**Progression in genres: Instruction writing**

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| --- | --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** | **Punctuation** |
| **Nursery/**  **Reception** | * Based on a real experience, discuss instructions for a known activity * Make a text map to show the process/ right order. * Use the map to learn and retell instructions * Use shared writing to invent new instructions, making changes to the known map. * Include a title. | * Use numbers or time conjunctions * Use short, clear direct sentences | 1, 2, 3  First  Next  After | * Imperative (bossy) language e.g. *Put the flour in the bowl, then add some water, mix them together* etc. | * Use spaces to separate words * Model how to use full stops * Model how to use capital letters for the start of sentences. |
| **Year 1** | * Ideas grouped in sentences in time sequence * Written in the imperative e.g. *sift the flour* * Use of numbers to signal order | * Simple conjunctions used to construct simple sentences e.g. *and, but, then, so* * Imperative verbs start sentences e.g. *spread, slice, cut* * Sentences do not include pronouns and are written impersonally | 1, 2, 3, 4, 5  First  Next  After | * Nouns: what a noun is * Regular plural nouns with ‘er’ * Use imperative ‘bossy’ verbs * Use third person, first person, singular * Ending added to verbs where there is change to root. * Simple past ‘ed’ * Adjectives: add ‘er’ and ‘est’ to adjectives where no change is needed to root word. * Conjunctions: time and coordinating (join words and sentences using and/then) * Use simple present tense. | * Use spaces to separate words * Begin to use full stops * Begin to use exclamation * marks * Capital letters for the start of sentence, names, personal pronouns * Read words with contractions |
| **Year 2** | * A goal is outlined – a statement about what is to be achieved. * Written in sequenced steps to achieve the goal. * Diagrams and illustrations are used to make the process   clearer | * Imperative verbs are used to begin sentences * Use simple adverbs e.g. *slowly, quickly* * Use simple noun phrases e.g. *long stick* | First of all  To start with  Firstly  Lastly  Finally  Carefully  Gently  Slowly  Softly | * Nouns: form nouns using suffixes and compounding * Expanded noun phrases for description * Add ‘es’ to nouns * Progressive form of verbs in the past and present tense * Add ‘es’, ‘ed’ and ‘ing’ to verbs * Add ‘er’ and ‘est’ to adjectives where change is needed to root word * Conjunctions: use subordination – *when,,if, that, because AND* coordination – *or, and, but* * Tense: correct and consistent use of past and present tense * Adverbs: : ‘ly’ added to adjective to form adverb. | * Use spaces that reflect the size of the letters * Use full stops correctly * Use question marks correctly * Use exclamation marks * correctly * Use capital letters correctly * Apostrophes for contractions * Possessive apostrophes for singular nouns * Commas to separate items in a list |

**Progression in genres: Instruction writing**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** | **Punctuation** |
| **Year 3** | * A set of ingredients and equipment needed are outlined clearly * Organised into clear points denoted by time | * Simple sentences with extra description * Some complex sentences using when, if, as etc. * Adverbials e.g. *when the glue dries, attach the paperclip.* | Afterwards  After that  To begin with  Begin by  Secondly  The next step is to  With a slow movement  With a quick pull  Try to | * Nouns: form nouns using prefixes * Nouns and pronouns used to avoid repetition * Verbs imperative verbs * Present perfect forms of verbs instead of ‘the’ * Adjectives: choose appropriate adjectives to build noun phrases * Adverbs: introduce/revise adverbs * Tense: correct and consistent use of   past and present tense  Conjunctions:   * Time e.g *first, next, finally* * Co-ordinating join words and sentences e.g. *and, yet, but,* or, so, *while* * Causal e.g. *when, so, before, because* | * Introduce possessive   apostrophes for plural nouns   * Introduce inverted commas |
| **Year 4** | * A set of ingredients and equipment needed are outlined clearly * Sentences include precautionary advice e.g. *be careful not to over whisk as….* * Friendly tips/ suggestions are included to heighten the engagement e.g. *the dish is served best with a dash of…* | * Variation in sentence   structures e.g. *While the pastry cooks… As the sauce thickens…*   * Include adverbs to show how often e.g. f*requently, rarely.* | Continue by…  Carry on…  Do this until…  Stop when…  When you have done this…  Try not to…  Avoid… | * Nouns: nouns and pronouns used for clarity and cohesion. * Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. * Verbs: imperative * Standard English forms for verbs * Use a wide range tense * Adverbs: fronted adverbials, use a comma after them * Be introduced to the term determiners and use them appropriately in their writing.   Conjunctions:   * Time e.g *first, next, finally* * Co-ordinating join words and sentences e.g. *and, yet, but,* or, so, *while* * Causal e.g. *when, so, before, because* | * Apostrophe to mark singular and plural possession * Commas after fronted adverbials * Use inverted commas and other punctuation to indicate direct speech |

**Progression in genres: Instruction writing**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** | **Punctuation** |
| **Year 5** | * Consolidate work from   previous learning   * Can write accurate instructions for complicated processes * Can write imaginative * instructions using flair and humour. | * Sentence length varied e.g. short/long * Wide range of subordinate conjunctions e.g. *whilst, until, despite* | Don’t forget to…  Be careful of…  Don’t worry about…  Concentrate on…  At this point… | * Nouns: locate and identify expanded   noun phrases   * Verbs: use modal verbs * Prefixes for verbs; dis, de, mis, over * Adjectives: convert adjectives using suffixes; ate, ise, ify * Choose appropriate adjectives * Conjunctions: use a wide range of   conjunctions   * Tense: change tense according to features of the genre * Adverbs: fronted adverbials, use a comma after them * Using the perfect form of verbs to mark relationships of time and cause * Use adverbials of time, place and number | Consolidate all previous learning   * Use brackets, dashes or commas for parenthesis * Use commas to clarify meaning * Use apostrophes correctly and with further confidence |
| **Year 6** | Consolidate work from previous learning | * Modifiers are used to intensify or qualify e.g. *insignificant amount, exceptionally* * Sentence length and type   varied according to purpose   * Fronted adverbials used e.g. *if the temperature gets too high…* * Complex noun phrases used to add detail e.g. *The golden pastry can be decorated with smaller pastry petals* * Prepositional phrases used cleverly e.g. *In the event of overcooking…* | Whilst that is…  Focus on…  Try to make sure that…  When you do, don’t…  I would suggest…  Many people at this stage… | * Nouns: expanded noun phrases to   convey complicated information concisely   * Verbs: use modal verbs * Prefixes for verbs; *dis, de, mis, over* * Convert adjectives into verbs using suffixes; ate, ise, ify * Adjectives: choose appropriate adjectives * Use a wide range of conjunctions * Tense: change tense according to   features of the genre   * Adverbs: link ideas across a text using   cohesive devices such as adverbials | Use a wide range of punctuation throughout.   * Colons to introduce lists * Semi-colons within lists * Bullet points to list information |

**Progression in genres: Recount writing**

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| --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** |
| **Nursery/**  **Reception** | * Imitation: learn and retell simple  recounts based on real experiences  that all children in the class have  shared. * Using maps and props, adapt model(s) to retell other experiences in  sequence. | * Use complete sentences in sequence. * Use past tense. | First  Next  After  Finally | * Use some simple time conjunctions e.g.  *first, then, after that, finally* |
| **Year 1** | * Ideas grouped together in time   sequence.   * Written in first person. * Written in the past tense. * Focused on individual or group participants e.g. *I, we* | * Simple conjunctions are used to construct simple sentences e.g. and, but, then, so. | First  Next  After  Finally  The best part was  The worst part was  I liked  I didn’t like | * Nouns: what a noun is. * Regular plural nouns with ‘er’ * Verbs: third person, first person singular. * Ending added to verbs where there is change to root. Simple past tense ‘ed’ * Adjectives: add ‘er’ and ‘est’ to adjectives where no change is needed to root word. * Conjunctions: join words and sentences using and/then. * Tense: simple past tense ‘ed’. |
| **Year 2** | * Brief introduction and   conclusion.   * Written in the past tense e.g. *I went... I saw...* * Main ideas organised in groups. * Ideas organised in chronological order using conjunctions that signal time. | * Subject/verb sentences e.g. *He was... They were... It happened...* * Some modal verbs introduced e.g. *would, could, should.* * Use simple adverbs e.g.   *quickly, slowly.*   * Use simple noun phrases e.g. *large tiger.* | Afterwards  After that  When  Suddenly  Just then  Next  Much later  I found it interesting when  I found it boring when  I didn’t expect | * Noun: form nouns using suffixes and compounding. Expanded noun phrases for description. * Add ‘es’ to nouns. * Verbs: progressive form of verbs in the past and present tense. * Add ‘es’, ‘ed’ and ‘ing’ to verbs. * Adjectives: add ‘er’ and ‘est’ to adjectives where no change is needed to root word. * Conjunctions: use subordination – *when, if, that, because* AND coordination – *or, and, but.* * Tense: correct and consistent use of past and present tense. * Adverbs: ‘ly’ added to adjective to form adverb. |

\*Punctuation skills: as per punctuation progression grid

**Progression in genres: Recount writing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** |
| **Year 3** | * Clear introduction. * Organised into paragraphs shaped around key events. * A closing statement to   summarise the overall impact. | * Simple sentences with extra description. * Some complex sentences using *when, if, as* etc. * Consistent use of tense * Use modal verbs e.g. *can, will* * Adverbials e.g. *When we arrived, the tour guide gave us a chocolate bar.* | Last week  During our school trip  Soon  Meanwhile  To begin with  I was pleased that  I didn’t expect that  It was difficult to | * Nouns: form nouns using prefixes. * Nouns and pronouns used to avoid repetition. * Verbs: oresent perfect forms of verbs instead of ‘the’ * Adjectives: choose appropriate adjectives. * Conjunctions: express time and cause (*when, so, before, after, while, because, then, next, soon*) * Tense: correct and consistent use of past and present tense. * Adverbs: introduce/revise adverbs. |
| **Year 4** | * Clear introduction and conclusion. * Links between sentences help to navigate the reader from one idea to the next. * Paragraphs organised correctly around key events. * Elaboration is used to reveal the writer’s emotions and responses. | * Variation in sentence structures e.g. *While we watched the sea lion show...* * Use embedded/relative clauses e.g. *Penguins, which are very agile,* * Include adverbs to show how often e.g. *additionally, frequently, rarely.* * Sentences build from a general idea to more specific. * Use emotive language to show personal response e.g. *fabulous, showcase inspired me* | Later on...  Before long...  At that very moment...  At precisely...  When this was complete...  I was gripped by...  I felt overwhelmed when...  I was personally affected by...  This has changed how I feel about... | * Noun: nouns and pronouns used for clarity and cohesion. * Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. * Verbs: Standard English forms for verbs. * Adjectives: choose appropriate adjectives * Conjunctions * Use a wide range of conjunctions. * Tense: correct use of past and present tense. * Adverbs: know what an adverbial phrase is. * Fronted adverbials: use a comma after a fronted adverbials. |

\*Punctuation skills: as per punctuation progression grid

**Progression in genres: Recount writing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** |
| **Year 5** | * Developed introduction and conclusion including elaborated personal response. * Description of events are detailed and engaging. * The information is organised chronologically with clear signals to the reader about time, place and personal response. * Purpose of the recount an experience revealing the writer’s perspective. | * Sentence length varied e.g short/long. * Active and passive voice used deliberately to heighten engagement. e.g. *Giraffes left the enclosure.* * Wide range of subordinate conjunctions e.g. *whilst, until, despite.* | As it happened  As a result of  Consequently Subsequently  Unlike the rest of the group, I  felt...  In a flash...  Presently  Meanwhile  In conclusion  The experience overall.. | * Nouns: lLocate and identify expanded noun phrases. * Verbs: use modal verbs. * Prefixes for verbs; *dis, de, mis, over* * Convert adjectives in verbs using suffixes; *ate, ise, ify.* * Adjectives: choose appropriate adjectives * Conjunctions: use a wide range of conjunctions. * Tense: change tense according to features of the genre. * Adverbs: know what an adverbial phrase is * Use fronted adverbials * Use a comma after fronted adverbials. * Use adverbials of time, place and Number e.g. *early one day, in the deepest part of the wood, twice a year…* |
| **Year 6** | * The report is well constructed and answers the reader’s questions. * The writer understands the impact and thinks about the effect/response. * Information is prioritised   according to importance. | * Verb forms are controlled and precise e.g. *It would be*   *regrettable if the wild life funds ended.*   * Modifiers are used to intensify or qualify e.g. *insignificant amount, exceptionally* * Sentence length and type varied according to purpose. * Fronted adverbials used to clarify writers position e.g. *As a consequence of…* * Complex noun phrases used to add detail e.g. *The fragile eggs*   *are slowly removed from the*  *large mother hen.*   * Prepositional phrases used cleverly e.g. *In the event of a fire…* * Understand and use shifts in sentence structure to reflect a change in formality. | They are unusually  They are rarely  They are never...  They are very...  Generally  Be careful if you  Frequently they...  I will attempt to...  This article will frame...  It can be difficult to...  Each paragraph...  More than half  Less then half... | * Noun: expanded noun phrases to convey complicated information concisely. * Verbs: use modal verbs. * Prefixes for verbs; *dis, de, mis, over* * Convert adjectives in verbs using suffixes; *ate, ise, ify.* * Adjectives: choose appropriate adjectives * Conjunctions: use a wide range of conjunctions. * Tense: change tense according to features of the genre. * Adverbs: link ideas across a text using cohesive devices such as adverbials. * Understand and use shifts in vocabulary to reflect a change in formality e.g. when quoting. |

\*Punctuation skills: as per punctuation progression grid

**Progression in genres: Non-chronological report writing**

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| --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** |
| **Nursery/**  **Reception** | * Learn and retell simple information texts based on real experience. * Use shared writing to create one. * Use a title and simple introductory topic sentence. * List and extend points. * Use a personal conclusion: *We have a toy tractor…* * Make shared writing into big books, reading walls etc. * Children make individual books on topics of special interest to read independently and share. | * Emphasise use of classifying words and phrases e.g. *Some cars are red…, All cars have steering wheels,* | and  but  so | * Develop a repertoire of generalising and classifying terms: *most some, a few, every, always, sometimes, never etc.* * Practise using these words/phrases: on washing lines, word walls etc. and use the terminology frequently when talking to the children in other contexts, to internalise and reinforce it. * Use complete sentences with correct punctuation and simple conjunctions *and, so, but etc.* to join and add information |
| **Year 1** | * Ideas grouped together for   similarity.   * Attempts at third person   Writing e.g. *The man was run over.*   * Written in the appropriate   Tense e.g. *Sparrow’s nest... Dinosaurs were...* | * Simple conjunctions are used to construct simple sentences e.g. *and, but, then, so.* | \_\_\_\_ are...  \_\_\_\_ is...  They are...  The different...  This is a \_\_\_  There are \_\_\_  These can be grouped\_\_\_ | * Noun: what a noun is. * Regular plural nouns with ‘er’ * Verbs: Third person, first person singular. * Ending added to verbs where there is change to root. * Simple past tense ‘ed’ * Adjectives: add ‘er’ and ‘est’ to adjectives where no change is needed to root word. * Conjunctions: join words and sentences using and/then. * Tense: simple past tense ‘ed’. |
| **Year 2** | * Brief introduction and conclusion. * Written in the appropriate tense e.g. *Sparrow’s nest... Dinosaurs were... .* * Main ideas organised in   groups. | * Subject/verb sentences e.g. *He was... They were...* * Some modal verbs introduced e.g. *would, could,.* * Use simple adverbs e.g. *quickly, slowly.* * Use simple noun phrases e.g. *large tiger.* | They like to  They can  It can  Like many  I am going to  There are two sorts of  They live in  The \_\_\_ have but the \_\_\_ have | * Noun: form nouns using suffixes and compounding. * Expanded noun phrases for description. * Add ‘es’ to nouns and es’, ‘ed’ and ‘ing’ to verbs. * Verbs: progressive form of verbs in the past and present tense. * Adjectives: add ‘er’ and ‘est’ to adjectives where no change is needed to root word. * Conjunctions: use subordination – when, if, that, because AND coordination – or, and, but. * Tense: correct and consistent use of past and present tense. * Adverbs: ‘ly’ added to adjective to form adverb. |

**Progression in genres: Non-chronological report writing**

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| --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** |
| **Year 3** | * Clear introduction. * Organised into paragraphs shaped around a key topic   sentence.   * Use of sub-headings. | * Simple sentences with extra description. * Some complex sentences using *when, if, as* etc. * Tense consistent e.g. modal verbs: *can, will* * Use adverbials e.g. *When the caterpillar makes a cocoon...* | The following report  They don’t  It doesn’t  Sometimes  Often  Most | * Noun: form nouns using prefixes. * Nouns and pronouns used to avoid repetition. * Verbs: present perfect forms of verbs instead of ‘the’ * Adjectives: choose appropriate adjectives. * Conjunctions: express time and cause (*when, so, before, after, while, because, then, next, soon)* * Tense: correct and consistent use of past and present tense. * Adverbs: introduce/revise adverbs. |
| **Year 4** | * Clear introduction and conclusion. * Links between sentences help to navigate the reader from one idea to the next. * Paragraphs organised correctly into key ideas. * Sub-headings are used to organise information. E.g. *qualities, body parts,behaviour*. | * Variation in sentence structures e.g. *While the eggs hatch female penguins* * Use embedded/relative clauses   e.g. *Penguins, which are very agile, ....*   * Include adverbs to show how often e.g. *additionally, frequently, rarely.* * Sentences build from a general   idea to more specific.   * Use technical vocabulary to show the reader the writer’s expertise. | This report will  The following Information  Usually  Normally  Even though  Despite the fact  As a rule | * Noun: nouns and pronouns used for clarity and cohesion. * Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. * Verbs: Standard English forms for verbs. * Adjectives: choose appropriate adjectives * Conjunctions: use a wide range of conjunctions. * Tense: correct use of past and present tense. * Adverbs: know what an adverbial phrase is. * Use fronted adverbials. * Use a comma after fronted adverbials. * Be introduced to the term determiners and use them appropriately in their writing. |

\*Punctuation skills: as per punctuation progression grid

**Progression in genres: Non-chronological report writing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** |
| **Year 5** | * Developed introduction and conclusion using all the layout features. * Description of the phenomenon is technical and accurate. * Generalised sentences are used to categorise and sort information for the reader. * Purpose of the report is to inform the reader and to describe the way things are. * Formal and technical language used throughout to engage the   reader. | * Sentence length varied e.g   short/long.   * Active and passive voice used   deliberately to heighten  engagement e.g. *The eggs were removed*  *from the beach.*   * Wide range of subordinating conjunctions e.g. *whilst, until, despite.* | As it happened  As a result of  The purpose of this  report/article is to..  The information presented will...  Some experts believe...  This article is designed to  Many specialists consider  Firstly I will...  It can be difficult  \_\_ will enable you to  understand.  Unlike  Despite  Although  Like many | * Noun: locate and identify expanded noun phrases. * Verbs: use modal verbs. * Prefixes for verbs; *dis, de, mis, over* * Convert adjectives in verbs using suffixes; *ate, ise, ify*. * Adjectives: choose appropriate adjectives * Conjunctions: use a wide range of conjunctions. * Tense: change tense according to features of the genre. * Adverbs: know what an adverbial phrase is. * Use fronted adverbials. * Use a comma after fronted adverbials. |
| **Year 6** | * The report is well constructed and answers the reader’s questions. * The writer understands the impact and thinks about the response. * Information is prioritised according to importance and a frame of response set up for the reply. | * Verb forms are controlled and precise e.g. *It would be regrettable if the wild life funds ended.* * Modifiers are used to intensify or qualify e.g. *insignificant amount, exceptionally* * Sentence length and type varied according to purpose. * Fronted adverbials used to clarify writer’s position e.g. *As a consequence of their actions...* * Complex noun phrases used to add detail e.g. *The fragile eggs are slowly removed from the large mother hen.* * Prepositional phrases used cleverly e.g. In the event of a fire… * Use passive sentences to affect the presentation of information e.g. *the trees were…* * May use the subjunctive e.g *If you were…* | They are unusually  They are rarely  They are never..  They are very...  Generally  Be careful if you  Frequently they...  I will attempt to...  It can be difficult to...  Each paragraph...  More than half  Less then half... | * Noun: expanded noun phrases to convey complicated information concisely. * Verbs: use modal verbs. * Prefixes for verbs; *dis, de, mis, over*. * Convert adjectives in verbs using suffixes; *ate, ise, ify.* * Adjectives: choose appropriate adjectives * Conjunctions: use a wide range of conjunctions. * Tense: change tense according to features of the genre. * Adverbs: link ideas across a text using cohesive devices such as adverbials. |

\*Punctuation skills: as per punctuation progression grid

**Progression in genres: Letter writing**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** | **Punctuation** |
| **Year 1** | * Ideas grouped in sentences in time sequence. | * Sentences using simple pronouns and conjunctions. | Dear  From  I like/went/saw  It was  My favourite  They were  There was  First  Then  Next  After that  And/but/so/when | * Nouns: what a noun is. * Regular plural nouns with ‘er’ * Verbs: third person, first person singular. * Ending added to verbs where there is change to root. * Adjectives: add ‘er’ and ‘est’ to adjectives where no change is needed to root word. * Conjunctions: join words and   sentences using simple coordination *and, but, so etc*.   * Use conjunctions related to time e.g. first, next etc * Tense: simple past tense ‘ed’. | * Use spaces to separate words. * Begin to use full stops. * Begin to use exclamation marks. * Capital letters for start of sentence, names, personal pronouns. * Read words with contractions. |
| **Year 2** | * Brief introduction and   Conclusion, with a more detailed middle section.   * Written in the past tense. * Main ideas organised in   groups.   * Using sequencing techniques – time related words. | * Some modal verbs e.g. *would, could,* * Use simple adverbs e.g. *yesterday, today*. * Use simple noun phrases e.g. *red shoes* * Use technical vocabulary for accuracy e.g. *siren, valve* * Choose adjectives and similes to add detail and precision e.g*. brass nozzles, as high as…* * Add information using who/which clauses: *The fireman, who showed us his helmet, said…* | And/but/so/when  Dear Mr/Mrs..  Dear Sir/Madam..  Yours Sincerely  Yours  faithfully  Later  Afterwards  After that  Eventually  I would like to...  We felt... | * Nouns: form nouns using suffixes and compounding. * Use expanded noun phrases for description e.g. *the blue butterfly* * Add ‘es’ to nouns. * Verbs: progressive form of verbs in the past and present tense. * Add ‘es’, ‘ed’ and ‘ing’ to verbs. * Adjectives: add ‘er’ and ‘est’ to adjectives where no change is needed to root word. * Conjunctions: subordination e.g. *when, if, that, because* AND coordination e.g. *or, and, but.* * Tense: correct and consistent use of past and present tense. * Adverbs: ‘ly’ added to adjective to form adverb e.g. *happily* | * Use spaces that reflect the size of the letters. * Use full stops correctly. * Use question marks correctly. * Use exclamation marks correctly. * Use capital letters correctly. * Apostrophes for contractions. * Possessive apostrophes for singular nouns. * Commas to separate items in lists. |

**Progression in genres: Letter writing**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** | **Punctuation** |
| **Year 3** | * Clear introduction. * Sequenced points about the visit/issue. * Organised into paragraphs denoted by time/place (topic related sentences). * Some letter layout features included. | * Simple sentences with extra description. * Some complex sentences using *when, if, as* etc. * Tense consistent e.g. modal verbs *can/will* * Adverbials used of time and place e.g. *When they have a problem, Later that day, In the furthest part of the wood…* | While/if/as/when.  I would like to inform you that...  It has come to my  attention that...  Thank you for...  I hope that... | * Nouns: form nouns using prefixes. * Nouns and pronouns used to avoid repetition. * Verbs: present perfect forms of verbs instead of ‘the’ * Adjectives: choose appropriate adjectives. * Conjunctions used to express time and cause *(when, so, before, after, while, because)* * Tense: correct and consistent use of past and present tense. * Adverbs: introduce/revise adverbs. | * Introduce possessive apostrophes for plural nouns. * Introduce inverted commas. |
| **Year 4** | * Clear introduction and conclusion. * Links between key ideas in the letter. * Paragraphs organised correctly into key ideas. * All letter layout features included. * Show how you feel – your emotions and attitudes through well-chosen description. | * Variation in sentence structures, including complex sentences e.g. *While we were at the park... As we arrived...* * Use relative clauses e.g. *Mrs Holt, who was…* * Include adverbs & fronted adverbials, to show how often e.g. *additionally, frequently, rarely.* * Hook the reader:   -add information: *also, additionally, furthermore* -change direction: *but, however, although.*  -conclude and summarise: *finally…, in the end…, at last…* | As I stated earlier...  Referring to...  This is an unfortunate...  It is with regret...  I would be grateful if...  I look forward to hearing  from you in due course. | * Nouns: nouns and pronouns used for clarity and cohesion. * Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. * Verbs: Standard English forms for verbs. * Adjectives: choose appropriate adjectives. * Conjunctions: use a wide range of conjunctions. * Tense: correct use of past and present tense. * Adverbs: know what an adverbial phrase is. * Use fronted adverbials and commas after using one. * Use modal verbs to hint future action or possibilities e.g. *should, would…* * Be introduced to the term determiners and use them appropriately in their writing. | * Apostrophe to mark singular and plural possession. * Commas after fronted adverbials. * Use inverted commas and other punctuation to indicate direct speech. |

**Progression in genres: Letter writing**

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| --- | --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** | **Punctuation** |
| **Year 5** | * Developed introduction and conclusion using all   the letter layout features.   * Paragraphs developed with prioritised information. * Purpose of letter clear and transparent for reader. * Formal language used throughout to engage the reader. | * Sentence length varied e.g * Length e.g. short/long,   − complex sentences to combine information  − Sentences with lists of three to add meaning  − Active and passive voices: the chairs were broken  − Conditional and hypothetical (if…then) sentences e.g.: If we had wanted  − Varied sentence openers…  − Questions and exclamations   * Use a wide range of subordinate conjunctions e.g. *whilst, until, despite.* * Use relative clauses beginning with ‘who’, ‘which’, ‘where’, ‘why’ or ‘whose’ | I appreciate...  Whilst we were waiting...  Your concern...  Until this is resolved...  Despite speaking to…  This is a disgrace...  Unfortunately...  Many other people also...  I am delighted to inform  you that... | * Nouns: locate and identify expanded noun phrases. * Verbs: use modal verbs. * Use prefixes for verbs; dis, de, mis, over, ise, ify. * Convert adjectives into verbs using suffixes; ate, ise, ify. * Adjectives: choose appropriate adjectives * Use a wide range of conjunctions. * Tense: change tense according to features of the genre. * Adverbs: know and use adverbial phrases, including a comma after fronted adverbials * Use adverbials of time, place and number. * Create and use banks of technical vocabulary. * Use pronouns to avoid repetition or ambiguity and to add clarity and cohesion | Consolidate all previous learning.   * Use brackets, dashes or commas for parenthesis * Use commas to clarify meaning |
| **Year 6** | * Write a well-constructed letter that answers the reader’s questions. * The writer understands the impact and thinks   about the response.   * Information is prioritised according to importance and a frame of response set up for the reply. | * Sentence length varied e.g * Length e.g. short/long,   − complex sentences to combine information  − Sentences with lists of three to add meaning  − Active and passive voices: the chairs were broken  − Conditional and hypothetical (if…then) sentences e.g.: If we had wanted  − Varied sentence openers…  − Questions and exclamations   * Use a wide range of subordinate conjunctions e.g. *whilst, until, despite.* * Verb forms are controlled and precise e.g. *It would be helpful if…this will enable us to take*   *further action.*   * Modifiers are used to intensify or qualify e.g. *insignificant*   *amount, exceptionally*   * Fronted adverbials used to clarify writers position e.g. *As a consequence of your actions…* * Use passive sentences to affect the presentation of information e.g. *the trees were…* * May use the subjunctive e.g *If you were…* * Understand and use shifts in sentence structure to reflect a change in formality. | Please do not hesitate to contact me...  An early response would be greatly appreciated...  Please accept my...  I wish to express...  The impact of...  Despite continued  efforts...  Subsequently... | * Nouns: use complex noun phrases used to add detail e.g. *the dilapidated fencing around the enclosure was extremely dangerous.* * Verbs: use modal verbs. * Prefixes for verbs; dis, de, mis, over, ise, ify. * Convert adjectives in verbs using suffixes; ate, ise, ify. * Adjectives: choose appropriate adjectives * Use a wide range of conjunctions. * Tense: change tense according to features of the genre. * Link ideas across a text using cohesive devices such as adverbials. * Create and use banks of technical vocabulary. * Prepositional phrases used cleverly e.g. *In the event of a fire…* * Understand and use shifts in vocabulary to reflect a change in formality e.g. when quoting. | Use a wide range of punctuation throughout the writing.   * Semi-colons, colons and dashes to mark the boundary between independent clauses * Hyphens to avoid ambiguity |

**Progression in genres: Persuasive writing**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** | **Punctuation** |
| **Year 1** | * Ideas are grouped together for similarity. * Write in first person. * Exposure to simple persuasive texts linked to children’s experience with a three-part structure: * A catchy title naming the product /event & an opening sentence or two inviting readers to do something, * A series of positive points to recommend the event/product e.g. You will really like …because:… they are perfect for * A conclusion e.g. so come to… and buy some today. | * Simple conjunctions   are used to construct  simple sentences e.g. *and, but, then, so.* | It was  Brilliant  Best  Exciting  The most…  Super  Fantastic  Great  It will  Now you can  Try | * Nouns: what a noun is. * Regular plural nouns with ‘er’ * Verbs: third person, first person singular. * Ending added to verbs where there is change to root. * Simple past tense ‘ed’ * Adjectives: add ‘er’ and ‘est’ to adjectives where no change is needed to root word. * Conjunctions: join words and sentences using and/then. * Tense: use the simple past tense ‘ed’ | * Use spaces to separate words. * Begin to use full stops. * Begin to use exclamation marks. * Capital letters for start of sentence, names, personal pronouns. * Read words with contractions. |
| **Year 2** | * Brief introduction and conclusion. * Written in past tense. * Exposure to simple persuasive texts linked to children’s experience with a three-part structure: * A catchy title naming the product /event & an opening sentence or two inviting readers to do something, * A series of positive points to recommend the event/product e.g. You will really like …because:… they are perfect for * A conclusion e.g. so come to… and buy some today. * Using sequencing techniques – time related words. | * Subject/verb sentences e.g. I   think... We want   * Some modal verbs   Introduced e.g. *would, could,*   * Use simple adverbs   e.g. *yesterday, today.*   * Use simple noun phrases e.g. *red shoes* * Uses rhetorical questions. * Uses ambitious adjectives to grab the reader’s attention. | The biggest  The greatest  The longest  The tallest  I think that  I believe that Extraordinary  Remarkable | * Nouns: form nouns using suffixes and compounding. * Expanded noun phrases for description. * Add ‘es’ to nouns. * Verbs: use the progressive form of verbs in the past and present tense. * Add ‘es’, ‘ed’ and ‘ing’ to verbs. * Adjectives: add ‘er’ and ‘est’ to adjectives where no change is needed to root word. * Conjunctions: use subordination –   *when, if, that, because* AND Coordination – *or, and, but.*   * Tense: correct and consistent use of past and present tense. * Adverbs: ‘ly’ added to adjective to form adverb. | * Use spaces that reflect the size of the letters. * Use full stops correctly. * Use question marks correctly. * Use exclamation marks correctly. * Use capital letters correctly. * Apostrophes for contractions. * Possessive apostrophes for singular nouns. * Commas to separate items in lists. |

**Progression in genres: Persuasive writing**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** | **Punctuation** |
| **Year 3** | * Consolidate the 3 part structure from Y1/2: * a title to hook reader and capture the topic clearly e.g. Choctastic choco bar – the world’s best! * an introduction which speaks directly to the reader e.g. Have you ever wondered…?, AND uses a topic sentence to make clear what is being promoted e.g. New Chocotastic could be just the… * a main section setting out the key points * Introduce points with a topic sentence * Add information to tempt and entice * Conclusion to round off e.g. *At the end of your visit why not…* * Links made between key ideas in the letter. * Talk directly to the reader (2nd person ‘you’) | * Use simple and compound sentences with extra description. * Some complex sentences using *when, if, as* etc. * Start sentences with verbs e.g. *imagine,* consider, enjoy. * Use persuasive devices:   − informal language: J*oin us for…*  − address the reader directly: *Don’t forget to…*  − Repetition  − Boasting/exaggeration: *The highest wall… The Uk’s first…,*  − Short sentences: *try it now…*  − Rule of three   * Some use of rhetorical questions | Surely  Obviously  Clearly  Don’t you think... Firstly  Secondly  Thirdly  My own view is  My last point is  My final point is  Imagine  Consider  Enjoy | * Nouns: form nouns using prefixes. * Nouns and pronouns used to avoid repetition. * Verbs: present perfect forms of verbs instead of ‘the’ * Adjectives: choose appropriate adjectives to enhance meaning. * Conjunctions used to express time and cause *(when, so, before, after, while, because)* * Tense: correct and consistent use of past and present tense e.g. modal verbs * Adverbs: introduce/revise adverbs. * Use comparatives and superlatives e.g. the best, the most amazing… | * Introduce possessive apostrophes for plural nouns. * Introduce inverted commas. |
| **Year 4** | * Variation in sentence structures and types * Use relative clauses e.g. *The museum, which is…* * Use persuasive devices:   − informal language: J*oin us for…*  − address the reader directly: *Don’t forget to…*  − Repetition  − Boasting/exaggeration: *The highest wall… The Uk’s first…,*  − Short sentences: *try it now…*  − Rule of three− Short sentences: try it now…,  − Rule of three  -Further use of rhetorical questions | I believe that  It seems to me that  It is clear that  Is it any wonder that  Furthermore  As I see it  Tremendous  Implore you to consider  Extremely significant  Inevitably  Finally  In conclusion  In summary | * Nouns: nouns and pronouns used for clarity and cohesion. * Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. * Verbs: Standard English forms for verbs. * Adjectives: choose appropriate adjectives to enhance meaning. * Use a wide range of conjunctions. * Tense: correct use of past and present tense. * Adverbs: know what an adverbial phrase is and use a comma after a fronted adverbial. * Use modal verbs to hint at future action or possibilities e.g. *should, would, could.* * Use comparatives and superlatives e.g. the best, the most amazing… * Be introduced to the term determiners and use them appropriately in their writing. | * Apostrophe to mark singular and plural possession * Commas after fronted adverbials. * Use inverted commas and other punctuation to indicate direct speech. |

**Progression in genres: Persuasive writing**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** | **Punctuation** |
| **Year 5** | Persuasion should be extended across a broader range of areas: historical, contextual (PSHE), environmental etc at this stage.   * Clearly structured text with clearly defined points within each paragraph. * All letter layout features are used when letter writing. | * Ideas should be supported with evidence and justification: *According to… It is now believed…* * Both sides of the argument may be offered: *Some people might state that…,* * Opinions are made, with some made to appear as though factual: *The truth is…, It has been claimed…* * Flattery, overgeneralisation and humour may be used to get the reader on side. * Emotive language used: *traumatising, imagine…* * Rhetorical questions: *Who would believe that…?* * The rule of three used to stress arguments. * Verb forms are controlled and precise e.g. *It would be helpful if* * Modifiers are used to intensify or qualify e.g. insignificant amount, * Sentence length and type varied according to purpose. * Prepositional phrases used cleverly. * Use the passive voice to sound more formal: *It could be said that…* * Use the subjunctive ‘*were’* for the conditional/hypothetical: ‘if we were… (*Year 6 only*) * Understand and use shifts in sentence structure to reflect a change in formality *(Year 6 only)* | It appears that...  There can be no doubt that..  It is critical.. Fundamentally...  How can anyone believe this to be true?  Does anyone really believe that?  As everyone knows  I cite, for example...  I would like to draw your attention to...  I would refer to...  On the basis of the  evidence presented...  Phenomenal  Unique  Unmissable  You will be...  Take a moment to… | * Nouns: identify and use expanded noun phrases to add detail/convey information precisely. * Use modal verbs. * Prefixes for verbs; dis, de, mis, over, ise, ify. * Convert adjectives in verbs using suffixes; ate, ise, ify. * Adjectives: choose appropriate adjectives * Use a wide range of conjunctions.. * Tense: change tense according to features of the genre. * Adverbs: know what an adverbial phrase is. * Use fronted adverbials with commas. * Use adverbials of time, place and number. * Formal language predominantly used throughout to engage the reader. * Where appropriate, be introduced to the shift in formality within texts e.g. when quoting. | Consolidate all previous learning.   * Use brackets, dashes or commas for parenthesis * Use commas to clarify meaning |
| **Year 6** | Persuasion should be extended across a broader range of areas: historical, contextual (PSHE), environmental etc at this stage.   * Clearly structured text with clearly defined points within each paragraph. * All letter layout features are used when letter writing. | It strikes me that  There is no doubt that  I am convinced that  It appears  In my opinion  Surely only a fool would consider  In addition  Furthermore  Moreover  My evidence to  Counter arguments state  Over …% of…agree  3/4 of… believe… | * Nouns: identify and use expanded noun phrases to add detail/convey information precisely. * Use modal verbs. * Prefixes for verbs; dis, de, mis, over, ise, ify. * Convert adjectives in verbs using suffixes; ate, ise, ify. * Adjectives: choose appropriate adjectives * Use a wide range of conjunctions. * Tense: change tense according to features of the genre. * Adverbs: know what an adverbial phrase is. * Use fronted adverbials with commas. * Use adverbials of time, place and number. * Understand and use shifts in vocabulary to reflect a change in formality e.g. when quoting. | Use a wide range of punctuation throughout the writing.   * Semi-colons, colons and dashes to mark the boundary between independent clauses * Hyphens to avoid ambiguity |

**Progression in genres: Biography/Auto-biography writing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** |
| **Year 1** | * Ideas grouped together in time sequence. * Written in first person. * Written in the past   tense.   * Focused on individual or group participants e.g. *I, we* | * Simple conjunctions are used to construct simple sentences e.g.   *and, but, then, so.* | First  Next  After  Finally  When he/she was born...  When he/she was five years old...  An interesting thing about...  A fact about...  He/she will be remembered for... | * Nouns: what a noun is. * Regular plural nouns with ‘er’ * Verbs@ third person, first person singular. * Ending added to verbs where there is change to root. Simple past tense ‘ed’ * Adjectives: add ‘er’ and ‘est’ to adjectives where no change is needed to root word. * Conjunctions: join words and sentences using and/then. * Tense: simple past tense ‘ed’. |
| **Year 2** | * Brief introduction and   conclusion.   * Written in the past   tense e.g. *He went...*  *She travelled*   * Main ideas organised in   groups.   * Ideas organised in   chronological order  using conjunctons that  signal time. | * Subject/verb sentences e.g. *He*   *was... They were... It*  *happened...*   * Some modal verbs introduced   e.g. *would, could, should*.   * Use simple adverbs e.g. *quickly, slowly.* * Use simple noun phrases e.g. *large*   *crowd* | As a child...  As a teenager...  At a young age...  Many years later...  One of the interesting things  about...was...  In my view...  His/Her life was...  I believe...  He/She was  He/She became... | * Nouns: form nouns using suffixes and compounding. Expanded noun phrases for description. * Add ‘es’ to nouns. * Verbs: progressive form of verbs in the past and present tense. * Add ‘es’, ‘ed’ and ‘ing’ to verbs. * Adjectives: add ‘er’ and ‘est’ to adjectives where no change is needed to root word. * Conjunctions: use Subordination – *when, if, that, because* AND Coordination – *or, and, but*. * Tense: correct and consistent use of past and present tense. * Adverbs: ‘ly’ added to adjective to form adverb. |

\*Punctuation skills: as per punctuation progression grid

**Progression in genres: Biography/Auto-biography writing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** |
| **Year 3** | * Clear introduction. * Organised into paragraphs shaped around key events. * A closing statement to summarise the overall impact. | * Simple sentences with extra description. * Some complex sentences using *when, if, as* etc. * Tense consistent e.g. modal verbs *can/will* * Adverbials e.g. *When she arrived*   *at the scene, the doctors told her exactly what happened.* | During his/her early life...  Soon afterwards...  Sometimes he...  Strangely...  One of the most  remarkable facts about...  His/her greatest  achievement was... | * Nouns: form nouns using prefixes. * Nouns and pronouns used to avoid repetition. * Verbs: present perfect forms of verbs instead of ‘the’ * Adjectives: choose appropriate adjectives. * Conjunctions used to express time and cause (when, so, before, after, while, because, then, next, soon) * Tense: correct and consistent use of past and present tense. * Adverbs: introduce/revise adverbs. |
| **Year 4** | * Clear introduction and   conclusion.   * Links between   sentences help to  navigate the reader  from one idea to the  next.   * Paragraphs organised   correctly around key  events.   * Elaboration is used to   reveal the writer’s  emotions and  responses. | * Variation in sentence structures e.g. *While we watched the show...* * Use relative clauses e.g. *Penguins, which are very agile, ....* * Include adverbs to show how often e.g. *additionally, frequently, rarely.* * Sentences build from a general idea to more specific. * Use emotive language to show personal response e.g. *fabulous, showcase, inspired me to....* | In his /her early years...  By the time he/she had...  In his/ her final years...  What is clear is that...  Even though he/she was not popular at the time…  Although feeling ran high…  In many ways it wasn't  until...  He/She might have been...  His/Her one regret was  that... | * Nouns: nouns and pronouns used for clarity and cohesion. * Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. * Verbs: Standard English forms for verbs. * Adjectives: choose appropriate adjectives * Use a wide range of connectives. * Tense: correct use of past and present tense. * Adverbs: know and use adverbial phrases, including a comma after fronted adverbials * Be introduced to the term determiners and use them appropriately in their writing. |

\*Punctuation skills: as per punctuation progression grid

**Progression in genres: Biography/Auto-biography writing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** |
| **Year 5** | * Developed introduction and conclusion including elaborated personal response. * Description of events are detailed and engaging. * The information is organised chronologically with clear signals to the reader about time, place and personal response. * Purpose of the recount   an experience revealing  the writer’s perspective. | * Sentence length varied e.g short/long. * Active and passive voice used deliberately to heighten engagement. * Wide range of subordinate   conjunctions e.g. *whilst, until,*  *Despite.* | In (insert year) at the age of.....he/she...  The time came for...  In his/her later years...  Once he/she had...  Nobody is sure why...  In spite of...  His/Her lasting legacy is that... | * Nouns: locate and identify expanded noun phrases. * Verbs: use modal verbs. * Prefixes for verbs; dis, de, mis, over, ise, ify. * Convert adjectives in verbs using suffixes; ate, ise, ify. * Adjectives: choose appropriate adjectives * Use a wide range of conjunctions. * Tense: change tense according to features of the genre. * Adverbs: know and use adverbial phrases, including a comma after fronted adverbials * Use adverbials of time, place and number. * Use pronouns to avoid repetition or ambiguity and to add clarity and cohesion |
| **Year 6** | * The report is well constructed and answers the reader’s   questions.   * The writer understands   the impact and thinks  about the response.   * Information is prioritised according to importance and a frame of response set up for the reply. | * Verb forms are controlled and precise e.g. *It would be regrettable if the wild life funds come to an*   *end.*   * Modifiers are used to intensify or qualify e.g. *insignificant*   *amount, exceptionally*   * Sentence length and type varied according to purpose. * Fronted adverbials used to clarify writer’s position e.g. *As a consequence of their actions...* * Complex noun phrases used to add   detail e.g. T*he fragile eggs are slowly removed from the*  *large mother hen.*   * Prepositional phrases used cleverly. * Understand and use shifts in sentence structure to reflect a change in formality. | They are unusually They are rarely They are never..  They are very... Generally  Be careful if you  Frequently they...  I will attempt to...  This article will frame...  It can be difficult to...  Each paragraph...  More than half  Less than half... | * Nouns: expanded noun phrases to convey complicated information concisely. * Verbs: use modal verbs. * Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. * Adjectives: choose appropriate adjectives * Use a wide range of conjunctions. * Tense: change tense according to features of the genre. * Link ideas across a text using cohesive devices such as adverbials. * Understand and use shifts in vocabulary to reflect a change in formality e.g. when quoting. |

\*Punctuation skills: as per punctuation progression grid

**Progression in genres: Discussion/Balanced Argument**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** | **Punctuation** |
| **Year 1** | * A title which introduces the discussion e.g. *Should we…* * List the points in favour * List the points against * Conclude with a brief summary. * Written in first person ‘I & We’ * Present tense | * Simple conjunctions   are used to construct  simple sentences e.g.  *and, but, then, so*.   * Simple and compound sentences used to explain points. | but  because  some people like...  some people feel...  some people believe...  other people like...  other people feel...  other people believe... | * Nouns: what a noun is. * Regular plural nouns with ‘er’ * Verbs: third person, first person singular. * Ending added to verbs where there is change to root. * Simple past tense ‘ed’ * Adjectives: add ‘er’ and ‘est’ to adjectives where no change is needed to root word. * Conjunctions: join words and sentences using and/then. | * Use spaces to separate words. * Begin to use full stops. * Begin to use exclamation marks. * Capital letters for start of sentence, names, personal pronouns. * Read words with contractions |
| **Year 2** | * A title which introduces the discussion e.g. *Should we…* * Brief introduction and   conclusion.   * Main ideas organised in   Groups: in favour/against   * Conclude with a brief summary. * Written with an impersonal style. * Written in first person ‘I & We’ * Present tense | * Subject/verb sentences e.g. *He was... They were...* * Some modal verbs introduced e.g. *would, could, should.* * Use simple adverbs e.g. *yesterday, last week* * Use simple noun phrases e.g. *angry mum* * Uses rhetorical questions. * Uses ambitious adjectives to grab the reader’s attention. * Simple and compound sentences used to explain points. | I am going to...  In fact...  It seems...  To sum this up... The opposite view of this is...  Not everyone agrees with this... | * Nouns: form nouns using suffixes and compounding. * Expanded noun phrases for description. * Add ‘es’ to nouns and ‘es’, ‘ed’ and ‘ing’ to verbs. * Verbs: progressive form of verbs in the past and present tense. * Adjectives: add ‘er’ and ‘est’ to adjectives where no change is needed to root word. * Conjunctions: use subordination –   *when, if, that, because* AND coordination – *or, and, but*.   * Use conjunctions for cause and effect *e.g. if, then…* * Adverbs: ‘ly’ added to adjective to form adverb. | * Use spaces that reflect the size of the letters. * Use full stops correctly. * Use question marks correctly. * Use exclamation marks correctly. * Use capital letters correctly. * Apostrophes for contractions. * Possessive apostrophes for singular nouns. * Commas to separate items in lists. |

**Progression in genres: Discussion/Balanced Argument**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** | **Punctuation** |
| **Year 3** | * Clear introduction to interest the reader in the topic. * Points about subject/issue organised into two clear for/against paragraphs. * A reasoned conclusion justified by the arguments. | * Simple sentences with extra description. * Some complex sentences using *when, if, as* etc. * Use of tense is consistent. * Some modal verbs introduced e.g. *would, could, should.* * Use simple adverbs e.g. *yesterday, last week* * Use simple noun phrases e.g. *angry mum* * Uses rhetorical questions. * Uses ambitious adjectives to grab the reader’s attention. * Use relative clauses * Use subordinate clauses | I am going to...  In fact...  It seems...  To sum this up...  The opposite view of this is...  Not everyone agrees with this... | * Nouns: form nouns using suffixes and compounding. * Expanded noun phrases for description. * Add ‘es’ to nouns. * Verbs: progressive form of verbs in the past and present tense. * Add ‘es’, ‘ed’ and ‘ing’ to verbs. * Adjectives: add ‘er’ and ‘est’ to adjectives where no change is needed to root word. * Conjunctions: use subordination –   *when, if, that, because* AND coordination – *or, and, but.*   * Use a wide range of conjunctions for structure: *on the other hand, however* * Tense: correct and consistent use of past and present tense. * Adverbs: ‘ly’ added to adjective to form adverb. | * Use spaces that reflect the size of the letters. * Use full stops correctly. * Use question marks correctly. * Use exclamation marks correctly. * Use capital letters correctly. * Apostrophes for contractions. * Possessive apostrophes for singular nouns. * Commas to separate items in lists. |
| **Year 4** | * Clear introduction to interest the reader in the topic. * Points about subject/issue organised into two clear for/against paragraphs. * A reasoned conclusion justified by the arguments. | * Simple sentences with extra description. * Some complex sentences using *when, if, as* etc. * Tense consistent e.g. modal verbs could/might * Adverbials e.g. *When they have a problem, we played*   *after tea.*   * Start sentences with verbs e.g. *imagine, consider, enjoy*. * Use relative clauses * Use subordinate clauses | I will begin by...  Maybe...  Firstly...  Many people are  concerned that...  I wonder...  Sometimes  It could be  argued that... Therefore...  My overall feeling/ opinion is...  An example of this is....  It is clear that... | * Nouns: nouns and pronouns used for clarity and cohesion. * Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. * Verbs: use Standard English forms. * Adjectives: choose appropriate adjectives. * Use a wide range of conjunctions for structure and cause and effect. * Tense: correct use of past and present tense. * Adverbs: know what an adverbial phrase is. * Use fronted adverbials and commas after one. * Be introduced to the term determiners and use them appropriately in their writing. | * Apostrophe to mark singular and plural possession. * Commas after fronted adverbials. * Use inverted commas and other punctuation to indicate direct   speech. |

**Progression in genres: Discussion/Balanced Argument**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** | **Punctuation** |
| **Year 5** | * Developed introduction stating why you are discussing the issue and conclusion summarising the most valid points. * Paragraphs developed   with prioritised  information, moving from the general to the specific e.g. *all children… one child…*   * Both viewpoints are   transparent for reader.   * Emotive language used   throughout to engage  the reader.   * Views are supported with reasons or evidence. | * Sentence length is varied e.g short/long. * Active and passive voice used   deliberately to heighten engagement e.g. *it could be said…* Wide range of subordinate conjunctions e.g. whilst, until, despite.   * Complex sentences that use well known expressions e.g Because of their courageous efforts, … * Persuasive statements are used to change the reader’s opinion e.g. *you will never need to...* * Address the reader directly: questions, exclamations, speculations. | It strikes me that...  My intention is to...  To do this I will...  It appears to me...  Naturally...  It is precisely because....  Subsequently...  Doubtless...  Nevertheless...  In stark contrast...  Contrary to this position...  Let us consider the impact...  In conclusion...  The evidence presented leads me to conclude...  Equally  Similarly  Another possible reason | * Nouns: identify and use expanded noun phrases. * Verbs: use modal verbs. * Prefixes for verbs; dis, de, mis, over, ise, ify. * Convert adjectives in verbs using suffixes; ate, ise, ify. * Adjectives: choose appropriate adjectives * Use a wide range of conjunctions. * Tense: change tense according to features of the genre. * Adverbs: know and use adverbial phrases, including a comma after fronted adverbials * Use adverbials of time, place and number. * Use indirect, reported speech e.g. *it has been reported that…* | Consolidate all previous learning.   * Use brackets, dashes or commas for parenthesis * Use commas to clarify meaning |
| **Year 6** | * Arguments are well   constructed that  answer the reader’s  questions.   * The writer understands   the impact of the  emotive language.   * Paragraphs developed   with prioritised information, moving from the general to the specific e.g. *all children… one child…*   * Views are supported with reasons or evidence. | * Verb forms are controlled and precise: use the conditional and hypothetical: ‘*if I were’* (subjunctive) * Modifiers are used to intensify or qualify e.g. *insignificant amount, exceptionally* * Sentence length and type varied according to purpose. * Use the passive voice for formality e.g*. it could be said…* * Persuasive statements are used to change the reader’s opinion e.g. *you will never need to...* * Address the reader directly: questions, exclamations, speculations. * Understand and use shifts in sentence structure to reflect a change in formality. | I will present..  Following that I will...  One argument is that...  I would counter this view....  It seems plausible to...  Moreover...  In point of fact...  Even though there has been a long history  The evidence I would use  to support this is...  It surprises me that...  It is my conviction...  Finally I would like to add... | * Nouns: expanded noun phrases to convey complicated information concisely. * Verbs: use modal verbs. * Prefixes for verbs; dis, de, mis, over, ise, ify. * Convert adjectives in verbs using suffixes; ate, ise, ify. * Adjectives: choose appropriate adjectives * Use a wide range of conjunctions. * Tense: change tense according to features of the genre. * Link ideas across a text using cohesive devices such as adverbials. * Use indirect, reported speech e.g. *it has been reported that…* * Understand and use shifts in vocabulary to reflect a change in formality e.g. when quoting. | Use a wide range of punctuation throughout the writing.   * Semi-colons, colons and dashes to mark the boundary between independent clauses * Hyphens to avoid ambiguity |

**Progression in genres: Explanation writing**

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| --- | --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** | **Punctuation** |
| **Year 1** | * Exploration of these text types in real-life situations. * Understanding of chronology. * Learn and retell simple explanatory texts with a three-part  structure in sentences or short paragraphs. These may be  based on real experiences/processes or familiar stories. * A title which sets up expectations for the reader e.g.  *Why does...?* * An opening that introduces reader to the topic and signals the purpose of the text e.g. *Bees are important  because* * An ordered list of events or reasons answering the title question. * A logical conclusion. * Written in the present tense. * Usually written in 3rd person for objectivity. | * Where appropriate, use generalising words: e.g. *most, many, some,* * Use complete simple and compound sentences to give information clearly and objectively, | most  some  because  when | * Nouns: what a noun is. * Regular plural nouns with ‘er’ * Verbs: third person, first person singular. * Ending added to verbs where there is change to root. * Simple past tense ‘ed’ * Adjectives: add ‘er’ and ‘est’ to adjectives where no change is needed to root word. * Conjunctions: join words and sentences using and/then. | * Use spaces to separate words. * Begin to use full stops. * Begin to use exclamation marks. * Capital letters for start of sentence, names, personal pronouns. * Read words with contractions |
| **Year 2** | most  many  few  some  because  so  if  then  in order to  that is why  this means | * Nouns: form nouns using suffixes and compounding. * Expanded noun phrases for description. * Add ‘es’ to nouns and ‘es’, ‘ed’ and ‘ing’ to verbs. * Verbs: progressive form of verbs in the past and present tense. * Adjectives: add ‘er’ and ‘est’ to adjectives where no change is needed to root word. * Use well chosen adjectives. * Conjunctions: use subordination –   + *when, if, that, because* AND coordination – *or, and, but*. * Use conjunctions for cause and effect *e.g. if, then…* and for time *e.g. first, second* * Adverbs: ‘ly’ added to adjective to form adverb. * Use prepositions to show position and direction e.g *below, above* | * Use spaces that reflect the size of the letters. * Use full stops correctly. * Use question marks correctly. * Use exclamation marks correctly. * Use capital letters correctly. * Apostrophes for contractions. * Possessive apostrophes for singular nouns. * Commas to separate items in lists. |

**Progression in genres: Explanation writing**

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| --- | --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** | **Punctuation** |
| **Year 3** | * Texts will follow a simple explanatory text with a three-part  structure in short paragraphs. These may be  based on real experiences/processes or moral questions. * A title which sets up expectations for the reader using How or Why e.g.  *Why does...?* * An opening that introduces the reader to the topic and signals the purpose of the text e.g. *Bees are important because* * The stages of the process are in chronological order. * Include diagrams to help the reader with captions. * Written in the present tense. * Usually written in 3rd person for objectivity. | * Understanding of chronology. * Technical vocabulary is included and explained. | most  many  few  some  because  so  if  similarly  in order to  that is why  this means  as a result | * Nouns: form nouns using suffixes and compounding. * Expanded noun phrases for description. * Add ‘es’ to nouns. * Verbs: progressive form of verbs in the past and present tense. * Add ‘es’, ‘ed’ and ‘ing’ to verbs. * Adjectives: add ‘er’ and ‘est’ to adjectives where no change is needed to root word. * Conjunctions: use subordination –   *when, if, that, because* AND coordination – *or, and, but.*   * Use a wide range of conjunctions for structure: *on the other hand, however* * Tense: correct and consistent use of past and present tense. * Adverbs: ‘ly’ added to adjective to form adverb. | * Use full stops correctly. * Use question marks correctly. * Use exclamation marks correctly. * Use capital letters correctly. * Apostrophes for contractions. * Possessive apostrophes for singular nouns. * Commas to separate items in lists. |
| **Year 4** | * Understanding of chronology. * Technical vocabulary is included and explained. * May use relative clauses for additional information. * Uses a more developed language style e.g *interestingly, though it may seem…* * Use generalisers e.g. *typically, the majority* | many  few  frequently  rarely  occasionally  because  so  if  therefore  consequently  in order to  that is why  this means  as a result  it may occur that | * Nouns: nouns and pronouns used for clarity and cohesion. * Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. * Verbs: use Standard English forms. * Adjectives: choose appropriate adjectives. * Use a wide range of conjunctions for structure, cause and effect, emphasis and to conclude. * Tense: correct use of past and present tense. * Adverbs: know what an adverbial phrase is. * Use fronted adverbials and commas after one. * Be introduced to the term determiners and use them appropriately in their writing. | * Apostrophe to mark singular and plural possession. * Commas after fronted adverbials. |

**Progression in genres: Explanation writing**

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| --- | --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** | **Punctuation** |
| **Year 5** | * Understanding of chronology. * Texts will follow a three-part  structure in detailed paragraphs. These may be  based on real experiences/ processes or moral questions. * A title which sets up expectations for the reader using How or Why e.g.  *Why does...?* * An opening that introduces the reader to the topic and signals the purpose of the text e.g. *Bees are important because* * A detailed introduction about the topic. * The stages of the process are in chronological order. * Include diagrams to help the reader with captions. * A detailed summary brings the text back to the question from the title. * Written in the present tense. * Usually written in 3rd person for objectivity. * Use organisational and presentational devices to structure the text. | * Uses a range of sentence types including complex sentences. * Use relative clauses for additional information. * Use generalisers e.g. *typically, the majority* * Refer to evidence to add authority. * Use lists of three to enhance meaning. * Some use of conditional and hypothetical sentences e.g *If…then…* | many  few  frequently  rarely  occasionally  because  so  if  therefore  consequently  in order to  that is why  this means  as a result  it may occur that | * Nouns: identify and use expanded noun phrases. * Verbs: use modal verbs. * Prefixes for verbs; dis, de, mis, over, ise, ify. * Convert adjectives in verbs using suffixes; ate, ise, ify. * Adjectives: choose appropriate adjectives * Use a wide range of conjunctions. * Tense: change tense according to features of the genre. * Adverbs: know and use adverbial phrases, including a comma after fronted adverbials * Use adverbials of time, place and number. * Use indirect, reported speech e.g. *it has been reported that…* * Technical vocabulary is included and explained. | Consolidate all previous learning.   * Use brackets, dashes or commas for parenthesis * Use commas to clarify meaning |
| **Year 6** | * Understanding of chronology. * Texts will follow a three-part  structure in detailed paragraphs. These may be  based on real experiences/ processes or moral questions. * A title which sets up expectations for the reader using How or Why e.g.  *Why does...?* * An opening that introduces the reader to the topic and signals the purpose of the text e.g. *Bees are important because* * A detailed introduction about the topic. * The stages of the process are in chronological order. * Include diagrams to help the reader with captions. * A detailed summary brings the text back to the question from the title. * Written in the present tense. * Usually written in 3rd person for objectivity. * Use organisational and presentational devices to structure the text. | * Use complex sentences. * Use relative clauses for additional information. * Use generalisers e.g. *typically, the majority* * Use both active and passive sentences to affect the presentation of information e.g. *the trees were…* * May use conditional, hypothetical and subjunctive sentences e.g *If you were…, If…then…* * Use opinions and facts as supporting evidence *e.g.Some people believe…* * Refer to evidence to add authority. * Use lists of three to enhance meaning. | many/few  frequently  rarely  Occasionally  At an earlier time/stage  because/so/if  therefore  consequently  in order to  that is why  this means  as a result  it may occur that  this allows  this enabled  caused by  Owing to the fact that  This can be explained by  Another reason why | * Nouns: expanded noun phrases to convey complicated information concisely. * Verbs: use modal verbs. * Prefixes for verbs; dis, de, mis, over, ise, ify. * Convert adjectives in verbs using suffixes; ate, ise, ify. * Adjectives: choose appropriate adjectives * Use a wide range of conjunctions for structure, cause and effect, emphasis to conclude, and to generalise. * Tense: change tense according to features of the genre. * Link ideas across a text using cohesive devices such as adverbials. * Use adverbials to show the order of events. * Technical vocabulary is included and explained. | Use a wide range of punctuation throughout the writing.   * Semi-colons, colons and dashes to mark the boundary between independent clauses * Colons to introduce lists * Semi-colons within lists * Bullet points to list information * Hyphens to avoid ambiguity |

**Progression in genres: Newspaper report writing**

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| --- | --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** | **Punctuation** |
| **Year 1** | * Follow a simple three-part structure: brief opening, a series of simple events, a brief conclusion * Ideas grouped in sentences in time sequence. * Attempts at third person writing e.g. The man was run over. | * Simple conjunctions are used to construct simple sentences e.g. *and, but, then, so.* | On Monday...  The accident...  People felt...  Happened  Angry  Upset  First  Next  After  When  Then  So  But  It was... | * Nouns: what a noun is. * Regular plural nouns with ‘er’ * Verbs: third person, first person singular. * Ending added to verbs where there is change to root. * Simple past tense ‘ed’ * Adjectives: add ‘er’ and ‘est’ to adjectives where no change is needed to root word. * Conjunctions: join words and sentences using and/then. * Tense: simple past tense ‘ed’. | * Use spaces to separate words. * Begin to use full stops. * Begin to use exclamation marks. * Capital letters for start of sentence, names, personal pronouns. * Read words with contractions. |
| **Year 2** | * Follow a simple three part structure: opening, introducing the situation, a series of simple events, a brief conclusion * Written in the past tense. * Main ideas organised in   groups.   * Using sequencing   techniques – time  related words.   * A photo with a caption. | * Subject/verb sentences e.g. *He was... It happened…* * Some modal verbs introduced e.g. *would, could, should.* * Use simple adverbs e.g. *yesterday, today.* * Use simple noun phrases e.g. *red shoes* | It was a terrible...  The scene was...  Many passers by...  Some children were...  Shocking  Awful  Amazing  Incredible Afterwards | * Nouns: form nouns using suffixes and compounding. * Expanded noun phrases for description. * Add ‘es’ to nouns and ‘es’, ‘ed’ and ‘ing’ to verbs. * Verbs: progressive form of verbs in the past and present tense. * Adjectives: add ‘er’ and ‘est’ to adjectives where no change is needed to root word. * Conjunctions: use subordination –   *when, if, that, because* AND  coordination – *or, and, but.*   * Tense: correct and consistent use of past and present tense. * Adverbs: ‘ly’ added to adjective to form adverb. * Use prepositions to show position and direction e.g. *in front of, behind…* | * Use spaces that reflect the size of the letters. * Use full stops correctly. * Use question marks correctly. * Use exclamation marks correctly. * Use capital letters correctly. * Apostrophes for contractions. * Possessive apostrophes for singular nouns. * Commas to separate items in lists. |

**Progression in genres: Newspaper report writing**

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| --- | --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** | **Punctuation** |
| **Year 3** | * Clear introduction setting the scene. * Ordered points about the event. * Organised into   paragraphs denoted by time/ place.   * Some newspaper layout features included. * A bold eye-catching headline. | * Simple sentences with   extra description.   * Some complex sentences using *when, if, as* etc. * Tense consistent e.g.   modal verbs *can/will*   * Adverbials e.g. *As the police arrived, the crowd*   *scattered.* | While, if, as, when.  Witnesses felt...  He reported that...  He also claimed that...  She went on to state that...  He continued by..  Hours later  Unfortunately  Fortunately | * Nouns: form nouns using prefixes. * Nouns and pronouns used to avoid repetition. * Verbs: present perfect forms of verbs instead of ‘the’ * Adjectives: choose appropriate adjectives. * Conjunctions to express time and cause (*when, so, before, after, while, because)* * Tense: correct and consistent use of past and present tense. * Adverbs: introduce/revise adverbs. | * Introduce possessive apostrophes for plural nouns. * Introduce inverted commas and begin to use them for direct speech. |
| **Year 4** | * Clear introduction and conclusion. * Links between key ideas in the newspaper. * An opening (5 W’s) which sets the scene and orientates the reader. * Paragraphs organised   correctly into key ideas.   * All newspaper layout   features included.   * Bold eye-catching headline which includes alliteration. | * Variation in sentence   structures e.g. *While*  *the witness was distracted... As the police arrived...*   * Use relative clauses   e.g. *Mrs Holt, who*  *was very angry...*   * Include adverbs to   show how often e.g.  *additionally, frequently, rarely.* | John Smith (64), a retired community officer said...  Within minutes...  The school confirmed  that...  She claimed that..  He continued by informing us that...  Police were... | * Nouns: nouns and pronouns used for clarity and cohesion. * Noun phrases expanded by the addition of   modifying adjectives, nouns and prepositional phrases.   * Verbs: Standard English forms for verbs. * Adjectives: choose appropriate adjectives * Use a wide range of conjunctions. * Tense: correct use of past and present tense. * Adverbs: know what an adverbial phrase is. * Use fronted adverbials and a comma after using one. * Be introduced to the term determiners and use them appropriately in their writing. | * Apostrophe to mark singular and plural possession. * Commas after fronted adverbials. * Use inverted commas and other punctuation to indicate direct   speech. |

**Progression in genres: Newspaper report writing**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **Text** | **Sentence** | **Vocabulary** | **Word class** | **Punctuation** |
| **Year 5** | * Developed introduction   and conclusion using all  the newspaper’s layout  features.   * Paragraphs developed   with prioritised information into columns.   * Subheadings can be used   as an organisational  device.   * Formal language used   throughout to engage  the reader.   * Quotations are   succinct/emotive. | * Sentence length and type varied e.g short/ long. * Active and passive voice used   deliberately to heighten engagement.  e.g. the café chairs were broken.   * Wide range of subordinate   conjunctions e.g. *whilst, until, despite.*   * Indicate degrees of possibility using adverbs *e.g. perhaps, surely* | Until this is resolved...  Unfortunately...  Chaos ensued...  Many panicked when...  He disputed...  She refused to accept  that...  The parents agreed that...  Witnesses...  Pupils emphasised...  They spoke to...  In addition to this...  …reported that…  It has been stated… | * Nouns: locate and identify expanded noun phrases. * Use modal verbs. * Prefixes for verbs; dis, de, mis, over, ise, ify. * Convert adjectives in verbs using suffixes; ate, ise, ify. * Adjectives: choose appropriate adjectives * Use a wide range of conjunctions. * Tense: change tense according to features of the genre. * Adverbs: know what an adverbial phrase is. * Use fronted adverbials and a comma after one. * Use adverbials of time, place and number. * Where appropriate, be introduced to the shift in formality within texts e.g. when quoting. | Consolidate all previous learning.   * Use brackets, dashes or commas for parenthesis * Use commas to clarify meaning |
| **Year 6** | * Reports are well-constructed and answer the reader’s questions. * The writer understands   the impact and thinks  about the response.   * Information is prioritised according to importance and a frame of response set up for the reply. * Headlines include puns. | * Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will   enable us to take further action.   * Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally. * Sentence length and type varied according to purpose. * Fronted adverbials used to clarify writer’s position e.g. As a consequence of the accident... * Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous. * Prepositional phrases used cleverly. e.g. In the event of a fire… * Use passive sentences to affect the presentation of information e.g. *the trees were…* * May use the subjunctive e.g *If you were…* * Understand and use shifts in sentence structure to reflect a change in formality. | The impact of...  Despite continued efforts...  Subsequently...  The appointed  spokesman...  In addition...  Mrs Hedges emphasised...  Tragic...  Crisis situation  Epic proportions...  Many parents refused to accept...  The horror...  Politicians also spoke of  how... | * Nouns: use expanded noun phrases to convey complicated information concisely. * Verbs: use modal verbs. * Prefixes for verbs; dis, de, mis, over, ise, ify. * Convert adjectives in verbs using suffixes; ate, ise, ify. * Adjectives: choose appropriate adjectives * Use a wide range of conjunctions. * Tense: change tense according to features of the genre. * Adverbs: link ideas across a text using cohesive devices such as adverbials. * Understand and use shifts in vocabulary to reflect a change in formality e.g. when quoting. | Use a wide range of punctuation  throughout the writing.   * Semi-colons, colons and dashes to mark the boundary between independent clauses * Colons to introduce quotes * Hyphens to avoid ambiguity |

**\*Future action: samples of work to be added at a later date once progression established**