

Non-Fiction Progression

	Reception	Year 1	Year 2	Year 3	Class 4	Class 5
Instructions	✓	✓	✓	✓	✓	✓
Recount	✓	✓	✓	✓	✓	✓
Non-Chronological Report	✓	✓	✓	✓	✓	✓
Explanation	✓	✓	✓	✓	✓	✓
Letter	✓	✓	✓	✓	✓	✓
Persuasion				✓	✓	✓
Biography				✓	✓	✓
Newspaper				✓	✓	✓
Balanced Argument					✓	✓

Instructions – Writing to Inform	Purpose	Types
Rules and procedures to follow to ensure something is completed. Creativity, information, reasoning and problem solving can be developed.	To tell how to do or how to make something. To give information on how to complete a task. To describe a process in chronological order.	DIY Manual Recipe Science experiment Instructions and packaging

Recount – Writing to Inform and Entertain	Purpose	Types
Recounts can be written about the writer or someone else. Creativity, empathy, managing feelings, self-awareness and evaluation can be developed.	To retell events in chronological order. To give an account of an event or experience. To write in chronological order.	Letter Write-up of a trip Newspaper report Diary / journal

Non-Chronological Report – Writing to Inform	Purpose	Types
Non-Chronological reports provide detailed information to the reader and is structured under clear categories. Creativity, evaluation, information processing, reasoning and problem solving can be developed.	To describe what things are (were) like. To inform the reader of a specific subject content.	Topic based learning Science Information leaflet Magazine article

Explanation – Writing to inform	Purpose	Types
Explanation texts provide detailed information and is structured under clear categories. Creativity, enquiry, evaluation, information processing, reasoning and problem solving can be developed.	To explain how or why something happens. To explain cause and effect. To describe a process, sometimes in chronological order.	Encyclopedia entry Technical manual Science investigation Question and answer section

Letter – Writing to Inform, Entertain or Persuade	Purpose	Types
Letters can share information with, retell events to or persuade another person. Creativity, reasoning, empathy, managing feelings and self-awareness can be developed.	To inform of an event. To persuaded someone to do something / change their mind.	Persuasive letter Letter to a friend Asking for something

Persuasion – Writing to Persuade and Entertain	Purpose	Types
Persuasion encourages the reader to towards seeing things the same way as them. Creativity, empathy, evaluation, managing feelings, information processing and problem solving can be developed.	To make a case for a particular point of view. To motivate, move or convince someone towards a certain opinion,	Advertisement Travel brochure Complaint letter Magazine article

Biography – Writing to Inform and Entertain	Purpose	Types
Biographies are written about the life of another person. Creativity, information processing, reasoning and evaluation can be developed.	To inform of a person’s life and key events. To write in chronological order.	

Newspaper – Writing to Inform and Entertain	Purpose	Types
Newspapers inform a reader of an event and provided details to entertain. Creativity, enquiry, information processing, evaluation and empathy can be developed.	To retell an event. To share opinions and thoughts of others.	

Balanced Argument – Writing to Discuss, Inform and Persuade	Purpose	Types
Balanced arguments present both sides of an argument, answering a question posed. Creativity, information processing, enquiry, evaluation and managing feelings can be developed.	To present arguments and information from different viewpoints. To show for and against.	Write-up of a debate Newspaper article Leaflet Essay

Instructions

	Reception	Year 1	Year 2	Year 3	Class 4	Class 5
Text Structure	<ul style="list-style-type: none"> Sequence pictures in order. Use numbers to signal order. 	<ul style="list-style-type: none"> Sequenced in chronological order. Use numbers to signal order. 	<ul style="list-style-type: none"> Statement of purpose List of materials / ingredients Sequential steps Diagrams and illustrations are used to make the process clearer 	<ul style="list-style-type: none"> Statement of purpose. Set of ingredients/ materials needed outlined. Equipment needed clearly outlined. Organised into clear points in chronological order. Diagrams / illustrations used to make process clear. 	<ul style="list-style-type: none"> Statement of purpose. Set of ingredients/ materials outlined clearly. Sentences include precautionary advice (e.g. be careful...). Friendly tips / suggestions used to engage readers. 	<ul style="list-style-type: none"> Consolidate previous learning. Write imaginative instructions with flair and humour.
Sentence	<ul style="list-style-type: none"> Imperative verbs start sentence (e.g. put, cut) 	<ul style="list-style-type: none"> Simple sentences joined with conjunctions 'and' and 'then'. Imperative verbs start sentences. 	<ul style="list-style-type: none"> Imperative verbs start sentences. Use simple adverbs (e.g. quickly, slowly). Use simple noun phrases (e.g. big pot) 	<ul style="list-style-type: none"> Simple sentences with noun phrases to add detail. Some complex sentences using subordinating conjunctions. Adverbials of time (E.g. When that is complete,...). 	<ul style="list-style-type: none"> Variation in sentence structure (e.g. While you wait, ... As this boils, ..., etc.). Adverbials of frequency (e.g. frequently, additionally, rarely). Begin to use a range of subordinating conjunctions (e.g. despite, whilst, until). 	<ul style="list-style-type: none"> Vary sentence length (long and short). Wide range of subordinating conjunctions used. Modifiers are used to qualify (e.g. insignificant amount, exceptionally).
Useful Vocabulary	<ul style="list-style-type: none"> 1, 2, 3, 4, 5 Put Cut Stamp First Next 	<ul style="list-style-type: none"> 1, 2, 3, 4, 5 First Next After Stir Fold Move 	<ul style="list-style-type: none"> Firstly After Finally Next Carefully Gently Slowly softly 	<ul style="list-style-type: none"> After that To begin With a (e.g. quick twist) 	<ul style="list-style-type: none"> Continue to... Stop when... Avoid When you have done this, ... At this point, ... 	<ul style="list-style-type: none"> Don't forget to... Concentrate on... At this point... When you do...don't... At this stage you could... I would suggest...
Word Classes	<p align="center"><u>Conjunctions</u> and</p>	<p align="center"><u>Verbs</u> Simple past tense 'ed'</p> <p align="center"><u>Conjunctions</u> And, then</p> <p align="center"><u>Tense</u> Simple past tense 'ed'</p>	<p align="center"><u>Nouns</u> Simple noun phrases for descriptions</p> <p align="center"><u>Verbs</u> Adding 'es', 'ed' and 'ing' verbs</p> <p align="center"><u>Adjectives</u> Add 'er' and 'est' to adjectives</p> <p align="center"><u>Conjunctions</u> Coordinating conjunctions – and, or, but Subordinating conjunctions – because, when</p>	<p align="center"><u>Nouns</u> Nouns and pronouns used to avoid repetition. Simple noun phrases to add detail.</p> <p align="center"><u>Conjunctions</u> Used to express time and cause (e.g. when, because, if)</p>	<p align="center"><u>Nouns</u> Nouns and pronouns used for clarity and cohesion. Expanded noun phrases (including prepositional phrases).</p> <p align="center"><u>Tense</u> Correct use of past and present tense.</p> <p align="center"><u>Adverbs</u> Commas after fronted adverbials.</p>	<p align="center"><u>Nouns</u> Expanded noun phrases.</p> <p align="center"><u>Verbs</u> Modal verbs. Prefixes for verbs: dis, mis Change adjectives to verbs using suffixes: ate, ise, ify.</p> <p align="center"><u>Conjunctions</u> Wide range of coordinating and subordinating conjunctions.</p> <p align="center"><u>Tense</u> Change tense when needed.</p>
Punctuation	<ul style="list-style-type: none"> Capital letters at the start of sentence, names and personal pronouns. Begin to use spaces to separate words. Full stops at the end of a sentence. 	<ul style="list-style-type: none"> Use spaces to separate words. Full stops at the end of sentences. Capital letters at start of sentences, names and personal pronouns 	<ul style="list-style-type: none"> Full stops used correctly. Question and exclamation marks used accurately. Capital letters used correctly. Apostrophes for contractions. Commas to separate items in a list. 	<ul style="list-style-type: none"> Commas to separate items in a list accurately. Question and exclamation marks used accurately. Apostrophes for contractions. Possessive apostrophes for singular nouns. 	<ul style="list-style-type: none"> Apostrophes for singular and plural possession. Commas after fronted adverbials. Begin to use brackets, dashes and commas for parenthesis. 	<ul style="list-style-type: none"> Consolidate previous learning. Colons Semi-colons Use a wide range of punctuation throughout.

Recount

	Reception	Year 1	Year 2	Year 3	Class 4	Class 5
Text Structure	<ul style="list-style-type: none"> Oral retelling of events Use of first, next, after, then Simple sentence recounting the event 	<ul style="list-style-type: none"> Ideas grouped together in time sequence Written in first person Written in past tense 	<ul style="list-style-type: none"> Brief introduction and conclusion Written in the past tense Main ideas organised into groups Ideas organised in chronological order using conjunctions to signal time 	<ul style="list-style-type: none"> Clear introduction Organised into paragraphs about key events A closing statement to summarise events 	<ul style="list-style-type: none"> Clear introduction and conclusion Links between sentences to move the reader from one idea to the next Paragraphs organised around events Writer includes their emotions and responses towards events 	<ul style="list-style-type: none"> Developed introduction and conclusion including elaborated personal response Descriptions of events are detailed and engaging The information is organised chronologically
Sentence	<ul style="list-style-type: none"> Hold the spoken sentence before writing it. Simple sentence. 	<ul style="list-style-type: none"> Simple sentences Some compound sentences joined using 'and', 'but' and 'so' 	<ul style="list-style-type: none"> Use simple noun phrases, e.g. large tiger Use simple adverbs, e.g. quickly, slowly Some modal verbs introduced, e.g. could, should Simple and compound sentences used 	<ul style="list-style-type: none"> Simple sentences Compound sentences Some complex sentences using when, if, as Consistent use of tense Adverbials used, e.g. When we arrived, the tour guide asked us to gather around 	<ul style="list-style-type: none"> Variation in sentence structure (simple, compound and complex sentences; vary sentence length) Use relative clauses using the relative pronouns 'which', 'who' and 'that' Use emotive language to show personal responses Wide range of subordinating conjunctions being used, e.g. whilst, until, despite, as, when, if 	<ul style="list-style-type: none"> Sentence length is varied Active and passive voice used Verb forms are controlled and precise Expanded noun phrases used to add detail Prepositional phrases used Wide range of subordinating conjunctions being used, e.g. whilst, until, despite, as, when, if Relative clauses embedded
Useful Vocabulary	<p>First Next After Then</p>	<p>First Next After Finally The best part was I liked I didn't like</p>	<p>First Next After that Much later Afterwards Finally I found it interesting when I didn't expect</p>	<p>Last week During our school trip When this was complete, Soon On....., I didn't expect Finally After that Much later</p>	<p>Later on Before long When this was complete I was overwhelmed when Consequently As a result of Meanwhile In conclusion</p>	<p>As it happened, Consequently Subsequently The experience overall Generally Frequently Meanwhile As a result,</p>
Word Classes	<p><u>Verbs</u> Simple past '-ed' word endings</p> <p><u>Adjectives</u> Describe the noun using an appropriate adjective</p> <p><u>Tense</u> Simple past tense using '-ed'</p>	<p><u>Verbs</u> Simple past '-ed' word endings</p> <p><u>Adjectives</u> Add '-er' and '-est' to adjectives where no change is needed to root word</p> <p><u>Conjunctions</u> and, but, so, then to join sentences</p> <p><u>Tense</u> Simple past tense using '-ed'</p>	<p><u>Nouns</u> Simple noun phrases used for description</p> <p><u>Verbs</u> '-ed' and '-ing' endings</p> <p><u>Adjectives</u> Add '-er' and '-est' to adjectives where no change is needed to root word</p> <p><u>Conjunctions</u> Coordinating – and, but, so, or Subordinating – when, because, if</p> <p><u>Adverbs</u> '-ly' added to adjectives to form adverbs</p>	<p><u>Nouns</u> Nouns and pronouns used to avoid repetition</p> <p><u>Conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Consistent use of tense</p> <p><u>Adverbials</u> Fronted adverbials of time and place</p>	<p><u>Nouns</u> Nouns and pronouns used for clarity and cohesion Expanded noun phrases to add more detail (including adjective, noun and prepositional phrases)</p> <p><u>Verbs</u> Use modal verbs</p> <p><u>Conjunctions</u> Use a wide range of coordinating and subordinating conjunctions</p> <p><u>Tense</u> Consistent use of tense</p> <p><u>Adverbs</u> Use fronted adverbials of time, place and manner Use comma after fronted adverbials</p>	<p><u>Nouns</u> Expanded noun phrases to convey complicated information concisely</p> <p><u>Verbs</u> Use modal verbs</p> <p><u>Conjunctions</u> Use a wide range of subordinating and coordinating conjunctions</p> <p><u>Tense</u> Change tense according to the features of the genre</p> <p><u>Adverbs</u> Fronted adverbials of time, place and manner Use adverbials as a cohesive device across the text</p>
Punctuation	<ul style="list-style-type: none"> Capital letter at the start of the sentence Full stop at the end of the sentence 	<ul style="list-style-type: none"> Capital letters to start sentences and proper nouns Full stops at the end of the sentence Spaces to separate words 	<ul style="list-style-type: none"> Capital letters at the start of sentences and for proper nouns used correctly Full stops at the end of sentences used correctly Exclamation marks beginning to be used with some accuracy Apostrophes used for contractions 	<ul style="list-style-type: none"> Apostrophes for contractions Possessive apostrophes for singular nouns Exclamation marks used accurately Begin to use commas after Fronted Adverbials 	<ul style="list-style-type: none"> Commas after fronted adverbials Apostrophes for singular and plural possession Begin to use brackets, dashes and commas for parenthesis 	<ul style="list-style-type: none"> Consolidate previous learning Colons to introduce a list and to link clauses Semi colons used accurately Wide range of punctuation used throughout

Non-Chronological Reports

	Reception	Year 1	Year 2	Year 3	Class 4	Class 5
Text Structure	<ul style="list-style-type: none"> Oral description of an object/person/place or thing Simple sentence containing an adjective 	<ul style="list-style-type: none"> Similar ideas grouped together Written in third person Title Subheadings 	<ul style="list-style-type: none"> Brief introduction and conclusion Main ideas organised into groups Title Subheadings Written in third person 	<ul style="list-style-type: none"> Clear introduction Organised into paragraphs shaped around a topic sentence Use of title and subheadings 	<ul style="list-style-type: none"> Clear introduction and conclusion Links between sentences Paragraphs organised into related information around a topic sentence Subheadings are used to organise information, e.g. behaviour, diet, habitat 	<ul style="list-style-type: none"> Developed introduction and conclusion using all the layout features Description is technical and accurate Formal and technical language used throughout Purpose of the report is to inform the reader and provide detailed and accurate information
Sentence	<ul style="list-style-type: none"> Simple sentences Caption writing Use a fact 	<ul style="list-style-type: none"> Simple sentences Some compound sentences using and, but, so 	<ul style="list-style-type: none"> Subject / verb agreement, e.g. He was, They were Use simple adverbs, e.g. quickly, slowly Use simple noun phrases, e.g. colourful birds 	<ul style="list-style-type: none"> Simple sentences with extra description Compound sentences using a range of coordinating conjunctions Some complex sentences using when, if, as, etc. Fronted adverbials Some specific and technical language used 	<ul style="list-style-type: none"> Variation in sentence structures and sentence lengths Use embedded relative clauses to add more information using relative pronouns 'which', 'that' and 'who' Use adverbs of frequency, e.g. rarely, frequently Sentences build from a general idea to more specific Use technical vocabulary and subject specific language 	<ul style="list-style-type: none"> Sentence length and type are varied Fronted adverbials used to clarify position, e.g. As a consequence of their actions, Complex noun phrases used to add detail, e.g. The fragile eggs are slowly removed from the large mother hen Passive voice is used Maintain appropriate level of formality
Useful Vocabulary	<p>_____ can...</p> <p>_____ are...</p> <p>This is</p>	<p>_____ are ...</p> <p>_____ is ...</p> <p>They are ...</p> <p>The different ...</p> <p>There are ...</p>	<p>They can</p> <p>It can</p> <p>Like many...</p> <p>They live in</p> <p>The _____ have _____ but the _____ have _____</p>	<p>The following report</p> <p>Sometimes</p> <p>Often</p> <p>Most</p> <p>Many</p> <p>Few</p> <p>They do not</p>	<p>The following information</p> <p>Usually</p> <p>Normally</p> <p>Even though</p> <p>Despite the fact</p> <p>As a rule</p> <p>Often</p> <p>although</p>	<p>Unusually</p> <p>Generally</p> <p>Frequently</p> <p>Many specialists</p> <p>Some experts believe</p>
Word Classes	<p><u>Verbs</u></p> <p>Choose an appropriate verb</p>	<p><u>Verbs</u></p> <p>Simple past tense using '-ed'</p> <p><u>Adjectives</u></p> <p>Add '-er' and '-est' to adjectives where no change is needed to root word</p> <p><u>Conjunctions</u></p> <p>Coordinating conjunctions to join sentences, e.g. and, but, so</p> <p><u>Tense</u></p> <p>Depending on subject (past / present) but should be mostly consistent</p>	<p><u>Nouns</u></p> <p>Noun phrases to add description</p> <p><u>Verbs</u></p> <p>Add '-ed' and '-ing' to verbs</p> <p><u>Adjectives</u></p> <p>Add '-er' and '-est' to adjectives where no change is needed to the root word</p> <p><u>Conjunctions</u></p> <p>Coordination – or, and, but, so</p> <p>Subordination – when, if, because, that</p> <p><u>Adverbs</u></p> <p>'-ly' added to adjectives to form adverbs</p> <p><u>Tense</u></p> <p>Correct use of tense for the subject (past / present)</p>	<p><u>Nouns</u></p> <p>Nouns and pronouns used to avoid repetition</p> <p><u>Conjunctions</u></p> <p>A range of coordinating conjunctions and some subordinating conjunctions</p> <p>Express time and cause (when, if, so, before, after, while, because)</p> <p><u>Tense</u></p> <p>Correct and consistent use of past / present tense</p> <p><u>Adverbials</u></p> <p>Express time and cause: then, soon, next</p> <p>Fronted adverbials of time, place and manner</p>	<p><u>Nouns</u></p> <p>Nouns and pronouns for clarity and cohesion</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</p> <p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions, both subordinating and coordinating</p> <p><u>Tense</u></p> <p>Correct and consistent use of past / present tense</p> <p><u>Adverbs</u></p> <p>Use fronted adverbials of time, place, manner and frequency</p> <p>Comma after fronted adverbials</p>	<p><u>Nouns</u></p> <p>Expanded noun phrases to convey complicated information concisely</p> <p><u>Verbs</u></p> <p>Modal verbs used</p> <p><u>Conjunctions</u></p> <p>Wide range of both coordinating and subordinating conjunctions used</p> <p><u>Tense</u></p> <p>Correct and consistent use of past / present tense</p> <p><u>Adverbs</u></p> <p>Adverbials used as cohesive devices</p>
Punctuation	<ul style="list-style-type: none"> Capital letter to start sentences Full stop at the end of sentences 	<ul style="list-style-type: none"> Capital letters to start sentences and proper nouns Full stops at the end of the sentence Spaces to separate words 	<ul style="list-style-type: none"> Capital letters at the start of sentences and for proper nouns used correctly Full stops at the end of sentences used correctly Apostrophes used for contractions if appropriate 	<ul style="list-style-type: none"> Apostrophes for contractions Possessive apostrophes for singular nouns Exclamation marks used accurately Begin to use commas after Fronted Adverbials 	<ul style="list-style-type: none"> Commas after fronted adverbials Apostrophes for singular and plural possession Begin to use brackets, dashes and commas for parenthesis 	<ul style="list-style-type: none"> Brackets, dashes and commas used for additional information Bullet points to provide additional information Colons and semi-colons Range of punctuation used (Y6)

Explanation Texts

	Reception	Year 1	Year 2	Year 3	Class 4	Class 5
Text Structure	<ul style="list-style-type: none"> Order pictures for the process. Orally explain the process. Add captions to explain the process. 	<ul style="list-style-type: none"> Pictures used to illustrate a process. Title as a question (e.g. How does a bee make honey?) A sentence to introduce the topic. Main body made up of sentences to explain how the parts work / process. A simple sentence to conclude the piece. 	<ul style="list-style-type: none"> Pictures used to illustrate a process. Add sentences to the captions to explain the process. Title as a question (e.g. How does a bee make honey?) A sentence to introduce the topic. Main body made up of sentences to explain how the parts work / process. A sentence to conclude the piece. 	<ul style="list-style-type: none"> Title as a question (e.g. How does a bee make honey?) A sentence to introduce the topic. Main body made up of sentences to explain how the parts work / process. A conclusion that relates the subject to the reader. Paragraphs to organise ideas. 	<ul style="list-style-type: none"> A title which should be a question and begin 'how' or 'why'. A sentence to introduce the topic. A list of logical steps (in paragraphs) explaining why or how something happens with additional specific additional information. A paragraph to relate the subject to the reader. Layout devices to guide the reader, e.g. subheadings, fact boxes, bullet points. 	<ul style="list-style-type: none"> A title which should be a question and begin 'how' or 'why'. A sentence to introduce the topic. Selects and elaborates upon appropriate information to explain why or how something happens with additional specific information. A paragraph to relate the subject to the reader. Layout devices to guide the reader, e.g. subheadings, fact boxes, bullet points.
Sentence	<ul style="list-style-type: none"> Simple sentence to explain the diagram. 	<ul style="list-style-type: none"> Simple sentences using conjunctions 'and' and 'then'. 	<ul style="list-style-type: none"> Compound sentences using 'and' and 'then'. Sentences with cause and effect, e.g. because, if. Use simple adverbs (e.g. quickly, slowly). Use simple noun phrases (e.g. big box) Written in present tense 	<ul style="list-style-type: none"> Compound sentences using a range of coordinating conjunctions (and, but, or, so). Sentences with cause and effect, e.g. because, if, therefore Begin to use subordinating conjunctions to create complex sentences (although, however) Use simple noun phrases (e.g. big box) Written in present tense. 	<ul style="list-style-type: none"> Create cohesion and avoid repetition through the use of nouns and pronouns. E.g. Foxes are mammals... They feed their young... These amazing hunters are... Expanded noun phrases using prepositions Modal verbs to indicate degree of possibility. E.g. might, should, will Relative clause to add information. Parenthesis to add clarification of technical words. Simple, compound and complex sentences. 	<ul style="list-style-type: none"> Create cohesion within paragraphs using adverbials, e.g. therefore, however Modal verbs to indicate degree of possibility. E.g. might, should, will Relative clauses to add information. Parenthesis to add clarification of technical words and to add extra information. Adapt degrees of formality and informality to suit the form of the explanation. An informal tone can sometimes be appropriate, e.g. You'll be surprised to know that..., Have you ever thought about the way that...? Or a formal authoritative tone can also be adopted, e.g. oxygen is constantly replaced in the bloodstream. Use of passive voice Simple, compound and complex sentences used.
Useful Vocabulary	(Dependent on topic / subject)	<ul style="list-style-type: none"> First Next After Then (Some technical vocabulary)	<ul style="list-style-type: none"> First Next After Then Because If (Some technical vocabulary)	<ul style="list-style-type: none"> Firstly, Soon afterwards Therefore So Because (Precise technical vocabulary)	<ul style="list-style-type: none"> Firstly, Soon afterwards Therefore Consequently During..., Before After might (Precise technical vocabulary)	<ul style="list-style-type: none"> Firstly, Soon afterwards Therefore Consequently During..., Before After might (Precise technical vocabulary)
Word Classes	<u>Adjectives</u> Describe the nouns. <u>Conjunctions</u> and, then <u>Time conjunctions</u> First, next	<u>Conjunctions</u> and, then <u>Time conjunctions</u> First, next, after	<u>Conjunctions</u> and, then, if, because <u>Time conjunctions</u> First, next, after <u>Tense</u> Present tense	<u>Conjunctions</u> and, then, however, although <u>Adverbials of time</u> firstly, soon afterwards <u>Cause and effect conjunctions</u> because, if, therefore	<u>Adverbials of time</u> Firstly, soon afterwards <u>Cause and effect conjunctions</u> therefore, consequently <u>Prepositions</u> before, after <u>Fronted adverbials</u> During..., <u>Conjunctions</u> Range of coordinating and subordinating conjunctions	<u>Adverbials of time</u> Firstly, soon afterwards <u>Cause and effect conjunctions</u> therefore, consequently <u>Prepositions</u> before, after <u>Fronted adverbials</u> During..., <u>Conjunctions</u> Range of coordinating and subordinating conjunctions
Punctuation	<ul style="list-style-type: none"> Capital letters at the start of a sentence, Full stops at the end of the sentence. Begin to use finger spaces. 	<ul style="list-style-type: none"> Use spaces to separate words. Full stops at the end of sentences. Capital letters at start of sentences. 	<ul style="list-style-type: none"> Full stops and capital letters used correctly. Question and exclamation marks used accurately. Apostrophes for contractions. Commas to separate items in a list. 	<ul style="list-style-type: none"> Commas to separate items in a list accurately. Question and exclamation marks used accurately. Apostrophes for contractions. Possessive apostrophes for singular nouns. 	<ul style="list-style-type: none"> Apostrophes for singular and plural possession. Commas after fronted adverbials. Begin to use brackets, dashes and commas for parenthesis. 	<ul style="list-style-type: none"> Consolidate previous learning. Colons Semi-colons Use a wide range of punctuation throughout.

Letter

	Reception	Year 1	Year 2	Year 3	Class 4	Class 5
Text Structure	<ul style="list-style-type: none"> Start with a greeting End in 'From' Written in first person 	<ul style="list-style-type: none"> Use of greeting and sign off Ideas grouped in sentences in time sequence 	<ul style="list-style-type: none"> Use of greeting and sign off Brief introduction that states why the letter is being written A brief conclusion A closing line (e.g. Hope to see you soon,) Main ideas organised into groups Senders address at top right 	<ul style="list-style-type: none"> Use of greeting and sign off Clear introduction that explains why the letter is being written Organised into paragraphs Topic sentences at the start of paragraphs Some letter layout features included (senders address at top right and date underneath the address) 	<ul style="list-style-type: none"> Clear introduction and conclusion Links between ideas in the letter Paragraphs organised into key ideas Topic sentences All letter layout features included (senders address at top right, addressee on top left, date beneath address of addressee) 	<ul style="list-style-type: none"> Developed introduction and conclusion All layout features are used Paragraphs are developed
Sentence	<ul style="list-style-type: none"> Simple sentences Some compound sentences for some children by the end of the year 	<ul style="list-style-type: none"> Sentences using pronouns and conjunctions (e.g. and, but, because) 	<ul style="list-style-type: none"> Subject/verb agreement mostly correct Simple adverbs used Noun phrases to add detail (e.g. red shoes) 	<ul style="list-style-type: none"> Simple and compound sentences Some complex sentences using when, if, as, etc Adverbials of time and place 	<ul style="list-style-type: none"> Variation in sentence length and construction (simple, compound and complex sentences) Use embedded relative clauses using the relative pronouns who, which and that Include adverbs of frequency, e.g. additionally, frequently, rarely Formal tone Use of 'Dear; and addressee's name (if known). Use Sir or Madam if not known Appropriate sign off: Yours sincerely (if addressee's name is known); Yours faithfully (if not known) Passive voice beginning to be used 	<ul style="list-style-type: none"> Sentence length and construction varied Active and passive voice used deliberately Use a wide range of coordinating and subordinating conjunctions Fronted adverbials used to clarify position, e.g. As a consequence of your actions,... Complex noun phrases used to add detail
Useful Vocabulary	Dear From	Dear From First After and but so when	And Then But When Dear Mr / Mrs Dear Sir / Madam Yours sincerely Yours faithfully Later Afterwards Eventually	While If As When ...to inform you that... It has come to my attention that... Thank you for...	As stated previously Referring to This is an unfortunate... It is with regret... I would be grateful if,,, I look forward to hearing from you. Despite this, Unfortunately,	I appreciate Until this is resolved I am delighted to inform you that Please accept my I wish to express The impact of Despite continued efforts subsequently
Word Classes	<u>Conjunctions</u> Some use of 'and' and 'but'	<u>Verbs</u> Ending added to words (-ed, -ing) <u>Adjectives</u> Add '-er' and '-est' to adjectives where no change is needed to root word <u>Conjunctions</u> Join sentences using coordinating conjunctions (end, but, so) <u>Tense</u> Consistent use of tense	<u>Nouns</u> Noun phrases for description <u>Verbs</u> Add '-ed' and '-ing' endings to verbs <u>Adjectives</u> Add '-er' and '-est' to adjectives where no change is needed to root word <u>Conjunctions</u> Coordinating – and, but, or, so Subordination – when, if, that, because <u>Adverbs</u> '-ly' added to adjective to form adverb <u>Tense</u> Correct and consistent use of chosen tense	<u>Nouns</u> Nouns and pronouns used to avoid repetition <u>Conjunctions</u> Express time and cause (when, so, before, while, after, because) <u>Tense</u> Correct and consistent use of chosen tense <u>Adverbials</u> Express time and cause	<u>Nouns</u> Nouns and pronouns used for clarity and cohesion Expanded noun phrases to add detail <u>Verbs</u> Some modal verbs used, e.g. could, should, would <u>Conjunctions</u> Wide range of both coordinating and subordinating conjunctions <u>Tense</u> Correct and consistent use of chosen tense <u>Adverbs</u> Fronted adverbials of time, place, manner and frequency	<u>Nouns</u> Expanded noun phrases to convey complicated information concisely <u>Verbs</u> Use modal verbs <u>Conjunctions</u> Use a wide range of coordinating and subordinating conjunctions <u>Tense</u> Consistent and correct use of chosen tense <u>Adverbs</u> Adverbials to link ideas across the text
Punctuation	<ul style="list-style-type: none"> Capital letters to start sentences Full stops at the end of sentences Spaces to separate most words 	<ul style="list-style-type: none"> Capital letters to start sentences and proper nouns Full stops at the end of the sentence Spaces to separate words 	<ul style="list-style-type: none"> Capital letters at the start of sentences and for proper nouns used correctly Full stops at the end of sentences used correctly Apostrophes used for contractions if appropriate 	<ul style="list-style-type: none"> Apostrophes for contractions Possessive apostrophes for singular nouns Exclamation marks used accurately Begin to use commas after Fronted Adverbials 	<ul style="list-style-type: none"> Commas after fronted adverbials Apostrophes for singular and plural possession Begin to use brackets, dashes and commas for parenthesis 	<ul style="list-style-type: none"> Brackets, dashes and commas used for additional information Bullet points to provide additional information Colons and semi-colons Range of punctuation used (Y6)

Persuasion (advert, leaflet, letter, etc)

	Year 3	Class 4	Class 5
Text Structure	<ul style="list-style-type: none"> ○ Clear introduction ○ Points about subject / issue ○ Organised into paragraphs ○ Subheadings (dependent on text type) 	<ul style="list-style-type: none"> ○ Clear introduction and conclusion ○ Links between key ideas ○ Paragraphs organised in key ideas ○ Subheadings (dependent on text type) ○ Topic sentences ○ Emotive language used 	<ul style="list-style-type: none"> ○ Developed introduction and conclusion ○ Paragraphs developed with prioritised information ○ Emotive language used throughout ○ Arguments are well constructed
Sentence	<ul style="list-style-type: none"> ○ Simple and compound sentences ○ Some complex sentences using when, if, as, etc ○ Start sentences with verbs, e.g. Imagine, Consider, Enjoy ○ Rhetorical questions 	<ul style="list-style-type: none"> ○ Sentence lengths and structures are varied (mixture of simple, compound and complex sentences) ○ Use embedded relative clauses using the relative pronouns who, which, that ○ Include adverbs of frequency, e.g. additionally, frequently, rarely ○ Include rhetorical questions, e.g. Haven't you always thought...? ○ Wide range of subordinating conjunctions ○ Persuasive statements used to try to change the reader's opinion 	<ul style="list-style-type: none"> ○ Sentence lengths and structures are varied (mixture of simple, compound and complex sentences) ○ Active and passive voice used deliberately ○ Wide range of subordinating conjunctions ○ Persuasive arguments used effectively to change the reader's opinion ○ Complex noun phrases to add more detail
Useful Vocabulary	<p>Surely Obviously Clearly Don't you think Firstly Secondly Imagine Consider Enjoy</p>	<p>I believe that It is clear that Furthermore Implore you to consider Significantly, Inevitably Finally In summary Have you ever thought...? Do you think that...? There is no doubt that In my opinion In addition,</p>	<p>I am convinced that It appears Moreover On balance There can be no doubt that How can anyone believe this to be true? I would draw your attention to... On the basis of the evidence presented Unique Unmissable Take a moment to... Isn't it time to...?</p>
Word Classes	<p><u>Nouns</u> Nouns and pronouns used to avoid repetition</p> <p><u>Conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of chosen tense</p> <p><u>Adverbials</u> Express time and cause: then, next, soon</p>	<p><u>Nouns</u> Nouns and pronouns used for clarity and cohesion Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</p> <p><u>Verbs</u> Use of modal verbs, e.g. could, should, would</p> <p><u>Conjunctions</u> Use a wide range of both coordinating and subordinating conjunctions</p> <p><u>Tense</u> Correct and consistent use of chosen tense</p> <p><u>Adverbs</u> Fronted adverbials of time, place and frequency</p>	<p><u>Nouns</u> Expanded noun phrases to convey complicated information concisely</p> <p><u>Verbs</u> Use of modal verbs</p> <p><u>Conjunctions</u> Wide range of coordinating and subordinating conjunctions used</p> <p><u>Tense</u> Correct and consistent use of chosen tense</p> <p><u>Adverbs</u> Links ideas across a text using adverbials</p>
Punctuation	<ul style="list-style-type: none"> ○ Apostrophes for contractions ○ Possessive apostrophes for singular nouns ○ Question marks used accurately ○ Begin to use commas after Fronted Adverbials 	<ul style="list-style-type: none"> ○ Commas after fronted adverbials ○ Apostrophes for singular and plural possession ○ Begin to use brackets, dashes and commas for parenthesis 	<ul style="list-style-type: none"> ○ Brackets, dashes and commas used for additional information ○ Bullet points to provide additional information ○ Colons and semi-colons ○ Range of punctuation used (Y6)

Biography

	Year 3	Class 4	Class 5
Text Structure	<ul style="list-style-type: none"> ○ Clear introduction ○ Organised into paragraphs shaped around key events ○ A closing statement to summarise the overall impact / legacy / best remembered for 	<ul style="list-style-type: none"> ○ Clear introduction and conclusion ○ Links between sentences and ideas ○ Paragraphs organised correctly around key events ○ Information is organised chronologically with clear signals about time and place 	<ul style="list-style-type: none"> ○ Developed introduction and conclusion ○ Description of events are detailed and engaging
Sentence	<ul style="list-style-type: none"> ○ Simple sentences with noun phrases ○ Compound sentences using a range of coordinating conjunctions ○ Some complex sentences using when, if, as, etc. ○ Fronted adverbials of time and place 	<ul style="list-style-type: none"> ○ Variation in sentence length and structure (simple, compound and complex sentences) ○ Use a wide range of conjunctions, e.g. whilst, until, despite ○ Use embedded relative clauses using the relative pronouns who and which ○ Include adverbs to show frequency, e.g. additionally, frequently, rarely, often ○ Sentences build from a general idea to more specific (use of topic sentences) ○ Beginning to use both active and passive voice 	<ul style="list-style-type: none"> ○ Variation in sentence length and structure (simple, compound and complex sentences) ○ Fronted adverbials to clarify writer's position, e.g. As a consequence of their actions, ... ○ Complex noun phrases used to add detail
Useful Vocabulary	<p>During his/her early life Soon afterwards Strangely His/her greatest achievement was</p>	<p>In his/her early years By the time he/she had In his/her final years Even though he/she In (insert year) at the age of he/she....</p>	<p>In spite of His/her lasting legacy is that Generally Frequently they</p>
Word Classes	<p style="text-align: center;"><u>Nouns</u> Nouns and pronouns used to avoid repetition</p> <p style="text-align: center;"><u>Conjunctions</u> Express time and cause (when, so, before, because, while, after)</p> <p style="text-align: center;"><u>Tense</u> Correct and consistent use of tense</p> <p style="text-align: center;"><u>Adverbials</u> Express time and cause and link paragraphs</p>	<p style="text-align: center;"><u>Nouns</u> Nouns and pronouns used for clarity and cohesion Expanded noun phrases to add more detail</p> <p style="text-align: center;"><u>Verbs</u> Modal verbs used</p> <p style="text-align: center;"><u>Conjunctions</u> Wide range of both coordinating and subordinating conjunctions used</p> <p style="text-align: center;"><u>Tense</u> Correct use of past and present tense</p> <p style="text-align: center;"><u>Adverbs</u> Fronted adverbials of time and place</p>	<p style="text-align: center;"><u>Nouns</u> Expanded noun phrases to convey complicated information concisely</p> <p style="text-align: center;"><u>Verbs</u> Use modal verbs</p> <p style="text-align: center;"><u>Conjunctions</u> Use a wide range of coordinating and subordinating conjunctions</p> <p style="text-align: center;"><u>Tense</u> Correct and consistent use of past and present tense</p> <p style="text-align: center;"><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials</p>
Punctuation	<ul style="list-style-type: none"> ○ Apostrophes for contractions ○ Possessive apostrophes for singular nouns ○ Question marks used accurately ○ Begin to use commas after Fronted Adverbials 	<ul style="list-style-type: none"> ○ Commas after fronted adverbials ○ Apostrophes for singular and plural possession ○ Begin to use brackets, dashes and commas for parenthesis 	<ul style="list-style-type: none"> ○ Brackets, dashes and commas used for additional information ○ Bullet points to provide additional information ○ Colons and semi-colons ○ Range of punctuation used (Y6)

Newspaper

	Year 3	Class 4	Class 5
Text Structure	<ul style="list-style-type: none"> ○ Clear introduction ○ Points about the issue/event ○ Organised into paragraphs denoting time and place ○ Topic sentences ○ Some newspaper layout features included ○ A bold, eye-catching headline 	<ul style="list-style-type: none"> ○ Clear introduction and conclusion ○ Links between key ideas ○ Who, what, where, where, why is used to make information clear ○ Paragraphs organised into key ideas ○ All newspaper layout features included ○ Bold, eye-catching headline which includes alliteration ○ Formal language used throughout 	<ul style="list-style-type: none"> ○ Developed introduction and conclusion ○ Use all newspaper layout features ○ Paragraphs developed with prioritised information ○ Quotations are succinct and emotive ○ Headlines include puns
Sentence	<ul style="list-style-type: none"> ○ Simple and compound sentences ○ Some complex sentences using if, when, as, etc. ○ Some modal verbs used, e.g. can, will ○ Fronted adverbials of time and place 	<ul style="list-style-type: none"> ○ Variation in sentence length and structure (simple, compound and complex sentences) ○ Use embedded relative clauses using the relative pronouns who, that, which ○ Include adverbs of frequency ○ Begin to use both active and passive voice ○ Wide range of subordinating conjunctions used, e.g. whilst, until, despite 	<ul style="list-style-type: none"> ○ Variation in sentence length and structure (simple, compound and complex sentences) ○ Use embedded relative clauses using the relative pronouns who, that, which ○ Include adverbs of frequency ○ Begin to use both active and passive voice ○ Wide range of subordinating conjunctions used, e.g. whilst, until, despite ○ Complex noun phrases used to add detail
Useful Vocabulary	<p>Witnesses reported He/she reported that He/she claimed that He/she went on to state that He/she continued by Hours later Unfortunately Fortunately</p>	<p>Within minutes ...confirmed that... He/she claimed that He/she informed... Police were John Smith (age), a retired community officer, said Unfortunately Until this is resolved Witnesses In addition to this</p>	<p>The impact of Despite continued efforts Subsequently The appointed spokesman In addition He/she emphasised Tragically Crisis situation Epic proportions Refuse to accept The horror</p>
Word Classes	<p><u>Nouns</u> Nouns and pronouns used to avoid repetition</p> <p><u>Conjunctions</u> To express time and cause, e.g. when, so, before, after, while, because</p> <p><u>Tense</u> Correct and consistent use of tense</p> <p><u>Adverbials</u> Express time and cause</p>	<p><u>Nouns</u> Nouns and pronouns used for clarity and cohesion Noun phrases expanded by the use of adjectives and prepositional phrases</p> <p><u>Verbs</u> Modal verbs used</p> <p><u>Conjunctions</u> A wide range of coordinating and subordinating conjunctions</p> <p><u>Tense</u> Correct use of tense</p> <p><u>Adverbs</u> Fronted adverbials of time, place, manner and frequency</p>	<p><u>Nouns</u> Expanded noun phrases to convey complicated information concisely</p> <p><u>Verbs</u> Use modal verbs</p> <p><u>Conjunctions</u> A wide range of coordinating and subordinating conjunctions</p> <p><u>Tense</u> Correct use of tense</p> <p><u>Adverbs</u> Links ideas across a text using adverbials as cohesive devices</p>
Punctuation	<ul style="list-style-type: none"> ○ Apostrophes for contractions ○ Possessive apostrophes for singular nouns ○ Question marks used accurately ○ Begin to use commas after Fronted Adverbials 	<ul style="list-style-type: none"> ○ Commas after fronted adverbials ○ Apostrophes for singular and plural possession ○ Begin to use brackets, dashes and commas for parenthesis 	<ul style="list-style-type: none"> ○ Brackets, dashes and commas used for additional information ○ Bullet points to provide additional information ○ Colons and semi-colons ○ Range of punctuation used (Y6)

Balanced Argument

	Class 4	Class 5
Text Structure	<ul style="list-style-type: none"> ○ Clear introduction and conclusion ○ Links between key ideas ○ Paragraphs organised into key ideas ○ Subheadings (depending on text type) ○ Topic sentences ○ Both viewpoints are clear ○ Emotive language used throughout 	<ul style="list-style-type: none"> ○ Developed introduction and conclusion using all layout features required ○ Paragraphs developed with prioritised information ○ Arguments are well constructed ○
Sentence	<ul style="list-style-type: none"> ○ Variation in sentence length and structures (simple, compound and complex sentences) ○ Use embedded relative clauses using the relative pronouns who, which and that ○ Include adverbs of frequency to state how often ○ Rhetorical questions, e.g. Have you ever considered the impact of...? ○ Start sentences with verbs, e.g. imagine, consider, enjoy ○ Active and passive voice beginning to be used ○ Wide range of subordinating conjunctions, e.g. whilst, until, despite 	<ul style="list-style-type: none"> ○ Variation in sentence length and structures (simple, compound and complex sentences) ○ Complex noun phrases used to add detail ○ Prepositional phrases used
Useful Vocabulary	<p>Many people are concerned that It could be argued that Therefore An example of this is It is clear that On the other hand, In addition On balance Having considered the arguments for and against It is precisely because In conclusion The evidence presented leads me to conclude</p>	<p>Subsequently Doubtless Nevertheless Contrary to this position Let us consider the impact One argument for this is that Moreover Finally Even though</p>
Word Classes	<p><u>Nouns</u> Nouns and pronouns used to avoid repetition Nouns and pronouns used for clarity and cohesion Expanded noun phrases used to add more detail</p> <p><u>Verbs</u> Modal verbs used</p> <p><u>Conjunctions</u> A wide range of coordinating and subordinating conjunctions used</p> <p><u>Tense</u> Correct and consistent use of tense</p> <p><u>Adverbs</u> Fronted adverbials of time, number and place Adverbials to express cause</p>	<p><u>Nouns</u> Expanded noun phrases to convey complicated information concisely</p> <p><u>Verbs</u> Use modal verbs</p> <p><u>Conjunctions</u> A wide range of coordinating and subordinating conjunctions used</p> <p><u>Tense</u> Correct and consistent used of tense</p> <p><u>Adverbs</u> Adverbials of time, place and number Link ideas across the text using adverbials as cohesive devices</p>
Punctuation	<ul style="list-style-type: none"> ○ Commas after fronted adverbials ○ Apostrophes for singular and plural possession ○ Begin to use brackets, dashes and commas for parenthesis 	<ul style="list-style-type: none"> ○ Brackets, dashes and commas used for additional information ○ Bullet points to provide additional information ○ Colons and semi-colons ○ Range of punctuation used (Y6)