



# Progression of Skills in Writing

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar	See EYFS curriculum	<p>proper nouns and the personal pronoun 'I'</p> <p>introducing sentences</p> <p>sentence structure</p> <p>introducing exclamation marks</p> <p>sequencing sentences and using 'and'</p> <p>singular and plural (adding -s or -es as a suffix)</p> <p>adding endings (-ing, -ed, -er and -est)</p> <p>using the prefix 'un'</p>	<p>co-ordinating sentences</p> <p>saying sentences (oral use of conjunctions)</p> <p>nouns, verbs and adjectives</p> <p>noun phrases</p> <p>expanded noun phrases</p> <p>using suffixes (-ful and -less) add suffixes to spell words including -ment, -ness, -ful, -less, -ly</p> <p>using suffixes (-er, -est)</p> <p>past and present tense</p> <p>alliteration, repetition and rhyme</p> <p>compound nouns</p>	<p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Form nouns using prefixes</p> <p>Use the correct form of 'a' or 'an'</p> <p>Understand word families based on common words (solve, solution, dissolve, insoluble)</p> <p>Fronted adverbials</p> <p>Subordination (use of conjunctions)</p>	<p>Difference between plural and possessive</p> <p>Use standard English verb inflections</p> <p>Use expanded noun phrases, including with prepositions</p> <p>Use appropriate choice of pronoun or noun to create cohesion</p> <p>Determiners</p> <p>Fronted adverbials</p> <p>Subordination (use of conjunctions)</p>	<p>Determiners</p> <p>Pronouns</p> <p>adverbs &amp; adverbials</p> <p>prepositions</p> <p>relative clauses/pronoun</p> <p>word classes</p> <p>verb prefixes e.g. dis-, de-, mis-, over- re-</p> <p>parenthesis</p> <p>conjunctions</p> <p>standard and non-standard English</p> <p>inverted commas</p> <p>modal verbs</p> <p>words with 'silent' letters</p>	<p>Chunks of meaning: subject, verb, object and adverbial</p> <p>modal verbs</p> <p>relative pronouns</p> <p>chunks of meaning: the verb 'to be' and subject, verb, complement</p> <p>Formal connections: conjunctions and adverbials</p> <p>active and passive voice</p> <p>'so' as a co-ordinating and subordinating conjunction</p> <p>perfect form of verbs</p>

			co-ordinating sentences the progressive form of verbs				
Punctuation	See EYFS curriculum	introducing punctuation (capital letter and full stop)  introducing exclamation marks  sentence punctuation (capital letter and full stop)  the purpose of punctuation (capital letter, full stop, question mark, exclamation mark)	full stops, question and exclamation marks  apostrophes for contractions  statements  questions  exclamations  commands  using commas in a list	Capital letters full stops, question marks and exclamation marks  Capital letters for names of people, places, the days of the week, and the personal pronoun 'I'  Commas for lists and apostrophes for contracted forms and the possessive (singular)  Using and punctuating direct speech (i.e. Inverted commas).	Using commas after fronted adverbials  indicating possession by using the possessive apostrophe with singular and plural nouns  Using and punctuating direct speech (including punctuation within and surrounding inverted commas)	inverted commas  parenthesis  standard and non-standard English  sentence punctuation  Parenthesis  Commas for clarity  apostrophes for contraction and possession  speech punctuation	Boundaries between main clauses (semi-colons)  hyphens and dashes  Co-ordination and subordination  Colons  lists and bullet points  Use prefixes involving the use of a hyphen  Punctuating direct speech  Ellipsis

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling	See phonics curriculum	See phonics Curriculum  Common Exception Words	See phonics Curriculum  Common Exception Words	Spell further homophones  Prefixes and suffixes and other spelling strategies  Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  Use the first 2 or 3 letters of a word to check its spelling in a dictionary	Words with the /s/ sound spelt sc  Homophones / near homophones  Endings which sound like fən spelt – sion  Prefixes – dis and mis  Prefixes – il and il words  Adding suffix – ation  Adding suffixes beginning with vowel letters to words of more than one syllable  Words ending with the /g/ sound spelt – gue and the /k/ sound spelt – que  Endings which sound like fən spelt – ssion  words with the /k/ sound spelt ch	As Y4 (recap)  Words ending in - able and – ably  Words with silent letters  Words with the /i:/ sound spelt ei after c and other consonants  Exceptions to the i before e rule except after c  Words containing the letter string ough  Homophones / near homophones  Endings which sound like /ʃəs/ spelt -cious or – tious  Words ending in – ancy  Nouns that end in -ce/-cy and verbs that end in -se/-sy	As Y5 (recap)  Homophones / near homophones  -able -ible -ibly  Adding suffixes beginning with vowel letters to words ending in –fer  Words containing the letter string ‘ough’  Endings which sound like /ʃəs/ spelt – cious  Endings which sound like /ʃəl/ -cial -tial  Words ending in -ent, -ence, -ency -ancy -ance -ant  Words with silent letters  Hyphenation  Double consonants

					Endings which sound like fən spelt – tion  Suffix – ous  Suffix – ly  prefix – sub, anti and auto  Prefix – inter  Possessive apostrophes with plural words	-ly endings	Statutory words
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative texts	<p>Learn stories orally and retell them with actions.</p> <p>Introduce story characters/props into provision areas to structure play.</p> <p>Tell and retell stories using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities.</p> <p>Make simple innovations to known stories. E.g. change main character.</p> <p>Think, say and write sentences to retell a story in their own words or writes their own simple stories.</p>	<p>third person and past tense</p> <p>Personal recounts and retellings often use the first person and past tense</p> <p>Sentences are demarcated using full stops, capital letters and finger spaces.</p> <p>Use of conjunctions e.g. and ... to join ideas</p> <p>Use of exclamation marks to indicate emotions such as surprise or shock</p> <p>Question marks can be used to form questions</p>	<p>third person and past</p> <p>The past progressive form of verbs can be used,</p> <p>Apostrophes can be used for possession</p> <p>Apostrophes to show contraction can be used</p> <p>Personal retellings often use the first person and past tense</p> <p>Sentences are demarcated using fullstops, capital letters and finger spaces.</p> <p>Use of conjunctions e.g. and, so, because, when, if, that, or, but ... to join ideas and enable subordination of ideas (THE WHITE BUS)</p>	<p>first or third person</p> <p>past tense</p> <p>occasional present tense</p> <p>chronological plots through the use of adverbials and prepositions</p> <p>settings are developed through the use of adverbials,</p> <p>characters, settings and events described</p> <p>begin to use dialogue</p> <p>begin to use inverted commas</p> <p>adverbs for time and manner</p> <p>noun phrases</p> <p>Paragraphs denote passage of time and introduce place</p>	<p>As Year 3, plus</p> <p>Dialogue used to convey characters' thoughts and to move the narrative forward.</p> <p>figurative language (personification and similes)</p> <p>include past progressive and present perfect</p> <p>-fronted adverbials</p> <p>-cohesion within and across paragraphs (adverbials)</p> <p>-verbs and adverbs for effect</p> <p>-expanded noun phrases with modifying adjectives and prepositions</p> <p>- full range of speech punctuation</p>	<p>As Year 4, plus</p> <p>Past progressive</p> <p>Present perfect</p> <p>Past perfect</p> <p>Past perfect progressive</p> <p>Adverbials (of time, place, etc) to create cohesion within and across paragraphs</p> <p>Modal verbs</p> <p>Adverbs of possibility</p> <p>Parenthesis (brackets, dashes or commas)</p> <p>Layout devices can be used to provide additional information and guide the reader</p> <p>Relative clauses can be used to add further information</p>	<p>As Year 5, plus</p> <p>Narratives and retellings are written in first or third person.</p> <p>Occasionally, they are told in the present tense.</p> <p>Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositions.</p> <p>Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives precise nouns, expressive verbs and figurative language.</p> <p>Characters, setting and some events description are linked to what</p>

			<p>Use of exclamation marks to indicate emotions such as surprise or shock</p>	<p>The use of subordinating conjunctions e.g. when, before, after, while, so, because</p> <p>THE WHITE BUS</p> <p>Using prepositions</p> <p>Present perfect form of verbs</p> <p>verbs and adverbs</p> <p>cohesion (nouns and pronouns)</p> <p>think about the intended audience and purpose</p> <p>use drama</p> <p>Read modelled examples and magpie</p> <p>Make plans that include specific characters</p> <p>compose and rehearse sentences orally</p> <p>show not tell</p>	<p>- apostrophes for singular and plural possession</p>	<p>Dialogue is used to convey characters' thoughts and to move the narrative forward</p>	<p>happens later in the story</p>
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				Edit, proofread and amend  figurative language similes			
Narrative: description	See EYFS curriculum	Use precise nouns to create a picture in the reader's mind  Choose adjectives with care and also use a comma  Use power of 3 sentences to describe  Choose powerful verbs instead of got, came, went, said, look  Use adverbs to describe how  Use 'as' and 'like' similes.  Draw on all the senses when describing	Use precise nouns to create a picture in the reader's mind  Choose adjectives with care and also use a comma  Use power of 3 sentences to describe  Choose powerful verbs instead of got, came, went, said, look  Use adverbs to describe how  Use 'as' and 'like' similes.  Draw on all the senses when describing	Show not tell.  specifically chosen nouns, adjectives and adverbs that really match the purpose  Use prepositions  Use personification  Use expanded noun phrases (two adjectives separated with a comma)  cohesion with pronouns and nouns	As Year 3, plus  Describe a setting by using language to suggest the atmosphere  Use metaphors to create atmosphere  Use alliteration to add effect  Develop descriptions through the effective use of expanded noun phrases	As Year 4, plus  Use a character's reaction or the author's comments to show the effect of a description  Use onomatopoeia to reflect meaning  Ensure that all word choices earn their place and add something new and necessary.  Use precise detail when describing to bring a scene alive  Select detail and describe for a purpose  Use parenthesis to add additional description to create mood	As Year 5, plus  Use personification, similes or metaphors to create mood and embellish descriptions.  Use repetition or ellipsis for effect  Create cohesion within and across paragraphs using a wider range of cohesive devices such as pronouns, nouns and adverbials.  Use modals to improve descriptions by suggesting degrees of possibility

<p>Narrative: characterisation</p>	<p>Write about a character from a story you know or make up a new character.</p> <p>Give your character a name.</p> <p>Use familiar adjectives to describe your character</p> <p>Have a 'goodie' or a 'baddie'</p> <p>Give your character a problem.</p>	<p><i>oral rehearsal and transcription of simple sentences.</i></p> <p>Include adjectives when describing appearance, personality, etc.</p> <p>Use simple noun phrases</p> <p>Begin to use pronouns e.g. he/she him/her</p> <p>Use capital letters for proper nouns</p> <p>Use conjunction 'and' to join two ideas together</p> <p>Begin to use the vocabulary modeled by the teacher</p>	<p>As Year 1, plus</p> <p>Use expanded noun phrases</p> <p>Use adverbs</p> <p>Use power of 3 sentences to describe e.g. he was friendly, helpful and kind. (commas in a list)</p> <p>Expose children to alliteration</p> <p>To include subordination (using when, if, that, or because) and co-ordination (using or, and, or but) to extend simple sentences. FAN BOYS THE WHITE BUS</p> <p>Start sentences in a variety of ways e.g. prepositions On his head, In his mouth Can you see his...? What a lovely smile! (questions and exclamations)</p>	<p>As Year 2, plus</p> <p>Describe a character's emotions.</p> <p>Give your character a main hobby or talent.</p> <p>Expanded noun phrases (two adjectives separated by a comma)</p> <p>Cohesion with nouns and pronouns</p> <p>Similes</p>	<p>As Year 3, plus</p> <p>Show not tell – describe a character's emotions by showing the effect on their body</p> <p>Use speech to reveal a character's emotions. Can be effective when this contrasts with internal thoughts/feelings</p> <p>A distinctive feature</p> <p>Developed descriptions through the effective use of expanded noun phrases (noun modified with preposition)</p> <p>Create cohesion and avoid repetition through the use of nouns and pronouns</p>	<p>As Year 4, plus</p> <p>Use a name to suggest character traits e.g. Mr Durable / Mrs Meek.</p> <p>Use clauses to drop in details about the character</p> <p>Show (not tell) how characters' feel by what they do, say or think</p> <p>Use parenthesis to reveal (show not tell) a character's true feelings. Can be effective when outward appearances contrast with what's going on inside.</p> <p>Use other character's comments or reactions to reveal character traits</p>	<p>As Year 5, plus</p> <p>Use a character who is hiding their feelings and discuss the contrast between outward words/ actions and internal thoughts</p> <p>Use past progressive forms to reveal additional information about a character's feelings/thoughts/ wishes.</p> <p>Use the subjunctive form to hypothesize about a character's situation/thoughts /feelings.</p> <p>When discussing characters, use adverbials to create cohesion within paragraphs</p>
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			<p>Begin to select appropriate vocabulary in the context for the writing.</p> <p>Use the apostrophe for singular possession</p>				
Narrative: Suspense	N/A	N/A	N/A	<p>Show characters' feelings by reactions</p> <p>Use dramatic connectives/fronted adverbials</p> <p>Use speech to illustrate change of mood/growing tension</p>	<p>Let the threat gradually get closer and closer.</p> <p>Include short punchy sentences for drama.</p> <p>Use rhetorical questions to make the reader worried</p> <p>Do not name the threat – only refer to it using non-specific terms</p> <p>Use speech to illustrate change of mood/growing tension</p>	<p>Use an abandoned setting or lull the reader with a cosy setting.</p> <p>Personify the setting to make it sound dangerous</p> <p>use the weather and/or time of day to create atmosphere.</p> <p>Make your character hear, see, touch, smell or sense</p> <p>Switch between threat and victim to create drama</p> <p>Use adverbs of possibility to</p>	<p>Use strategies to hide the threat (see previous) Surprise the reader with the unexpected.</p> <p>Suggest something is going to happen over a series of sentences or paragraphs and create cohesion across paragraphs using a wider range of cohesive devices such as pronouns, nouns and adverbials.</p> <p>Or by choosing to use repetition or ellipses for effect. Slow the action by using sentences of</p>

						create a sense of uncertainty	three and drop in clauses  Use modals to slow the action and to create mood/ a sense of the unknown
Narrative: settings	See EYFS curriculum	Use capital letters for the name of a setting (proper nouns)  Use simple sentences including adjectives e.g. The castle is big.  Include the conjunction 'and' to join two ideas.  To use appropriate senses to describe the setting.  Begin to use the vocabulary modelled by the teacher.	As Year 1, plus  Use 'power of 3' sentences to describe e.g. it was a glorious, sparkling, amazing castle. (commas in a list)  Use expanded noun phrases  Use adverbs  Include some extra detail to bring the setting to life  To include subordination (using when, if, that, or because) and co-ordination (using or, and, or but) to extend simple sentences.  Start sentences in a variety of ways	As Year 2, plus  Choose an interesting name for the setting  Use prepositions /fronted adverbials for place.  Create cohesion and avoid repetition through the use of nouns and pronouns	As Year 3, plus  Select the time of day and weather to create effect  Show how a character reacts to the setting:  Show the setting through the character's eyes.  Use prepositions/fronted adverbials to direct the reader to different areas of the setting  Use speech to describe a setting through a character's reaction.  Create cohesion and avoid repetition through	As Year 4, plus  Choose a name that suggests something about the setting  Show the scene through the character's eyes adding details to show character's reactions to new surroundings  Change atmosphere by altering weather, place or time and use a metaphor or personification.  Reflect a character's feelings in the setting  Use parenthesis to add additional information	As Year 5, plus  Use detailed 'power of 3' sentences to describe what can be seen, heard or touched  Pick out unusual details to hook the reader and lead the story forwards  Introduce something unusual to hook the reader and lead the story forwards  Use relative clauses to add further information, adding commas when required Use the subjunctive form to hypothesize for impact.

					the use of nouns and pronouns.		
Narrative: Openings and endings	See EYFS curriculum	Learn and rehearse a story using story maps.  Appropriate openings and endings e.g. Once upon a time, they lived happily ever after.  Proper nouns – characters, settings, etc.  Pronouns including, he/she/her/his/they  Include appropriate adjectives.	As of Year 1...  Add in 'early' or 'late' e.g. 'Late one night; Early one morning...'  Use 'place' starters e.g. 'In a distant land; Far, far away; On the other side of the mountain, etc...'  Use other kinds of time starters e.g. 'Once, not twice; Long ago; Many moons ago...'  End by stating how a character has changed or what they have learned. Or, take your characters home.	As of Year 2...  Variety of openings incl. fronted adverbials  Start by introducing your character and use 'show' not 'tell' techniques  End by showing how the character has changed or what has been learned i.e. a moral.  The use of conjunctions e.g. when, before, after, while, so, because...  Create cohesion and avoid repetition through the use of nouns and pronouns.  Begin to use paragraphs to organise openings/endings.	As of Year 3...  Start by introducing your character and use 'show' not 'tell' techniques to reveal important facts about their feelings or personality.  Start with questions or exclamations to hook the reader's interest.  Use adverbials to create cohesion within and across paragraphs.  Use paragraphs to organise openings/endings.	As of Year 4...  Suggest that something dangerous might happen  Suggest something dangerous has happened  Use figurative language to create a mood  Use modals to suggest degrees of possibility  Adverbs can be used to suggest possibility  Past perfect progressive forms can be used to give additional detail and to indicate specific points in time	As of Year 5...  Use a contrast e.g. inside/outside: Outside the sun shone brightly, but inside there was a strange icy feeling.  Use a dilemma, desire or the unexpected.  Dismiss a threat  Use a trigger to catch the reader's interest e.g. someone wants something;  Use a flashback or flash forwards  End by showing what the main character(s) have learnt or how they have changed. Make a link back to the beginning. Have the author comment on events.

							<p>Parenthesis can be used to improve openings/endings by adding additional information through the use of brackets, dashes or commas</p> <p>The passive voice can be used to add additional information to openings or endings</p> <p>Use the subjunctive mood to hypothesise</p>
Narrative: Dialogue	N/A	<p>Role play different characters.</p> <p>Rehearse sentences orally including dialogue</p> <p>Use different voices for characters when reading.</p> <p>On story maps, draw some simple speech inside speech bubbles.</p>	<p>As of Year 1...</p> <p>Choose and decide how a character feels, thinks or behaves and show this through what they say e.g. "I'm terrified," he said.</p> <p>Use powerful speech verbs e.g. shouted, whispered, squealed.</p>	<p>Begin to use inverted commas to punctuate speech.</p> <p>When closing speech, use appropriate punctuation before the closing inverted commas.</p> <p>Start a new line for each new speaker.</p> <p>Use only a few exchanges.</p>	<p>Use inverted commas to punctuate speech.</p> <p>After the inverted comma, start the speech with a capital letter.</p> <p>When closing speech, use appropriate punctuation before the closing inverted commas.</p> <p>Start a new line for each new speaker.</p>	<p>Separate the dialogue word/speech tag from the speech by a comma. Have characters discuss other characters and reflect on events.</p>	<p>Add to the speech sandwich by adding in the listener's reaction e.g. "Look out Paul!" yelled James waving his arms. Paul gasped in surprise, "oh no!!"</p> <p>Add in something else that is needed to keep the action moving forwards</p> <p>Put the speaker before/after or in</p>

		<p>Use wordless picture books and discuss what a character might say.</p> <p>Discuss how a character feels, thinks or behaves using adjectives.</p>	<p>Use 'said' plus an adverb e.g. he said hopefully.</p> <p>Rehearse sentences orally including dialogue, building a rich vocabulary and increasing range of sentence structures.</p>	<p>Tag on what a character is doing while speaking.</p> <p>Choose verbs and adverbs for effect to show how a character is feeling.</p>	<p>Use only a few exchanges. Tag on what a character is doing while speaking.</p> <p>Use split speech.</p> <p>Choose verbs and adverbs for effect to show how a character is feeling.</p>		<p>between what is said e.g. Sam said, "so let's go." "So let's go," said Sam. "So," said Sam, "Let's go."</p>
Play scripts	N/A	N/A	N/A	<p>Stage directions – written in brackets</p> <p>Sound effects /reactions of actors – written in brackets within sentences</p>	<p>Powerful verbs and adverbs</p> <p>Stage directions – written in brackets</p> <p>Sound effects /reactions of actors – written in brackets within sentences</p>	<p>Y3/4 plus . . .</p> <p>Use bold/italic writing to show how something is spoken</p> <p>Use of ellipses to show pauses in speech</p> <p>Character / scene list</p> <p>Stage directions – written in italics.</p> <p>Sound effects/ reactions of actors written in brackets within sentences.</p>	Consolidation / revisit
<p>Poetry</p> <p>Opportunity to look at other</p>	<p>Rhyming couplets</p> <p>Alphabet list poems</p>	<p>Alliterative List</p> <p>Acrostic Poems</p>	<p>Diamante Poems</p> <p>Haiku Poems</p>	<p>Clerihew Poems</p> <p>Limericks</p> <p>Nonsense limericks</p>	<p>Kenning Poems</p> <p>Tetractys Poems</p> <p>Performance Poetry</p>	<p>Senryu Poems</p> <p>Haiku/tanka poems</p> <p>Renga Poems</p>	<p>Ottama Rima</p> <p>Iambic Pentameter</p> <p>Sonnets</p>

<p>poems by the same poet or poems on the same theme by other poets.</p>		<p>Riddles – concrete ideas e.g. apple, door, top</p> <p>Plan and think of vocabulary to use (supported by teacher)</p> <p>Making lists of alliterative names e.g. acrobatic Abi or alliterative sentences e.g. lazy lizards licked luscious lollies.</p> <p>Write capital letters at the beginning of an Acrostic poem</p> <p>Identifying simple features</p>	<p>Riddles – abstract ideas e.g. time, magic, love</p> <p>Short bursts of writing to capture ideas e.g. creating word banks of adjectives, powerful verbs or adverbs suitable for the intended outcome.</p> <p>Use rhyming pairs e.g. cat, rat, dog, log</p> <p>Making structured plans</p> <p>Drama/adding sound scapes to a poem/oral rehearsal with actions.</p>				
<p>Non-fiction: letter writing</p>	<p>Start with ‘dear’ can be given</p> <p>End with ‘from’</p> <p>Usually written in first person ‘I’</p>	<p>Where possible letters to follow real life experiences or - postcards, occasion cards, informal letters.</p> <p>Plan and Prep: - share purpose of writing. - Teacher to model language orally.</p>	<p>As in Year 1, plus</p> <p>Use greeting Dear... followed by main body starting on a new line</p> <p>Sender’s address at the top right</p> <p>specific names people, places,</p>	<p>Date underneath the address.</p> <p>Informal/formal language.</p> <p>Begin to use paragraphs to organise ideas.</p> <p>appropriate tone</p>	<p>As Year 3</p>	<p>Formal structure i.e. senders address top right/ addressee top left</p> <p>Date beneath address of addressee</p> <p>Use of ‘dear’ and addressee’s name (if known). Sir or</p>	<p>As Year 5</p> <p>Consolidation / revisit</p>

		<p>Provide word banks of desired vocabulary</p> <p>Have opportunities for children to orally rehearse the contents of the letter. E.g. drama, retell with actions</p> <p>Use a greeting Dear, To,</p> <p>Specific names people, places, things (proper nouns)</p> <p>Informal ending e.g. from, 'best wishes' love from etc.</p> <p>Chatty tone</p> <p>Questions and exclamations</p> <p>Use informal conjunctions, as in everyday speech e.g. and/ because/ so.</p> <p>Possible structure: -Greeting</p>	<p>things (proper nouns)</p> <p>Informal ending e.g. from, 'best wishes' love from etc.</p> <p>chatty tone: Contracted forms of words</p> <p>Use of co-ordinating and subordinate conjunctions. Can also be used as openers.</p> <p>Possible text structure: Introduction – greeting and explain why you are writing Main body – Write in detail about the subject Conclusion - What did you think about the subject? Closing line</p>	<p>Introduction – Include greeting and explain why you are writing</p> <p>Main body - Different paragraphs with elaboration</p> <p>Conclusion -</p>		<p>madam if not known.</p> <p>Appropriate sign off i.e. yours sincerely (if addressee's name is known); Yours faithfully (If addressee's name isn't known).</p> <p>Clear use of language, e.g. conventional vocabulary, 'precise' verbs, adjectives and adverbs.</p> <p>Effective use of language suitable for purpose e.g. to persuade or complain etc.</p> <p><u>Formal tone:</u> Use formal conjunctions, e.g. furthermore..., However...,</p> <p>Do not use first-person pronouns where appropriate ("I," "me," "my," "we," "us," etc.). ...</p>	
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		<ul style="list-style-type: none"> <li>- write about subject</li> <li>- end/sign off.</li> </ul>				<p>Avoid addressing readers as "you."</p> <p>Avoid the use of contractions. ...</p> <p>Avoid colloquialism and slang expressions. ...</p> <p>Avoid abbreviated versions of words. ...</p> <p>Avoid the overuse of short and simple sentences.</p>	
<p>Non-fiction: explanation</p> <p><i>Explanation texts are also easily confused with instructions. Instructions tell you how to make or do something. An explanation tells you <b>why something happens or how it works.</b></i></p>	See EYFS curriculum	<p>Explanation writing must follow a real life experience /learning in other curriculum areas/ Sequence sentences in order of how they happen.</p> <p>Provide word bank for topic words</p> <p>Simple time connectives (given by teacher)</p> <p>Possible Layout: Title as a question – given by teacher.</p>	<p>Questions and question marks</p> <p>Time conjunctions</p> <p>Simple cause and effect connectives e.g. because, if.</p> <p>Present tense</p> <p>Some technical vocabulary</p> <p>Add extra, additional information.</p> <p>Possible text layout: Introduction</p>	<p>More complex time adverbials.</p> <p>Cause and effect conjunctions.</p> <p>Precise, technical vocabulary. Express time, place and cause using: Conjunctions Prepositions</p> <p>Begin to use of paragraphs to organise ideas.</p> <p>Use of fronted adverbials</p>	<p>As Year 3, plus</p> <p>Possible text layout: Introduction A title which should be a question and begin 'how' or 'why'. A sentence to introduce the topic</p> <p>Main body A list of logical steps (in paragraphs) explaining why or how something happens with additional specific information.</p>	<p>As Year 4, plus</p> <p>Indicate degrees of possibility using adverbs or modal verbs</p> <p>Use layout devices to provide additional information and guide the reader e.g. subheadings, fact boxes, bullet points etc.</p> <p>Adapt degrees of formality and informality to suit the form of the explanation. An informal tone can</p>	<p>As Year 5, plus</p> <p>Create cohesion within paragraphs using adverbials</p> <p>Relative clauses can be used to add further information</p> <p>Parenthesis can be used to add clarification of technical words</p>

		<p>Sentence to introduce topic</p> <p>Main Body: Write sentences to say how parts work.</p> <p>Simple concluding sentence</p>	<p>Title as a question -how do bees make honey? (can be given by the teacher) A sentence to introduce the topic</p> <p>Main body Sentences to explain how the parts work/process.</p> <p>Conclusion - A simple concluding sentence(s) to end the piece</p>	<p>Create cohesion and avoid repetition through the use of nouns and pronouns</p> <p>Introduction A sentence to introduce the topic</p> <p>Main body A list of logical steps (in paragraphs) explaining why or how something happens with additional specific information.</p> <p>Conclusion A paragraph to relate the subject to the reader</p>	<p>Conclusion A paragraph to relate the subject to the reader</p>	<p>sometimes be appropriate</p> <p>Or a formal authoritative tone can also be adopted</p>	
Non-fiction: discussion	N/A	N/A	N/A	<p>Present tense</p> <p>Third person</p> <p>Language to illustrate an argument</p> <p>Use present perfect form of verbs</p> <p>Effective use of noun phrases</p>	<p>As Year 3, plus</p> <p>Language to illustrate a balanced viewpoint.</p> <p>A number of paragraphs, each one giving a point for or against supported with evidence.</p>	<p>As Year 4, plus</p> <p>Cause and effect conjunctions</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</p>	<p>As Year 5, plus</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</p> <p>Use the passive voice to present points of view</p>

				<p>Nouns that categorise (vehicles, pollution) and abstract nouns (power).</p> <p>To argue a point for or against.</p> <p>Use adverbials e.g. therefore, however...</p> <p>Headings and subheadings could be used to aid presentation.</p> <p>Possible text layout: Introduction A title which should be a question. Sentences to introduce the issue to be discussed.</p> <p>Main body A number of paragraphs, each one giving a point for or against, supported with evidence.</p>	<p>Pictures, labels or captions could be used to support the argument.</p>	<p>Make formal and informal vocabulary choices to adapt writing to the form of discussion e.g. by making generic statements followed by specific examples</p> <p>Use the passive voice to present points of view</p> <p>Adapt degrees of formality and informality to suit the form of the discussion e.g. whether writing a formal letter or a blog. This can include vocabulary choices the discussion e.g. whether writing a formal letter or a blog.</p> <p>Use conditional forms such as the subjunctive form to hypothesise</p> <p>Semi-colons, colons and dashes</p>	
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				Conclusion Sentences to summarise key points for and against.		can be useful for developing and linking ideas in complex discussion texts.	
Non-fiction: instructions/ procedures	See EYFS curriculum	Use of 'bossy' verbs e.g. Cut the card  Title (can be given).  Include pictures and captions  Simple time words first, next etc.	As Year 1, plus  Begin to extend each instruction across two or more sentences using phrases like: Make sure/ Never / Ask a grown-up/ Always/ If/ Carefully/Do no  Commas in lists may be used to separate required ingredients/ materials.  Title e.g. How to  Bullet points or numbers  Simple subheadings e.g. What you need/ What to do (can be given)	Higher order conjunctions  Express time, place and cause using conjunctions, adverbs and prepositions e.g. Express time, place and cause using conjunctions, adverbs and prepositions (Y4)  Create cohesion through the use of nouns and pronouns to avoid repetition e.g. Create cohesion through the use of nouns and pronouns to avoid repetition Headings and subheadings  Begin to write in paragraphs.	Higher order conjunctions  Express time, place and cause using conjunctions, adverbs and prepositions e.g. Express time, place and cause using conjunctions, adverbs and prepositions.  Create cohesion through the use of nouns and pronouns to avoid repetition. Use fronted adverbials.  Headings and subheadings to guide the reader.  Written in paragraphs.	Y3/4 plus: Parenthesis can be used to add additional advice  Relative clauses can be used to add further information  Modals can be used to suggest degrees of possibility e.g. you should... you might want to...  Avoid personalisation i.e. use of 'you' especially when making the instructions sound more formal  Y3/4 plus: Parenthesis can be used to add additional advice Relative clauses can be used to add further information	Y3/4 plus: Parenthesis can be used to add additional advice  Relative clauses can be used to add further information  Modals can be used to suggest degrees of possibility  Avoid personalisation i.e. use of 'you' especially when making the instructions sound more formal  Adapt degrees of formality and informality to suit the form of the instructions Create cohesion across the text using a wide of cohesive devices.

				<p>Labelled diagrams.</p> <p>Possible text structure: Introduction</p> <p>List of ingredients or quantities under a sub heading.</p> <p>Main body Sentences to describe each step with specific information and detail beneath subheading.</p> <p>Conclusion A concluding paragraph to say what the end product will be like and what it can be used for.</p>	<p>May include labelled illustrations or diagrams to support specifics in the text.</p> <p>Possible text structure: Introduction, main body, conclusion .</p>	<p>Modals can be used to suggest degrees of possibility</p> <p>Avoid personalisation i.e. use of 'you' especially when making the instructions sound more formal</p> <p>Adapt degrees of formality and informality to suit the form of the instructions Create cohesion across the text using a wide of cohesive devices.</p> <p>Use a variety of layout features to guide the reader including diagrams, fact boxes etc.</p>	<p>Use a variety of layout features to guide the reader including diagrams, fact boxes</p> <p>Create cohesion across the text using a wide of cohesive devices.</p>
<p>Recount</p> <p><b>All recount writing MUST follow a real-life experience.</b> <b>E.g.</b></p>	<p>Title (may be given)</p> <p>Simple sentence or sentences about an event</p>	<p><i>oral rehearsal and transcription of simple sentences.</i></p> <p>Plan and Preparation</p>	<p>As Year 1 and...</p> <p>Sequence events in time using adverbials (first, next, then etc.)</p>	<p>An introductory paragraph.</p> <p>Adverbials of time.</p> <p>Written in past tense</p>	<p>An introductory paragraph which answers who, what, when where and why.</p>	<p>Higher level adverbials of time</p> <p>Cause and effect connectives</p>	<p>As Year 5</p>

<p><b><i>Trips</i></b>  <b><i>Walks</i></b>  <b><i>Visits</i></b>  <b><i>Watch a film</i></b></p>	<p>Appropriate vocabulary</p> <p>Written in past tense</p>	<p>composing a sentence orally before writing it</p> <p>Create text map with 5 events.</p> <p>Sequence events in order (pictures/photos) Orally begin to use time adverbials (First, Next, Then)</p> <p>Mark some sentences with capital letters and full stops</p> <p>Use and to join sentences together</p> <p>Write in the past tense. Begin to use –ed to change verbs</p>	<p>An introduction which answers who, what, when where and why</p> <p>Use coordinating e.g. and, or, but and subordinating conjunctions e.g. when if that because</p> <p>Use the past tense correctly</p> <p>Mark most sentences in their writing with capital letters and full stops, and use question marks correctly when required</p>	<p>Third person</p> <p>Chronological order</p> <p>Begin to use of paragraphs</p> <p>Subheadings to organise writing. Begin to use present perfect tense to place events in time</p> <p>End with a closing statement or paragraph to re orientate the reader (see above).</p> <p>Suggested layout: Introduction Which clearly states: who? What? When? Where? Why? Main body Different paragraphs in time order.</p> <p>Conclusion What did you think about the event? What was your</p>	<p>More complex adverbials of time. Written in past tense.</p> <p>First person or third.</p> <p>Chronological order.</p> <p>Use of paragraphs or subheadings to organise writing.</p> <p>Begin to use present perfect tense to place events in time.</p> <p>Use of relative clauses to add further detail.</p> <p>End with a closing statement or paragraph to re-orientate the reader.</p> <p>Suggested layout: Introduction Which clearly states: who? What? When? Where? Why? Main body Different</p>	<p>Elaborate on events so the reader is able to visualise the experience.</p> <p>Include personal reflections on the event throughout.</p> <p>Indirect speech Reported speech</p> <p>Be able to change ‘writing voice’ for different audiences</p> <p>A closing paragraph to explain feelings about the event : What did you think about the event? What was your favourite part? Would you like to go again? Why?</p>	
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				<p>favourite part? Would you like to go again? Why?</p>	<p>paragraphs in time order. Some elaboration Conclusion What did you think about the event? What was your favourite part? Would you like to go again? Why?</p>		
Persuasion	N/A	N/A	N/A	<p>Headings, subheadings or paragraphs to organise ideas into logical sections</p> <p>Paragraphs: intro, main body (reasons supported by evidence); conclusion.</p> <p>Create cohesion through the use of nouns and pronouns e.g.</p> <p>Use adverbials e.g. therefore, however...</p> <p>Suggested Text Layout: Introduction An opening paragraph that sums up the</p>	<p>Headings, subheadings or paragraphs to organise ideas into logical sections.</p> <p>Exaggerated language to describe the product benefits.  Alliteration.</p> <p>Paragraphs: intro, main body (reasons supported by evidence); conclusion.</p> <p>Power of three sentences.</p> <p>Include a slogan (present tense, including facts, adjectives, alliteration and a</p>	<p>Y4 plus: Modals can be used to suggest degrees of possibility</p> <p>Include a more complex slogan (Word play, humour, some awareness of reader)</p> <p>Make formal and informal vocabulary choices by moving from generic statements to specific examples when key points are being presented</p> <p>The passive voice can be used in some formal persuasive texts</p>	<p>Y5 plus: Modals can be used to suggest degrees of possibility</p> <p>Include a more complex slogan (Word play, humour, some awareness of reader)</p> <p>Make formal and informal vocabulary choices by moving from generic statements to specific examples when key points are being presented</p> <p>Use the second person - appeal to the reader</p>

				<p>viewpoint being presented.</p> <p>Main body Paragraphs to persuade the reader to accept the writer's viewpoint or buy their product, each with appropriate detail to influence the reader's decision.</p> <p>Conclusion A concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint.</p>	<p>rhetorical question)</p> <p>Create cohesion through the use of nouns and pronouns.</p> <p>Use adverbials.</p> <p>Suggested Text Layout: Introduction, an opening paragraph that sums up the viewpoint being presented.</p> <p>Main body Paragraphs to persuade the reader to accept the writer's viewpoint or buy their product, each with appropriate detail to influence the reader's decision. Conclusion.</p>	<p>Create cohesion within and across paragraphs using a wider range of cohesive devices which can include adverbials, conjunctions and prepositions</p>	<p>The passive voice can be used in some formal persuasive texts</p> <p>Create cohesion within and across paragraphs using a wider range of cohesive devices which can include adverbials, conjunctions and prepositions</p>
Non-chronological	See EYFS curriculum	<p>Learn the non-chronological text verbally e.g. story map</p> <p>Title (can be given)</p>	<p>As of Year 1... Subordinating conjunctions (because and when)</p> <p>Subheadings (can be given)</p>	<p>Text organisation to aid presentation</p> <p>Range of adverbials and conjunctions.</p>	As Year 3	<p>Y4 plus</p> <p>Create cohesion within paragraphs using adverbials</p> <p>Use layout devices e.g. headings,</p>	<p>Y5 plus</p> <p>Consistent use of this can also create cohesion.</p>

		<p>Simple subject specific language</p> <p>Adjectives to describe nouns</p> <p>Present or past tense</p> <p>Can be linked to a real life experience e.g. trip or visitor</p> <p>Coordinating conjunctions to join two ideas e.g. 'and'</p> <p>Facts modelled by the teacher</p>	<p>Written in the third person (he, she, it, they)</p> <p>Pictures/ Captions/ labels to be used for presentation</p> <p>Question sentences e.g. titles and sub-titles</p>	<p>Technical vocabulary (tiered vocabulary)</p> <p>Information which is factual and accurate.</p> <p>Use of subordinating conjunctions to join clauses and as openers.</p> <p>Create cohesion and avoid repetition through the use of nouns and pronouns.</p> <p>Introduction. Main body. Conclusion.</p>		<p>subheadings, columns, can be used to provide additional information; present information clearly; and guide the reader.</p> <p>Consistent use of this can also create cohesion.</p> <p>Range of organisational features e.g. headings, subheadings; bold/italic writing; tables, illustrations or diagrams</p>	<p>The passive voice can be used to avoid personalisation; to avoid naming the agent of a verb; to add variety to a sentence or to maintain an appropriate level of formality</p>
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