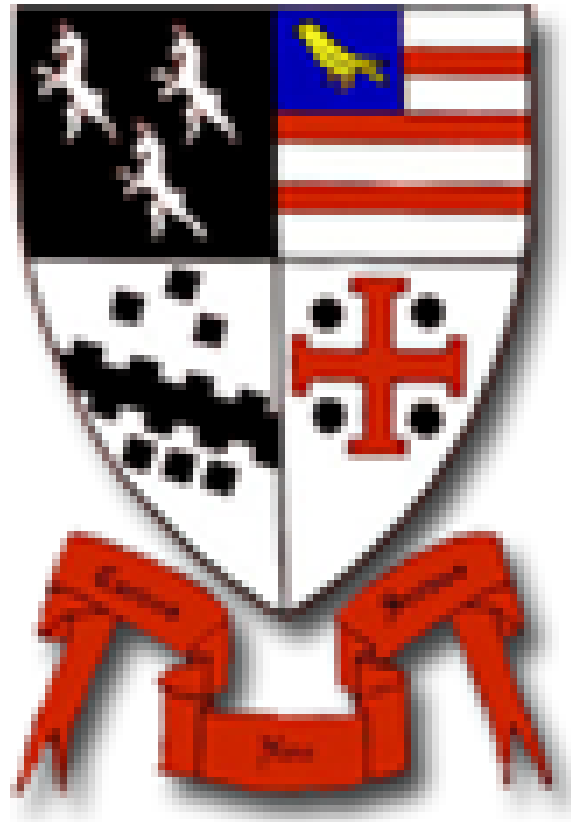


Marston Thorold's Primary School



Writing Genres:
Key Features and Grammar Progression

	 Writing to entertain			 Writing to discuss
Year 1/2 Cycle A	Simple character sentences (Y1)/Character description with expanded noun phrases (Y2) Shape poem (Y1) Haiku (Y2) Simple retelling of a familiar tale Setting description (real and fictional) Traditional Tale with a Twist (ending) Sequencing simple adventure story sentences (Y1) Adventure story (Y2) Acrostic poem (Y1) Riddle (Y2) Free verse poetry	Simple instructions (Y1)/Instructions with time adverbials (Y2) Friendship sentences (Y1)/Letter to friend (Y2) – simple explanation Wanted poster Information sentences (Y1)/Non-chronological report (Y2) Recount (focus on tenses Y2) Instructions Letter (Y2) Non-chronological report Postcard (Y1) Information leaflet		
Year 1/2 Cycle B				
Year 3/4 Cycle A	Fantasy Story Free Verse Poem Character description Setting description Story with an alternative ending	Non-chronological report with subheadings instructions with adverbs Diary (first person recount) Explanation	Persuasive Letter	
Year 3/4 Cycle B				
Year 5/6 Cycle A	Different story openings Character description Free verse poem Setting description Suspense narrative Narrative poem Adventure setting (changing setting for effect) Story told from an alternative point of view	Biography Non-chronological report Explanation text Letters (historical fiction) Scientific explanation	Persuasive speech Persuasive letter	Discussion text
Year 5/6 Cycle A				Balanced argument (historical textbook entry)

Contents

Non-fiction text types:

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Narrative text types:

- [Narrative Progression – p37](#)
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[Transcription progression](#)

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Instructions

Generic structure	Language features	Knowledge for the writer	Key elements to achieve progression
• Begin by defining the goal or desired outcome. (How to make a board game.) • List any material or equipment needed, in order. • Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. • Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires).	• Use of imperative verbs (commands), e.g. Cut the card ... Paint your design ... • Instructions may include negative commands. (Do not use any glue at this stage.) • Additional advice (It's a good idea to leave it overnight if you have time. If the mixture separates ...) or suggested alternatives (If you would like to make a bigger decoration, you could either double the dimensions of the base or just draw bigger flowers.).	• Use the title to show what the instructions are about. (How to look after goldfish.) • Before writing instructions be clear about what is needed and what has to be done, in what order. • Decide on the important points you need to include at each stage. • Decide how formal or informal the text will be. (Cook for 20 minutes/Pop your cheesecake in the oven for 20 minutes.) • Present the text clearly. Think about using bullet points, numbers or letters to help your reader keep track as they work their way through each step. • Use bullet points, numbers or letters to help the reader. • Use short clear sentences so the reader does not become muddled. • Avoid unnecessary adjectives and adverbs or technical words, especially if your readers are young. • Appeal directly to the reader's interest and enthusiasm. (You will really enjoy this game. Why not try out this delicious recipe on your friends? Only one more thing left to do now.) • Include a final evaluative statement to wrap up the process. (Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat.) • Re-read your instructions as if you know nothing about the procedure involved. Make sure you haven't missed out any important stages or details and check that the language is as simple and clear as possible. • Use procedural texts within other text types when you need a set of rules, guidelines or instructions to make something really clear for the reader	• Speaking and listening before reading and writing. • Teacher modelling, scribing and shared writing before children's independent attempt. • Increased understanding by the children of the form and features of instruction writing and then increasing ability to adapt writing for the audience and purpose • Increasing complexity, such as length, obscurity of task, adding additional features such as diagrams • Increasing ability to evaluate texts and their own work • Careful planning of where and how the genre could best be covered in the curriculum, and which year groups.

Year Group Progression

Year 1			
Word	Sentence	Text	Punctuation
<i>Note: Many of the year 2 statements will need to be addressed in year 1 in order to ensure progression from FS in the context of this text type.</i>	- Oral rehearsal of sentence structure - Joining words and joining clauses using 'and' and 'because' - First person	Sequencing sentences to form short passages	- Separating words with spaces Use of capital letters and full stops to demarcate sentences - Introduction to exclamation marks and question marks - Use of capital letters for names and the pronoun I
Year 2			
Word	Sentence	Text	Punctuation
- Formation of nouns by compounding - Generate synonyms for over-used imperative verbs, for example, chop, slice, cut	- Functions of sentence types: statement, command, exclamation or question ➤ write titles to show what the instructions are about, for example, how to look after goldfish ➤ explore and generate negative commands, for example, Do not open the oven door - Expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun) e.g. use expanded noun phrases to be specific	- Correct choice and use of present tense or past tense throughout writing - Use of past progressive form to report events - Use of present progressive	- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences - Use commas to separate items in a list e.g. use commas to separate items in the 'materials/equipment needed' list - Apostrophes for singular possession

	about materials or equipment needed, for example, a large bucket, sharp scissors, thick card • Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because) e.g. clarify instructions using subordination, <i>for example, Take the cake out of the oven when the top looks golden brown.</i>		
Year 3			
Word	Sentence	Text	Punctuation
Formation of nouns using a range of prefixes (super-, anti-, auto-) • Use of 'a' or 'an' according to whether the next word starts with a vowel	• Use of prepositions (<i>during, in, because of, before, after</i>), e.g. through reading instructions written to give directions, build up and use a wide range of prepositions used to indicate and clarify position, for example, under the bridge, around the pond, through the deep, dark woods • Use of adverbs (<i>next, soon, therefore</i>) e.g. through reading, build up and use a wide range of adverbs used to sequence instructions • Use of conjunctions (<i>when, while, after, because, soon, while</i>) to express time and cause e.g. build on the range of conjunctions used in year 2 to extend instructions • Formation of subordinate	• Introduce paragraphs as a way to group related information e.g. explore instructions that have clear sections, for examples, introduction, equipment needed, procedure, additional advice, conclusions. • Use of present and past perfect verb forms to reports events or quote direct speech • Headings and subheadings to organise information and aid presentation	• Consolidation of Key stage 1 punctuation

	clauses using subordinating conjunctions		
Year 4			
Word	Sentence	Text	Punctuation
- Standard forms of English verb inflections (<i>we were</i> rather than <i>we was</i>, <i>I did</i> rather than <i>I done</i>) e.g. investigate instructions with differing levels of formality and decide on an appropriate register when writing their own, for example, 'Cook for 20 mins' compared with 'Pop the cheesecake in the oven for 20 minutes' - Use of articles (a, an, the) as determiners	- Use of preposition phrases as adverbials to express time, cause or place - Use of fronted adverbials - Use of subordinate clauses as adverbials to express time and cause e.g. once the mixture has settled - use the conjunction 'if' to start complex sentences which give additional advice, for example, 'If the mixture separates, ...' - Compare the clarity of the instruction when the adverbial or subordinate clause is fronted, for example, 'Remove the cake from the oven when it turns golden brown' compared with 'When the cake turns golden brown, remove it from the oven' - Noun phrases expanded by the	- Use of paragraphs to organise ideas around a theme e.g. write instructions that have clear sections, for example, introduction, equipment needed, procedure, additional advice, conclusions - Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition e.g. investigate the use of nouns and pronouns in instructional texts and support the children to realise that nouns are often repeated (rather than replaced with pronouns) to ensure greater clarity - Headlines and subheadings	- Use of commas after fronted adverbials - Apostrophes for plural possession
Year 5			
Word	Sentence	Text	Punctuation

Verb prefixes (dis-, de-, mis-, over-, re-)	- Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun - Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency. - Explore the balance of long, complicated sentence constructions within this text type, compared with shorter, simple sentence constructions, noting the need for both	- Devices to build cohesion within a paragraph (then, after, that, this, firstly) - Use of adverbs of time (soon, later, after), place (nearby) and number (secondly) to link ideas across paragraphs	- Brackets, dashes and commas to indicate parenthesis - Use of commas to clarify meaning or avoid ambiguity - Identify effective examples of instructions and use these to study the nature of the sentence construction used - Note the use of relatively simple sentence constructions, which include a limited number of additional clauses and phrases - Note where sentences could have been combined to create a more sophisticated, complex construction, but where the author has chosen a more simplistic construction to aid the reader in following the steps - Practise simplifying overly complicated instructions by reducing the complexity of the sentence construction
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Year 6

Word	Sentence	Text	Punctuation
Difference between formal and informal vocabulary and structures	Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency.	- Use of a wider range of cohesive devices to link ideas across paragraphs e.g. further explore the repetition of subject nouns in effective instructional texts (see year 4), rather than the use of pronouns which may cause confusion - Use of a range of layout devices to structure text o headings & subheadings o columns &	- Use of semi-colon, colon or dash to mark the boundary between independent clauses - Use of the colon to introduce a list and use of semi-colons within lists e.g. further explore the simplistic nature of sentence constructions in this text type (see year 5)

		captions o bullet points & tables • Experiment with using different layout devices and evaluate the effectiveness of these	
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Explanation Text

Generic structure	Language features	Knowledge for the writer	Key elements to achieve progression
• A general statement to introduce the topic being explained. (In the winter some animals hibernate.) • The steps or phases in a process are explained logically, in order. (When the nights get longer...because the temperature begins to drop... so the hedgehog looks for a safe place to hide.)	• Generally (but not always) written in simple present tense. (Hedgehogs wake up again in the spring.) • Use of time/ sequencing adverbs, e.g. first, then, after that, finally. • Use of reinforcing and opposing adverbs to link ideas between sentences and paragraphs: e.g. in addition to, because of this.	• Choose a title that shows what you are explaining, perhaps using why or how. (How do hedgehogs survive the winter? Why does it get dark at night?) • Decide whether you need to include images or other features to help your reader, e.g. diagrams, photographs, a flow chart, a text box, captions, a list or a glossary. • Use the first paragraph to introduce what you will be explaining. • Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do. • Add a few interesting details. • Interest the reader by talking directly to them (You'll be surprised to know that ... Have you ever thought about the way that ...?) or by relating the subject to their own experience at the end (So next time you see a pile of dead leaves in the autumn ...). o Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information. • Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose.	• Speaking and listening before reading and writing. • Teacher modelling, scribing and shared writing before children's independent attempt. • Increased understanding by the children of the form and features of discussion writing and then increasing ability to manipulate elements of writing to present a balanced argument, with or without a personal conclusion • Increasing complexity, subtlety, challenge of task (for example, moving from simple for-and-against arguments to those with multiple viewpoints; moving from clear cut issues into those eliciting more subtle differences in views). • Increasing ability to recognise discussion and understand the devices used in the writing of others; in their own writing to discuss effectively as appropriate to their purpose and audience

Year Group Progression

Year 1			
Word	Sentence	Text	Punctuation
- Regular plural noun suffixes –s & es - Use of the prefix un- to change the meaning of verbs	- Oral rehearsal of sentence structure - Joining words and joining clauses using 'and' - Third person	Sequencing sentences to form short passages e.g. <i>Chicks have a spike on their beak. This is called the egg tooth.</i>	- Separating words with spaces - Use of capital letters and full stops to demarcate sentences - Introduction to use of question marks and exclamation marks to demarcate sentences - Use of capital letters for names and the pronoun I
Year 2			
Word	Sentence	Text	Punctuation
- Formation of nouns using suffixes (ness, -er) - Formation of adjectives using suffixes (-ful, -less) - Use of -er and -est in adjectives	- Functions of sentence types: statement, command, exclamation or question - explore titles of explanations texts and identify that they usually begin with 'how' or 'why' - write general statements to introduce topics being explained e.g. In the winter some animals hibernate - Expanded noun phrases to describe and specify (use of adjectives before the noun or prepositionphrase after the noun) e.g. <i>some hibernating animals, the adult male frog in the pond</i> - Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because)	Correct choice and use of present tense or past tense throughout writing	- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. <i>practice generating their own titles for explanations texts, for example, How do hedgehogs survive the winter? Why do we use bricks to build houses?</i> - Commas to separate items in a list - Apostrophes for singular possession

Year 3

Word	Sentence	Text	Punctuation
- Formation of nouns using a range of prefixes (super-, anti-, auto-) - Use of 'a' or 'an' according to whether the next word starts with a vowel - Word families based on common words showing how words are related in form and meaning	- Use of prepositions (during, in, because of, before, after,) to express time, cause and place <i>e.g. Hedgehogs make their nests under hedges and at the base of tree trunks. Hedgehogs build up their stores of fat during autumn.</i> - Use of adverbs to express time, place and cause (then, next, soon, therefore) <i>e.g. to show sequence, first, then, after that, finally</i> - Use of coordinating and subordinating conjunctions (when, while, after, because, soon, while) to express time and cause <i>e.g. '...because the temperature begins to drop', '...so the hedgehog looks for a safe place to sleep.'</i> - Formation of subordinate clauses using subordinating conjunctions	- Introduction of paragraphs as a way to group related information - Headings and subheadings to aid presentation and guide the reader - Use of present perfect instead of simple past (it has grown over two years rather than it grew over two years)	Consolidation of all KSI punctuation

Year 4

Word	Sentence	Text	Punctuation
- Standard forms of English verb inflections (we were rather than we was, I did rather than I done) - Use of articles (a, an, the) and possessive pronouns (my, his, her, their etc) as determiners Grammatical difference between plural and possessive –s.	- Use of a wider range of subordinating conjunctions - Noun phrases further expanded by adding adjectives and prepositions to modify the <i>noun</i> (e.g. <i>When an animal dies, the soft part of the animal rots away. Millions of years later, the rock surrounding the skeleton rises to the Earth's surface</i>) - Use of preposition phrases, subordinate clauses and noun phrases as fronted adverbials to indicate time, place, manner or frequency e.g. <i>Millions of years later,... , When an animal or plant dies..., Consequently,...</i>	- Use of paragraphs to organise ideas around a theme e.g. use the first paragraph to introduce what you will be explaining. Organise following paragraphs according to the stages of the process. Conclude by addressing the reader. - Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition. Decide on an appropriate balance between nouns and pronouns to aid clarity.	- Use of commas after fronted adverbials - Apostrophes for plural possession

Year 5

Word	Sentence	Text	Punctuation
- Converting nouns or adjectives into verbs using suffixes (-ate, -ify, -ise) - Verb prefixes (dis-, de-, mis, over-, re-)	- Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun e.g. use relative clauses to add an extra layer of information, - Use of modal verbs to indicate degree of certainty - Precise use of preposition	- Devices to build cohesion within a paragraph (then, after, that, this, firstly) - Linking ideas across paragraphs using adverbials of time, place and number or tense choices	- Brackets, dashes and commas to indicate parenthesis - Use of commas to clarify meaning or avoid ambiguity

	phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency.		
Year 6			
Word	Sentence	Text	Punctuation
Difference between formal and informal vocabulary and structures	- Use of the passive voice - Use of subjunctive form for formal writing - Use modal verbs to recommend and assert e.g. <i>it might be advisable...it should be relatively easy to...there may be an opportunity to...</i> - Precise use of a range of sentence structures for effect e.g. <i>Use embedded phrases and clauses for succinctness e.g. The final stage, to be completed by June, will involve...</i>	- Use of a wider range of cohesive devices to link ideas across paragraphs - repetition of a word or phrase - use of a wider range of adverbials - ellipsis - Use of a range of layout devices to structure text - headings & subheadings - columns & bullet points - tables & diagrams	- Use of semi-colon, colon or dash to mark the boundary between independent clauses - Use of bullets, colons & semicolons to punctuate lists

Persuasive Texts



Generic structure	Language features	Knowledge for the writer	Key elements to achieve progression
- An opening statement (thesis) that sums up the viewpoint being presented. (St Sebastian's is the best school in Lincolnshire. School uniform is a good idea.) - Strategically organised information presents and then elaborates on the desired viewpoint. (<i>Vote for me because I am very experienced. I have been a school councillor three times and I have ...</i>) - A closing statement repeats and reinforces the original thesis. (<i>All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.</i>)	- Written in simple present tense. May include present perfect verb form <i>e.g. Residents have been affected for many weeks.</i> - Often refers to generic rather than specific participants. (<i>Vegetables are good for you. They ...</i>) - Uses reinforcing and opposing adverbs rather than sequencing adverbs to link ideas between sentences and paragraphs. (<i>This proves that ... As a result of ... Therefore ...</i>) Tends to move from general to specific when key points are being presented. (The hotel is comfortable. The beds are soft, the chairs are specially made to support your back and all rooms have thick carpet.) - Use of rhetorical questions. (Do you want to get left behind in the race to be fashionable? Want to be the most relaxed person in town? So what do you have to do?) - Text is often combined with other media to emotively enhance an aspect of the argument, e.g. a photo of a sunny, secluded beach, the sound of birds in a forest glade or a picture of a cute puppy.	- Decide on the viewpoint you want to present and carefully select the information that supports it. - Organise the main points to be made in the best order and decide which persuasive information you will add to support each. - Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list. - Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant. - Try to appear reasonable and use facts rather than emotive comments. - Choose strong, positive words and phrases and avoid sounding negative. - Use short sentences for emphasis. - Use techniques to get the reader on your side - Address them directly (This is just what you've been waiting for.); Adopt a friendly and informal tone if appropriate to the task; Use memorable or alliterative slogans (Happy Holidays at Hazel House); Use simple psychology to appeal to the reader's judgement. (<i>Everyone knows that ... Nine out of ten people agree that ... Choosing this will make you happy and contented. You'd be foolish not to sign up.</i>) - Re-read the text as if you have no opinion and decide if you would be persuaded. - Remember that you can use persuasive writing within other text types.	- Speaking and listening preceding reading and writing. - Teacher modelling, scribing and shared writing before children's independent attempt. - Increased understanding by the children of the form and features of persuasive writing and then increasing ability to manipulate elements of writing to persuade others. - Increasing complexity, subtlety, challenge of task (persuading a reader to change their mind), and/or adding additional features such as multi-modal elements (visual images, video, vox clips, etc.). - Increasing ability to recognise persuasion and understand the persuasive devices used in the writing of others; in their own writing to persuade effectively as appropriate to their purpose and audience.

Year Group Progression

Year 1			
Word	Sentence	Text	Punctuation
- Use of the prefix un- to change the meaning of verbs - First & second person	- Introduce commands as sentence type - Oral rehearsal of sentence structure - Joining words and joining clauses using 'and'	Sequencing sentences to form short passages	- Separating words with spaces - Use of capital letters and full stops to demarcate sentences - Introduction to question marks and exclamation marks to demarcate sentences - Use of capital letters for names and the personal pronoun 'I'
Year 2			
Word	Sentence	Text	Punctuation
- Formation of adjectives using suffixes (-ful, -less) - Use of -er and -est in adjectives First, second & third person	- Functions of sentence types: statement, command, exclamation or question (rhetorical) <i>e.g. inclusion of an opening statement that presents the persuasive point of view,</i> - Expanded noun phrases to describe and specify - Power of 3 adjectives - Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because) <i>e.g. extend reasoning using subordination, for example, Vote for me because...</i>	- Correct choice and use of present tense - Use of progressive forms in present and past tense - Imperative verbs	- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences - Commas to separate items in a list <i>e.g. list persuasive arguments, for example, I think I should be school councillor because I like speaking in public, I have lots of good ideas and I listen to other people's ideas.</i> - Apostrophes for singular possession

Year 3

Word	Sentence	Text	Punctuation
Use of 'a' or 'an' according to whether the next word starts with a vowel	- Formation of subordinate clauses using subordinating conjunctions - Use of prepositions (<i>during, in, because of, before, after</i>), adverbs (<i>next, soon, therefore</i>) and conjunctions (<i>when, while, after, because, soon, while</i>) to express time and cause - Use of subordinating conjunctions as adverbials to express time and cause - Use of preposition phrases as adverbials to express time, cause or place	- Introduction of paragraphs as a way to group related information - generate several reasons for a point of view - group related persuasive points together - Use of present perfect instead of simple past (<i>Residents have complained over several weeks or Doctors have discovered how damaging it can be.</i>)	Consolidation of all KSI punctuation

Year 4

Word	Sentence	Text	Punctuation
- Standard forms of English verb inflections (<i>we were rather than we was, I did rather than I done</i>) - Use of articles (<i>a, an, the</i>) and possessive pronouns (<i>my, his, her, their etc</i>) as determiners	- Use of a wider range of subordinating conjunctions - Use connecting adverbs to link persuasive points together and provide further justification, for example, I think that we should be allowed to keep the dragon as a pet because... Furthermore...Additionally.... - use adverbs which show cause and effect rather than adverbs of time /conjunctions to offer justification of a point of view, for example, - You should buy this product so that you are the envy of all your friends - The trainer is brightly coloured, therefore you will be seen in the dark. - Use of preposition phrases, subordinate clauses and noun phrases as fronted adverbials to indicate time, place, manner or frequency. - Noun phrases further expanded by adding adjectives and prepositions to modify the noun <i>e.g. explore the use of expanded noun phrases in advertising,</i> <i>the beach with its mile long stretch of golden white sand...</i> <i>rich, velvety chocolate harvested from the heart of the Amazonian rainforest...</i>	- Use of paragraphs to organise ideas around a theme - Consider organising paragraphs around persuasive points, and counter-arguments e.g. analyse how a particular view can most convincingly be presented, - ordering points to link them together so that one follows from another - how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments - how a closing statement repeats and reinforces the original/opening statement or viewpoint, for example, - All the evidence shows that...It's quite clear - that...Having seen all that we offer you, there can be no doubt that we are the best. - Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition	- Use of commas after fronted adverbials - Apostrophes for plural possession

Year 5/6

Word	Sentence	Text	Punctuation
Difference between formal and informal vocabulary and structures	- Use of the passive to affect the presentation of information in a sentence e.g. - explore how the passive can be used to gain support of an audience without dictating who should be responsible for making that action happen, therefore making the action seem less daunting, for example, <i>'the invaders must be stopped'</i> - consider how the alternative version (in the active voice) might not be so effective in harnessing the support of the audience, for example, 'we (or 'you') must stop the invaders' - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he? or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech], e.g. If I were prime minister, I would...friend, isn't he? or the use of subjunctive forms such as <u>If I were</u> or <u>Were they to come</u> in some very formal writing and speech], e.g. If I were prime minister, I would...	- Use of a wider range of cohesive devices to link ideas across paragraphs - repetition of a word or phrase - use of a wider range of adverbials - ellipsis - Apply persuasive skills in a range of contexts/ structures - Vary and manage paragraphs in a way that support whole structure of the text e.g. single sentence paragraphs to secure an argument, movement of focus from the general to the specific	- Use of semi-colon, colon or dash to mark the boundary between independent clauses - Use of bullets, colons & semicolons to punctuate lists

Discussion Texts



Generic structure	Language features	Knowledge for the writer	Key elements to achieve progression
- The most common structure includes: - a statement of the issues involved and a preview of the main arguments; - arguments for, with supporting evidence and examples; - arguments against or alternative views, with supporting evidence and examples. - Another common structure presents the arguments 'for' and 'against' alternatively. - Discussion texts usually end with a summary and a statement of recommendation or conclusion. - The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided.	- Written in simple present tense as commonly accepted facts. - Generalises the participants and things it refers to using uncountable noun phrases (some people, most dogs), nouns that categorise (vehicles, pollution) and abstract nouns (power). - Uses reinforcing and opposing adverbs to link ideas between sentences and paragraphs (therefore, however, in addition to, as a result of, furthermore). - Generic statements are often followed by specific examples (Most vegetarians disagree. Dave Smith, a vegetarian for 20 years, finds that ...) - Sometimes combined with diagrams, illustrations, moving images and sound to provide additional information or give evidence	- Rhetorical questions often make good titles. (Should everyone travel less to conserve global energy?) - Use the introduction to show why you are debating the issue. (There is always a lot of disagreement about x and people's views vary a lot.) - Make sure you show both/all sides of the argument fairly. - Support each viewpoint you present with reasons and evidence - If you opt to support one particular view in the conclusion, give reasons for your decision. - Don't forget that discussion texts can be combined with other text types depending on your audience and purpose.	- Speaking and listening before reading and writing. - Teacher modelling, scribing and shared writing before children's independent attempt. - Increased understanding by the children of the form and features of discussion writing and then increasing ability to manipulate elements of writing to present a balanced argument, with or without a personal conclusion - Increasing complexity, subtlety, challenge of task (for example, moving from simple for-and-against arguments to those with multiple viewpoints; moving from clear cut issues into those eliciting more subtle differences in views). - Increasing ability to recognise discussion and understand the devices used in the writing of others; in their own writing to discuss effectively as appropriate

Year Group Progression

Year 1			
Word	Sentence	Text	Punctuation
First & third person	- Oral rehearsal of sentence structure - Joining words and joining clauses using 'and'	Sequencing sentences to form short passages	- Separating words with spaces - Use of capital letters and full stops to demarcate sentences - Use of capital letters for names and the personal pronoun 'I'
Year 2			
Word	Sentence	Text	Punctuation
- Formation of nouns using suffixes (ness, -er) - Use of -er and -est in adjectives	- Functions of sentence types: <u>statement</u>, command, exclamation or <u>question</u> - Expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun) – selecting adjectives thoughtfully for additional information they provide. - Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because) e.g. use 'because' to extend reasoning, for example, 'I think that the wolf is naughty because he scares the little pigs'.	Correct choice and use of present tense throughout writing, presenting information as commonly accepted facts.	- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences - Commas to separate items in a list - Apostrophes for singular possession
Year 3			
Word	Sentence	Text	Punctuation

- Formation of nouns using a range of prefixes (super-, anti-, auto-) - Use of 'a' or 'an' according to whether the next word starts with a vowel	- Use of prepositions (<i>during, in, because of, before, after</i>), adverbs (<i>next, soon, therefore</i>) and conjunctions (<i>when, while, after, because, soon, while</i>) to express time and cause - Formation of subordinate clauses using subordinating conjunctions - Use of rhetorical questions	- Introduce paragraphs as a way to group related information, e.g. - write an introduction to show why you are debating the issue, for example, 'There is always a lot of disagreement about x and people's views vary a lot.' - group arguments for and arguments against in separate paragraphs - Use of subheadings <i>e.g. use headings to present arguments for and arguments against</i>	Use of inverted commas to punctuate direct quotes
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Year 4

Word	Sentence	Text	Punctuation
- Standard forms of English verb inflections (<i>we were rather than we was, I did rather than I done</i>) - Use of articles (a, an, the) and possessive pronouns (my, his, her, their etc) as determiners	- Use of a wider range of subordinating conjunctions - Use of preposition phrases, subordinate clauses and noun phrases as fronted adverbials to indicate time, place, manner or frequency - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases <i>e.g. 'most people with a reasonable knowledge of the subject...'; 'all dogs with a history of violence...'; 'all the sporty girls in the class...'</i>	- Use of paragraphs to organise ideas around a theme e.g. consider different sides of an argument, presenting them in separate paragraphs, and decide on a course of action/personal stance, summarising reasons in a final paragraph - Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition, e.g. use a range of nouns referring to the same subject <i>e.g. many dog- owners</i>	Use of commas after fronted adverbials <i>e.g. use connecting adverbs/adverbials to present further justification of a point of view, for example, furthermore, in addition, also Apostrophes for plural possession</i>

		<i>argue that...they go onto state that...these animal lovers also make the point that...</i>	
Year 5			
Word	Sentence	Text	Punctuation
- Converting nouns or adjectives into verbs using suffixes (-ate, ify, -ise) - Verb prefixes (dis-, de-, mis-, over-, re-)	- Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun <i>e.g. follow generic statements with more specific examples, for example, 'There are those however who disagree. Mr T Rexus, who is a well-respected palaeontologist, has argued instead that...'</i> - Indicating degrees of possibility using adverbs [for example, perhaps, surely] <i>e.g. use adverbs of possibility to help express a personal opinion in the final paragraph, for example, 'With the growing amount of evidence in this area, perhaps now is the time to accept the argument that...'</i>	- Devices to build cohesion within a paragraph (then, after, that, this, firstly) - Use of adverbs of time (soon, later, after), place (nearby) and number (secondly) to link ideas across paragraphs - Tense choice to link ideas (he had seen her before) - Use of correlating conjunctions	- Brackets, dashes and commas to indicate parenthesis - Use of commas to clarify meaning or avoid ambiguity
Year 6			
Word	Sentence	Text	Punctuation
- Difference between formal and informal vocabulary and structures - Formal verb inflections	- Use of modal verbs to indicate degree of certainty Use of the passive voice - Use of subjunctive form	Use of a wider range of cohesive devices to link ideas across paragraphs e.g. build and use a range of connecting adverbs to move between opposing views, for example, on the other hand, in	Use of the semi-colon, colon and dash to mark the boundary between independent clauses e.g. use colons to: introduce questions for discussion, <i>for example, 'the pressing issue now is: what should happen to....?'</i>; introduce a quotation to support a

		contrast, alternatively, conversely, on the contrary, in opposition. ○ repetition of a word or phrase ○ use of a wider range of adverbials ○ ellipsis • Paired arguments vs grouped arguments	viewpoint, for example, <i>'supporters of this view often refer to the well-known proverb: 'treat others as you would wish to be treated'; to prepare the reader for a revelation of the author's opinion in the final paragraph, for example, 'The final conclusion is therefore clear in my mind: animal testing must be banned immediately'.</i>
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Non-Chronological Report

Generic structure	Language features	Knowledge for the writer	Key elements to achieve progression
- In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes: - an opening statement, often a general classification (Sparrows are birds); - sometimes followed by a more detailed or technical classification (Their Latin name is ...); - a description of whatever is the subject of the report organised in some way to help the reader make sense of the information: - its qualities (Like most birds, sparrows have feathers.); - its parts and their functions (The beak is small and strong so that it can ...); - its habits/behaviour/uses (Sparrows nest in ...).	- Often written in the third person and present tense. (They like to build their nests ... It is a cold and dangerous place to live.) - Sometimes written in the past tense, as in a historical report. (Children were poorly fed and clothed and they did dangerous work.) - The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing. (Sparrows are found in ... Sharks are hunted ... Gold is highly valued ...) - Tends to focus on generic subjects (Dogs) rather than specific subjects (My dog Ben). - Description is usually an important feature, including the language of comparison and contrast. (Polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal.) Description is generally used for precision rather than to create an emotional response so imagery is not heavily used.	- Plan how you will organise the information you want to include, - e.g. use paragraph headings, a spidergram or a grid. - Gather information from a wide range of sources and collect it under the headings you've planned. - Consider using a question in the title to interest your reader (Vitamins – why are they so important?). - Try to find a new way to approach the subject and compose an opening that will attract the reader or capture their interest. Use the opening to make very clear what you are writing about. - Include tables, diagrams or images (e.g. imported photographs or drawings) that add or summarise information. - Find ways of making links with your	- Speaking and listening preceding reading and writing. - Teacher modelling, scribing and shared writing before children's independent attempt. - Increased understanding by the children of the form and features of the text type and then increasing ability to manipulate elements of various text-types to fulfil a writing purpose. - Increasing complexity, such as length, obscurity of task, adding additional features such as diagrams. - Increasing ability to evaluate texts and their own work.

Year Group Progression

Year 1			
Word	Sentence	Text	Punctuation
• Use of regular plural noun suffixes • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • Use of the prefix un- to change the meaning of verbs and adverbs	• Oral rehearsal of sentence structure • Joining words and joining clauses using 'and' and 'because' • Third person	• Sequencing sentences to form short passages	• Separating words with spaces • Use of capital letters and full stops to demarcate sentences • Introduction of question marks and exclamation marks • Use of capital letters for names and for the personal pronoun I
Year 2			
Word	Sentence	Text	Punctuation
• Formation of nouns using suffixes (-ness, -er) • Formation of adjectives using suffixes (-ful, -less) • Use of -er and -est in adjectives • Formation of nouns by compounding • Identify the use of factual adjectives to give significant detail, often clarifying colour, position or size e.g. scaly bodies • Explore the inappropriateness of 'empty' adjectives which do not help the reader to learn more about the topic e.g. pretty wings	• Functions of sentence types: statement, command, exclamation or question (rhetorical) • Expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun) • Collect and use examples of noun phrases to generalize <i>e.g. most butterflies, some insects, all hedgehogs</i>, and consider their meaning • Explore the difference between proper nouns and general nouns, and identify their use in this text type • Use of collective nouns • Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because)	• Correct choice and use of present tense or past tense throughout writing • Headings to aid presentation	• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Explore the use of capitalisation for common and proper nouns in the context of reports, for example, Bees belong to a larger family of insects known as Apoidea. • Commas to separate items in a list • Apostrophes for singular possession

Year 3

Word	Sentence	Text	Punctuation
• Use of 'a' or 'an' according to whether the next word starts with a vowel • Use of 'a' or 'an' according to whether the next word starts with a vowel • Word families based on common words showing how words are related in form and meaning	• Use of prepositions (instead of, because of) adverbs (therefore, however) and conjunctions (also, consequently, likewise,) to express cause and place • Use of preposition phrases as adverbials to express cause or place • Collect and use examples of prepositional phrases to clarify physical features, for example, Ants do not have lungs. They have tiny holes all over their body which they breathe through. • Include exploration of prepositions to clarify position, for example, Ants build their mounds in sand or soil. • Include exploration of similes (using 'as' and 'like') and consider how these are used to specify rather than for literary effect, for example, ○ <i>Bees have tubes instead of mouths. The tube is like a straw.</i> ○ <i>A polar bear's nose is as black as a piece of coal.</i> • Use of subordinating conjunctions as adverbials to express cause • Formation of subordinate clauses using subordinating conjunctions <i>Note the lack of use of 'adverbs of time' in this text type, drawing attention to the difference between recounts (which are structured chronologically) and non-chronological reports</i>	• Use of present perfect verb form – <i>Hedgehogs have lived in this area for many years</i> • Introduce paragraphs as a way to group related information e.g. <i>organise information about a topic into obvious groupings, for example, appearance, feeding habits etc</i> • Headings and sub headings to aid presentation	• Consolidation of all KS1 punctuation

Year 4

Word	Sentence	Text	Punctuation
- Standard forms of English verb inflections (we were rather than we was, I did rather than I done) - Draw attention to importance of subject verb agreements e.g. family is....., people are... Use of articles (a, an, the) and possessive pronouns (my, his, her, their etc) as determiners Note how writing often moves from general to more specific detail, exploring how determiners are used to indicate this shift in focus e.g. Dogs have an exceptional sense of smell. A dog can pick up a scent from a significant distance away. The (breed of dog) is known to have the most sensitive sense of smell.	- Use of a wider range of subordinating conjunctions (<i>although, however, despite, therefore</i>) Explore how subordination and coordination can help the writer move from the general to the more specific within one sentence, for example, <i>Most bees are black or grey, but/however some are bright red, yellow or metallic green.</i> - Use of preposition phrases and subordinate clauses as fronted adverbials to indicate place, manner or frequency - Fronted adverbials e.g. collect and use a range of adverbials that can be used to draw similarities, for example, <i>'Like most birds, swallows like to...'; 'As well as honeybees, ...'; 'On the whole,...'; 'Just like honeybees, bumble bees like to...'</i> - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. continue building banks of noun phrases used to generalise (see year 2)	- Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition - Use of paragraphs to organise ideas around a theme e.g. begin to explore more subtle paragraph breaks, or paragraph breaks within headed sections of reports and consider how the author organised the information	- Use of commas after fronted adverbials - Apostrophes for plural possession

Year 5

Word	Sentence	Text	Punctuation
- Converting nouns or adjectives into verbs using suffixes (-ate, ify, -ise) - Verb prefixes (dis-, de-, mis-, over-, re-)	- Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun - explore how noun phrases are most commonly expanded using the pronouns 'which' and 'that' in this text type, for example, They have a long thin proboscis which is inserted into small flowers, such as Primroses, to drink nectar. - explore the impact on clarity when these relative clauses are omitted - Fronted adverbials e.g. collect and use a range of adverbials that can be used to draw similarities and differences	- Devices to build cohesion within a paragraph (then, after, that, this, firstly) - Use of adverbials of place (nearby) and number (secondly) to link ideas across paragraphs - Use of addition, reinforcing and opposing adverbs - Indicating degrees of possibility using adverbs e.g. explore the use of adverbs and adverbials to provide generalised information (these can provide a 'get-out clause' for the writer), for example, usually, commonly, mostly	- Brackets, dashes and commas to indicate parenthesis e.g. explore when the author chooses to parenthesise information using brackets and when the author uses a dash/comma instead and draw generalisations from this - Explore when commas are used to parenthesise relative clauses and when they are not - Use of commas to clarify meaning or avoid ambiguity

Year 6

Word	Sentence	Text	Punctuation
- Difference between formal and informal vocabulary and structures - Formal verb inflections	Use of the passive to affect the presentation of information in a sentence e.g. explore how the passive can be used to: avoid personalisation; avoid naming the agent of a verb; add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing, for	- Use of a wider range of cohesive devices to link ideas across paragraphs - repetition of a word or phrase - use of a wider range of adverbials - ellipsis	- Use of semi-colon, colon or dash to mark the boundary between independent clauses - Use of bullet points, semi-colons & colons to punctuate lists - Use of the semi-colon, colon and dash to mark the boundary between independent clauses, for example, explore how the colon can be used to create different effects

	example, <i>Sparrows are found in ... Sharks are hunted ... Gold is highly valued</i> • Use of subjunctive form	• Use of a range of layout devices to structure text ○ headings & subheadings ○ columns & bullet points ○ tables & diagrams	○ To lead the reader to a revelation of information e.g. <i>The relationship between these eco-systems is complex: each depends on the survival of the other. There is a major advantage to this feature: it allows the...</i> ○ To introduce a quote/motto e.g. <i>There is an old, muchloved saying: 'A dog is a man's best friend.'</i>
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Recounts

Generic structure	Language features	Knowledge for the writer	Key elements to achieve progression
• Orientation/ introduction such as scene-setting or establishing context • An account of the events that took place, often but not always, in chronological order. This will often include direct quotes or reported speech; • some additional detail about each event; • Reorientation, e.g. a closing statement/ conclusion that may include elaboration. • Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time but these strategies are more often used in fiction recounts.	• Usually written in the past tense. Some parts may use present tense. o • Events being recounted may have a chronological order so sequencing adverbs are common (then, next, first, afterwards, just before that, at last, meanwhile). • The subject of a recount tends to focus on individual or group participants or an event (third person: they all shouted, she crept out, it looked like an animal of some kind). • Reported speech or direct quotes may be used. These can include the use of perfect and progressive verb forms	• Plan how you will organise the way you retell the events. You could use a timeline to help you plan. • Details are important to create a recount rather than a simple list of events in order. Try using When? Where? Who? What? Why? questions to help you plan what to include. • Decide how you will finish the recount. You'll need a definite ending, perhaps a summary or a comment on what happened (I think our school trip to the Science Museum was the best we have ever had). • Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when? • Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, impersonal when writing a news report, informal, personal language to tell your friends about something funny that happened to you.)	• Speaking and listening preceding reading and writing • Teacher modelling, scribing and shared writing before children's independent attempt. o increased understanding by the children of the form and features of the text type and then increasing ability to manipulate elements of various text-types to fulfil a writing purpose • Increasing complexity, such as length, obscurity of task, adding additional features such as diagrams • Increasing ability to evaluate texts and their own work

Year Group Progression

Year 1			
Word	Sentence	Text	Punctuation
Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun	- Oral rehearsal of sentence structure - Joining words and joining clauses using 'and' and 'because' - First person	Sequencing sentences to form short passages	- Separating words with spaces - Use of capital letters and full stops to demarcate sentences - Use of capital letters for names and the pronoun I
Year 2			
Word	Sentence	Text	Punctuation
Formation of nouns by compounding	- Functions of sentence types: statement, command, exclamation or question - Expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun) e.g. experiment with expanding noun phrases to provide factual detail for the reader, for example, old toys, large room, enormous machines - Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because) - First & third person - Subject/ verb agreements	- Correct choice and use of present tense or past tense throughout writing - Use of past progressive form to report events - Use of present progressive in direct speech	- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. explore the use of capitalisation for proper nouns used in recount texts, for example, - Butterfly Village, Merton, Chaucer Centre - Use commas to separate items in a list e.g. explore how commas are used to separate adjectives in lists, for example, a tall, grand building - Apostrophes for singular possession

Year 3

Word	Sentence	Text	Punctuation
- Formation of nouns using a range of prefixes (super-, anti-, auto-) - Use of 'a' or 'an' according to whether the next word starts with a vowel	- Use of prepositions (during, in, because of, before, after), e.g. provide further detail through giving examples beginning with 'such as', 'like' e.g. <i>The class learned about lots of new butterflies such as Tortoiseshell and Emperor.</i> - Use of adverbs (next, soon, therefore) and conjunctions (when, while, after, because, soon, while) to express time and cause - Formation of subordinate clauses using subordinating conjunctions - Use of rhetorical questions	- Introduce paragraphs as a way to group related information - explore the content of introductory paragraphs, identifying answers to the questions: What? Who? When? Where? Include this information concisely in own recounts e.g. Last week, class 3c travelled to Butterfly Village to find out more about these fascinating creatures. - Write finishing lines for a final paragraph that indicate the conclusion of the recount, and include a simple summary e.g. The day ended with a talk by a butterfly expert. The whole class enjoyed a great day. - Use of present and past perfect verb forms to reports events or quote direct speech - Headlines and subheadings	Use of inverted commas to punctuate direct quotes

Year 4

Word	Sentence	Text	Punctuation
- Standard forms of English verb inflections (we were rather than we was, I did rather than I done) - Use of articles (a, an, the) and possessive pronouns (my, his, her, their etc) as determiners	- Use of a wider range of subordinating conjunctions Use of prepositions (during, in, because of, before, after), adverbs (next, soon, therefore) - and conjunctions (when, while, after, because, soon, while) to express time and cause Use of subordinate clauses as adverbials to express time and cause - Explore and manage the shift between past and present tense in recounts e.g. present tense to describe on-going events/topics/things, compared with past tense to recount the actual event e.g. Butterfly Village houses a vast array of butterfly species, some of which are very rare (present). Class 4G visited this intriguing attraction last week and were stunned by the number of natural wonders waiting to be discovered there (past).	- Use of paragraphs to organise ideas around a theme: - develop the final paragraph as a way of summarising the event in greater detail, for example, not simply stating the final event in the timeline, but providing an insight into the impact of the event on participants, or offering an insight into the future e.g. 'No doubt, year 5 children will continue to be amazed by this fascinating attraction for years to come.' - support pupils to begin selecting some words and phrases that support the 'theme' of the recount e.g. a positive event will use positive imagery/word choices throughout (to be developed in year 5) - Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition - Headlines and subheadings	- Use of commas after fronted adverbials - Use of inverted commas where speech is preceded by the speaker. Explore how direct speech is used in recount to engage the reader, and explore where the speech is used within the text e.g. as the opening line (draw the reader in immediately); in the conclusion to support summarising, for example, One year 4 pupil summed up the day on behalf of the whole class, 'That was the best school trip ever!' - Apostrophes for plural possession

Year 5			
Word	Sentence	Text	Punctuation
Verb prefixes (dis-, de, mis-, over-, re-)	- Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun - Use of modal verbs to indicate degree of certainty, adverbs of degree - Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency. - Explore the use of reported versus direct speech and compare the effect e.g. reported – for summing up opinions and glossing over detail; direct speech – for impact e.g. sharing a pertinent view or influential quote - Explore the use of personal versus impersonal writing and decide when each is appropriate - Explore the balance of long, complicated sentence constructions within this text type, compared with shorter, simple sentence constructions, noting the need for both - Explore the use of short, simple sentences to summarise; orientate the reader; dramatic impact - Explore the use of longer, complex sentences (with multiple clauses) to convey complex information	- Devices to build cohesion within a paragraph (then, after, that, this, firstly) - Use of adverbs of time (soon, later, after), place (nearby) and number (secondly) to link ideas across paragraphs - Tense choice to link ideas (perfect and progressive forms, simple past & present tense) - Explore recounts where the chronology is indicated by layout, paragraphing and ordering, rather than more obvious chronology words and phrases	- Brackets, dashes and commas to indicate parenthesis - explore how dashes are less commonly used in more formal texts - experiment with moving clauses and phrases around in the text, considering the impact on engaging the reader - Use of commas to clarify meaning or avoid ambiguity
Year 6			
Word	Sentence	Text	Punctuation

• Difference between formal and informal vocabulary and structures	• Use of the passive voice to affect the presentation of information in a sentence , for example, explore how passives can be used to create dramatic cliff hangers e.g. <i>It was at that point that his life was thrown out of control.</i> • Use of subjunctive form for formal speech and structures • Reported speech	• Use of a wider range of cohesive devices to link ideas across paragraphs ○ repetition of a word or phrase ○ use of a wider range of adverbials for effect ○ ellipsis ○ use connectives to create contrast concisely summarising the complexity of certain situations (e.g. of a negative experience with a positive) e.g. His life was sent into turmoil, yet despite all of the uncertainty and danger surrounding him, he managed to stay positive. • Opening and closing lines of paragraphs support movement across the text e.g. The encounter affected him deeply and so he decided to focus his efforts on helping destitute children. In 1870, Barnardo opened his first shelter for homeless boys in Stepney Causeway... • Use of a range of layout devices to structure text ○ headings & subheadings ○ columns & captions	• Use of semi-colon, colon or dash to mark the boundary between independent clauses ○ Explore how colons can be used to increase the impact of key quotations which give an insight into a person's motives and life choices e.g. Throughout her life, her father's words remained with her: 'Reach for the stars!' ○ Explore how colons can be used to lead to a 'big reveal' of a person's actions e.g. It was then that she made her most important decision: she quit university and established her own company.
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Narratives

Year Group Progression

Year 1			
Word	Sentence	Text	Punctuation
Use of the prefix un- to change the meaning of verbs	- Sentences are often written in the third person and past tense e.g. <i>Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed.</i> - Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure 'Story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing.	- Simple narratives are told in first/third person - Simple narratives are told/written in past tense - Events are sequenced to create texts which make sense - The main participants are human or animal - Simple narratives use typical characters, settings and events whether imagined or real	- Full stops - Capitals letters - Finger spaces . - Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! - Question marks can be used to form questions, e.g. <i>I said to Mum can I have a biscuit? Who are you? said the wolf.</i> - Use of the personal pronoun "I" to retell personal narratives eg I went to the park yesterday.
Planning and preparation	- Listen to stories and narrative texts that use the features required for the writing. - Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. - Make plans and props based on the story or narrative that has been shared. - Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc. - Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. - Think, say and write sentences to tell the story or narrative in their own words.		

Year 2

Word	Sentence	Text	Punctuation
- Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc - Verbs should be chosen for effect e.g. walked instead of went, grabbed instead of got etc.	- The past progressive form of verbs can be used, e.g. <i>the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her...</i> - Use of conjunctions e.g. and, so, because, when, if, that, or, but ... to join ideas and enable subordination of ideas. - Adjectives including comparative adjectives are used to aid description and make comparisons, e.g. the troll was big but the eldest Billy Goat Gruff was bigger. - Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases.	- Narratives and retellings are told/ written in first or third person. Personal retellings often use the first person and past tense, e.g. <i>I had tea at my Granny's house on Saturday;</i> - We went to the park after school - Narratives and retellings are told/ written in past tense - Events are sequenced to create texts that make sense. - The main participants are human or animal. They are simply developed as either good or bad characters. - Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed.	- Apostrophes can be used for possession, e.g. <i>Granny's house, baby bear's bed.</i> - Apostrophes to show contraction can be used, e.g. <i>Goldilocks couldn't believe her eyes.</i> - Sentences are demarcated using full-stops, capital letters and finger spaces. - Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! and to form exclamative sentences, e.g. How amazing was that!, What an incredible sight! - Question marks can be used to form questions, including rhetorical questions used to engage the reader.
Planning and preparation	- Listen to stories and narrative texts that use the features required for the writing. - Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. - Make plans and props based on the story or narrative that has been shared. - Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc. - Make use of ideas from reading, e.g. using repetition to create an effect. - Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. - Think, say and write sentences to tell the story or narrative in their own words.		

- Write narratives using their plans.
- Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.
- Reread completed narratives aloud, for example, to a partner, small group or the teacher.

Year 3

Word	Sentence	Text	Punctuation
• Expressive verbs (e.g. shouted/muttered instead of said etc.) • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man),	• Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... • Dialogue begins to be used to convey characters' thoughts and to move the narrative forward. • Adverbs <i>e.g. first, then, after that, finally...</i> are useful for denoting shifts in time and for structuring the narrative. • The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative. • Using prepositions e.g. before, after, during, after, before, in, because of... enables the passage of time to be shown in the narrative and the narrative to be moved on. • Present perfect form of verbs can be used within dialogue or a character's thoughts, <i>e.g. What has happened to us? What have you done? They have forgotten me...</i> • Noun phrases can be used to create effective descriptions, <i>e.g. the deep, dark woods.</i> • Verbs and adverbs should be chosen for effect eg shouted muttered instead of said, angrily/quietly etc to show rather than tell how characters feel and behave • Cohesion can be created, and repetition avoided through the use of nouns and	• Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Events are sequenced to create chronological plots through the use of adverbials and prepositions. • Narratives use typical characters, settings and events whether imagined or real. • Paragraphs are useful for organising the narrative into logical sections, <i>e.g. paragraphs about the setting or characters, or paragraphs used to denote the passage of time.</i> • Headings and subheadings can be used to indicate sections in the narrative, <i>e.g. Chapter 1; How it all began; the story comes to a close... etc</i>	• Inverted commas can be used to punctuate direct speech which allows characters to interact and the story to be developed.

	pronouns e.g. Sammy and John... they... the boys...		
Planning and preparation	• Read stories and narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Make plans that include a limited number of characters and describe a few key details that show something about their personalities. • Compose and rehearse sentences or parts of stories orally to check for sense. • Recognise and use narrative language e.g. On a cold Winter’s day, Dear Diary, And after all that... etc. • Make use of ideas from reading, e.g. using repetition to create an effect. • Try to show rather than tell, for example, show how a character feels by what they say or do. • Write narratives using their plans. • Reread completed narratives aloud, e.g. to a partner, small group. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.		
Year 4			
Word	Sentence	Text	Punctuation
• Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc.	• Descriptions, including those of settings, are developed through the use of adverbials, e.g.in the deep dark woods... • Dialogue is used to convey characters’ thoughts and to move the narrative forward. • The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). • Standard English forms of verb inflections are used instead of local spoken forms, e.g. 'we were' instead of	• Narratives and retellings are written in the first or third person. • Narratives and retellings are written in the past tense, occasionally these are told in the present tense. • Events are sequenced to create chronology through the use of adverbials and prepositions • Narratives use typical characters, settings and events whether imagined or real. • Paragraphs are useful for organising the narrative into logical sections.	• The full range of speech punctuation can be used to indicate dialogue. This allows characters to interact and the story to be developed. • Comma after a fronted adverbial • Apostrophes can be used to indicate plural • possession e.g. The girls’ names, the children’s • mother, the aliens’ spaceship.

	'we was', 'we did that' rather than 'we done that'. • Fronted adverbials can be used e.g. During the night..., in a distant field.... These should be punctuated using a comma. • The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs. • Cohesion can also be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys... • Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. • The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative. • Descriptions can be developed through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition).		
Planning and preparation	• Read narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Make plans that include key events, being sure that all the events lead towards the ending. • Plan a limited number of characters and describe a few key details that show something about their personalities.		

	• Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader. • Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc. • Try to show rather than tell, for example, show how a character feels by what they say or do. • Write narratives using their plans. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers • Reread completed narratives aloud, e.g. to a partner, small group
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Year 5

Word	Sentence	Text	Punctuation
• Converting nouns or adjectives into verbs using suffixes (-ate, ify, -ise) • Verb prefixes (dis-, de-, mis-, over-, re-)	• Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language • Dialogue is used to convey characters' thoughts and to move the narrative forward. • The first/third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). • Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find	• Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use adverbials and prepositions • Layout devices can be used to provide additional information and guide the reader, e.g. Chapter I, How it all began..., The story comes to a close	• Parenthesis can be used to add additional information through the use of brackets, dashes or commas <i>e.g. using brackets for stage instructions in a playscript.</i> • Commas for relative clauses

	the treasure since they started on the quest ... • Adverbials can be used e.g. <i>therefore, however</i> to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly) • Modals can be used to suggest degrees of possibility, e.g. <i>They should never have...If they were careful, the children might be able to...</i> • Adverbs of possibility can be used e.g. <i>They were probably going to be stuck there all night..., they were definitely on the adventure of a lifetime...</i> • Relative clauses can be used to add further information, e.g. the witch, who was ugly and green,...The treasure, which had been buried in a chest... this should include the use of commas when required.		
Planning and preparation	• Read narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Make plans that include key events, being sure that all the events lead towards the ending. Plan a limited number of characters and describe a few key details that show something about their personalities. • Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader • Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc.		

	• Try to show rather than tell, for example, show how a character feels by what they say or do. • Write narratives using their plans. • Show how the main character has developed as a result of the narrative. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. • Read their completed narratives to other children.		
<u>Year 6</u>			
Word	Sentence	Text	Punctuation
• Difference between formal and informal vocabulary and structures	• Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language • Dialogue is used to convey characters' thoughts and to move the narrative forward. • By writing for a specified audience and with a particular purpose in mind, the writer can choose between vocabulary typical of informal speech and that appropriate for formal speech <i>e.g. the battalion traversed the mountain range; the soldiers walked over the mountains.</i> • The passive voice can be used <i>e.g. it was possible that..., the map was given to the children by..., more ingredients were added to the potion etc.</i> • Writers may use conditional forms such as the subjunctive	• Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositions • Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Choose to use repetition or ellipses for effect.	• Colons, semi-colons and dashes can be used to separate and link ideas

	form to hypothesise, e.g. <i>If the children were to get out of this situation..., if only there were a way to solve this problem..., I wished I were somewhere else...etc.</i> • Past perfect progressive forms can be used to indicate specific points in time e.g. the children had been searching... I had been dreaming of riding a unicorn all my life...		
Planning and preparation	• Read narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Make plans that include key events, being sure that all the events lead towards the ending. • Plan a limited number of characters and describe a few key details that show something about their personalities. • Make use of ideas from reading, e.g. using short and long sentences for different effects. • Try to show rather than tell, for example, show how a character feels by what they say or do. • Use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day. • Write narratives using their plans. • Show how the main character has developed as a result of the narrative. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. • Read their completed narratives to other children.		

Poetry Progression

	Poetry Type	Features/examples	Vocabulary progression
Year 1/2 Cycle A	• Free Verse • Haiku • Shape poem/calligram • Riddle	In Year 1, the poetic devices we can use in free verse are: • Couplets • Repetition In Year 2, the poetic devices we can use in free verse are: • Alliteration • Rhyme • Counting syllables • Repetition • Thinking and feeling details The haiku originates from Japan. The mood of a haiku is generally serious, and can relate to many themes, including nature or love. The line structure is as follows: • Line 1: 5 syllables • Line 2: 7 syllables • Line 3: 5 syllables Each line starts with a capital letter. A shape poem usually describes an object. The poem is presented in the shape of the object which it is describing. The layout may either be with the words inside a shape or around the outline of the shape. A riddle describes a noun (usually an object), but does not name it, i.e. it may describe a tiger as striped and furry. Ideas could be extended through use of adjectives to describe each part of the object, or through prepositions.	Rhyming couplets Repetition Line Layout Shape Alliteration Rhyme Syllable Repetition Feeling and details Structure Lines Noun
Year 1/2 Cycle B	• Free Verse • Acrostic Poem	In an acrostic poem, the first letter of each line spells a word. The word is the subject of the poem.	

Year 3/4 Cycle A	• Free Verse • Kennings	In Year 3, the poetic devices we can use in free verse are: • Repetitions • Rhyme • Simile • Rhythm In Year 4, the poetic devices we can use in free verse are: • Simile • Rhythm • Metaphor • Onomatopoeia The kenning is a two-word phrase which describes an object, often using a metaphor to do so. Kenning poems are a type of riddle which use kennings to describe something or someone. Each line consists of one kenning. There is no set number of lines in each verse. The kennings should be ordered within the poem with consideration of the impact on the reader.	Alliteration Rhyme rhythm Syllable Repetition Structure Lines Simile Metaphor Verse
Year 3/4 Cycle B	• Free Verse • Limerick	In Year 4, the poetic devices we can use in free verse are: • Simile • Rhythm • Metaphor • Onomatopoeia A limerick is five lines in length and follows the rhyme scheme AABBA. The line structure is as follows: • Line 1: 7-10 syllables • Line 2: 7-10 syllables • Line 3: 5-7 syllables • Line 4: 5-7 syllables • Line 5: 7-10 syllables	As above Plus onomatopoeia

		The first line usually begins with 'There was a...' and ends with the name of a person or place.	
Year 5/6 Cycle A	• Free Verse • Narrative poem	In Year 5, the poetic devices we can use in free verse are: • Simile • Metaphor • Personification • Structure of author focus • Mood and tone • An awareness of vocabulary choice and poetry from difficult cultures and periods of time In Year 5, a narrative poem could include the following features: • Rhyme • Structure • Archaic language • Hyperbole • Symbolism • Personification • Pathetic fallacy	Personification Author focus Mood Tone Vocabulary choice Culture Archaic language Hyperbole Symbolism Pathetic fallacy

Year 5/6 Cycle B	• Free Verse • Narrative poem	In Year 6, the poetic devices we can use in free verse are: • Simile • Metaphor • Personification • Structure of author focus • Mood and tone • Enjambment • An awareness of vocabulary choice and poetry from difficult cultures and periods of time In Year 6, a narrative poem could include the following features: • Rhyme • Structure • Archaic language • Hyperbole • Symbolism • Personification • Pathetic fallacy • Repetition Year 6 is a consolidation of all poetic devices.	As above plus enjambment
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Transcription progression

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3/4</u>	<u>Year 5/6</u>
Spelling			
Spell words containing 40+ phonemes Spell common exception words Spell days of the week Name the letters of the alphabet Use letter names Prefixes/suffixes: Add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • Using simple spelling rules Write from memory simple sentences dictated by the teachers Segmenting spoken words into individual phonemes and represents phonemes by appropriate grapheme	Segment spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. Spell common exception words Spell more words with contracted forms Possessive apostrophe (singular) [for example, the girl's book] Distinguishing between homophones and near-homophones Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Using simple spelling rules Write from memory simple sentences dictated by the teacher and using the GPCs, common exception words and punctuation taught so far.	Use further prefixes and suffixes and understand how to add them (see NC English Appendix I) Spell further homophones Spell words that are often misspelt (see NC English Appendix I) Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters [for example, knight, psalm, solemn] Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix I Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus.

Handwriting

Sitting correctly at a table holding a pencil comfortably and correctly Forming lower cases letters in the correct direction Forming capital letters Forming digits 0-9 Understanding letter families	Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined (only when they can form letters correctly) Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined Increase the legibility, consistency and quality of their handwriting e.g. - ensuring that the downstrokes of letters are parallel and equidistant - lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	Write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task
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Composition progression

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3/4</u>	<u>Year 5/6</u>
Writing sentences by saying aloud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check it makes sense Discuss what they have written with the teacher or other pupils Reading aloud clearly enough to be heard by other people	Develop positive attitudes and stamina. Write about: - narratives about personal experiences and those of others (real and fictional) - real events - poetry - different purposes Consider what they are going to write before beginning by: - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	Plan their writing by: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas Draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors	Plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate - form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and - settings in what pupils have read, listened to or seen performed Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such - choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating - dialogue to convey character and advance the action - precising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to

	Read aloud what they have written with appropriate intonation to make the meaning clear. Draw on their reading and wider experiences to influence their writing (vocabulary, grammar, structure). Using drama and role-play to help establish ideas.	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	• guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear
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