, but, then, or, this  Prepositions: up, down, in, into, out…  Time conjunctions  Once upon a time  Happily ever after | Noun  What a noun is  Regular plural nouns with ‘er’  Verbs  Third person, first person singular  Ending added to verbs where there is change to 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 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 words  Divisions 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  After  After that  At that moment  By the next morning  Soon  As soon as  Until  When  While  Later  Soon  Never  Now  Tomorrow  Finally  In the end  In conclusion  Ultimately  To conclude  To summarise  Conjunctions: who, because  Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully | Noun  Form nouns using suffixes and compounding  Expanded noun phrases for description  Add ‘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  Conjunctions  Subordination – when, if, that, because  Coordination – or, and, but  Tense  Correct 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 dialogue  Dialogue 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 | Nouns  Form nouns using prefixes  Nouns and pronouns used to avoid repetition  Verbs  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: 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 Jack  Paragraphs organised correctly to build up to key event  Repetition avoided through the use of different sentence structures and ellipsis | Variation in sentence structures - type and length  Use of parenthesis/relative clauses  Include adverbs to show how often or to add subtlety of meaning e.g. exactly, suspiciously  Tense 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 | Noun  Nouns and pronouns used for clarity and cohesion  Noun phrases expanded by the addition of adjectives, nouns and prepositions  Verbs  Standard English form  Adjectives  Appropriate choices  Conjunctions  A wide range used  Tense  Correct use of past and present tense  Adverbs  Know what an adverbial phrase is  Fronted 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 varied  Active 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 emphasis  Figurative 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 | Noun  Locate and identify expanded noun phrases  Verbs  Uses modal verbs  Prefixes for verbs:dis, de, mis, over, ise, ify  Convert adjectives into verbs using suffixes: ate, ise, ify  Adjectives  Appropriate choices made  Conjunctions  A wide range included  Tense  Change tense according to features of the genre  Adverbs  Know what an adverbial phrase is  Fronted adverbials  Comma after fronted adverbials  Adverbials of time, place and number | Consolidate all previous  learning:  brackets  dashes  colons  semi 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 on  Language 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 qualify  Sentence length and type is varied according to purpose  Fronted adverbials are used to clarify the writer’s position  Figurative 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 | Noun  Expanded 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, ify  Adjectives  Appropriate choices made  Conjunctions  A wide range used  Tense  Change 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 | | | | |