

# Federation of Hanbury's Farm and Oakhill

## Writing Genres Progression



Years 1 to 6

Year 1	Instructions
<b>Text Structure</b>	<p>Ideas grouped in sentences in time sequence.</p> <p>Written in the imperative e.g. mix the eggs.</p> <p>Use of numbers or bullet points to signal order.</p>
<b>Sentence</b>	<p>Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.</p> <p>Imperative verbs start sentences e.g. spread, slice, cut.</p> <p>Sentences do not include pronouns and are written impersonally</p>
<b>Useful Vocabulary</b>	One, Two, Three, Four, Five First Next After Cut Move Fold Stir Colour Paint
<b>Word Classes</b>	<p><u>Nouns</u></p> <p>What a noun is.</p> <p>Regular plural nouns with 'er'</p> <p><u>Verbs</u></p> <p>Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><u>Adjectives</u></p> <p>Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u></p> <p>Join words and sentences using and/then. <u>Tense</u> Simple past tense 'ed'.</p>
<b>Punctuation</b>	<p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use exclamation marks.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p> <p>Read words with contractions</p>

Year 1	Recount - experiences, diary, police reports, sports reports
<b>Text Structure</b>	<p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focused on individual or group participants e.g. I, we</p>
<b>Sentence</b>	Conjunctions are used to construct simple sentences e.g. and, but, then, so.
<b>Useful Vocabulary</b>	First      Next      After      Finally      The best part was      The worst part was      I liked      I didn't like
<b>Word Classes</b>	<p><u><b>Nouns</b></u></p> <p>What a noun is.</p> <p>Regular plural nouns with 'er'</p> <p><u><b>Verbs</b></u></p> <p>Third person, first person singular.</p> <p>Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><u><b>Adjectives</b></u></p> <p>Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u><b>Connectives/conjunctions</b></u></p> <p>Join words and sentences using and/then.</p> <p><u><b>Tense</b></u></p> <p>Simple past tense 'ed'.</p>

Year 1	Non-Chronological Reports
Text Structure	<p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing.</p> <p>e.g. The ball was thrown over.</p> <p>Written in the appropriate tense.</p> <p>e.g. Sparrow's nest... Dinosaurs were...</p>
Sentence	Conjunctions are used to construct simple sentences e.g. and, but, then, so.
Useful Vocabulary	<p>_____ are...</p> <p>_____ is...</p> <p>They are...</p> <p>The different...</p> <p>This is a _____</p> <p>There are _____</p> <p>These can be grouped _____</p>
Word Classes	<p><b><u>Nouns</u></b></p> <p>What a noun is.</p> <p>Regular plural nouns with 'er'</p> <p><b><u>Verbs</u></b></p> <p>Third person, first person singular.</p> <p>Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><b><u>Adjectives</u></b></p> <p>Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions</p> <p>Join words and sentences using and/then.</p> <p><b><u>Tense</u></b> - Simple past tense 'ed'.</p>

Year 1	Letters
Text Structure	Ideas grouped in sentences in time sequence.
Sentence	Sentences using simple pronouns and connectives.
Useful Vocabulary	Dear From I like I went I saw It was My favourite They were There was Next Then First After And but so when
Word Classes	<p><b><u>Nouns</u></b> What a noun is. Regular plural nouns with 'er'</p> <p><b><u>Verbs</u></b> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><b><u>Adjectives</u></b> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><b><u>Connectives/conjunctions</u></b> Join words and sentences using and/then.</p> <p><b><u>Tense</u></b> Simple past tense 'ed'.</p>
Punctuation	<p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use exclamation marks.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p> <p>Read words with contractions</p>

Year 1	Persuasion - Purpose: advert, leaflet, argument	
Text Structure	Ideas are grouped together for similarity. Writes in first person.	
Sentence	Conjunctions are used to construct simple sentences e.g. and, but, then, so.	
Useful Vocabulary	It was Brilliant Best Exciting The most Super Fantastic It will Now you can Try	
Word Classes	<p><b><u>Noun</u></b>            What a noun is.            Regular plural nouns with 'er'</p> <p><b><u>Verbs</u></b>            Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><b><u>Adjectives</u></b>            Add 'er' and 'est' to adjectives where no change is needed to root word.            Connectives/conjunctions - Join words and sentences using and, but, so, then.</p> <p><b><u>Tense</u></b>            Simple past tense 'ed'</p>	
Punctuation	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 1	Biography
<b>Text Structure</b>	<p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focused on individual or group participants e.g. I, we</p>
<b>Sentence</b>	Conjunctions are used to construct simple sentences e.g. and, but, then, so.
<b>Useful Vocabulary</b>	<p>First</p> <p>Next</p> <p>After</p> <p>Finally</p> <p>When he/she was born...</p> <p>When he/she was five years old...</p> <p>An interesting thing about...</p> <p>A fact about...</p> <p>He/she will be remembered for...</p>
<b>Word Classes</b>	<p><u><b>Noun</b></u></p> <p>What a noun is.</p> <p>Regular plural nouns with 'er'</p> <p><u><b>Verbs</b></u></p> <p>Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><u><b>Adjectives</b></u></p> <p>Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u><b>Connectives/conjunctions</b></u></p> <p>Join words and sentences using and/then.</p> <p><u><b>Tense</b></u></p> <p>Simple past tense 'ed'.</p>

Year 1	Balanced Argument - Purpose: Speech, Essay, Letter.	
Text Structure	Ideas are grouped together for similarity. Writes in first person.	
Sentence	Conjunctions are used to construct simple sentences e.g. and, but, then, so.	
Useful Vocabulary	but because some people like... some people feel... some people believe... other people like... other people feel... other people believe...	
Word Classes	<p><u>Noun</u> What a noun is. Regular plural nouns with 'er'</p> <p><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Join words and sentences using and/then.</p> <p><u>Tense</u> Simple past tense 'ed'</p>	
Punctuation	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 1	Newspaper
Text Structure	Ideas grouped in sentences in time sequence. Attempts at third person writing e.g. The man was run over. Beginning describes what happened
Sentence	Conjunctions are used to construct simple sentences e.g. and, but, then, so.
Useful Vocabulary	On Monday... The accident... People felt... Happened Angry Upset First Next After When Then So But It was...
Word Classes	<p><b><u>Noun</u></b> What a noun is. Regular plural nouns with 'er'</p> <p><b><u>Verbs</u></b> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><b><u>Adjectives</u></b> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><b><u>Connectives/conjunctions</u></b> Join words and sentences using and, but, so</p> <p><b><u>Tense</u></b> Simple past tense 'ed'</p>
Punctuation	<p>Use spaces to separate words. Capital letters for start of sentence, names, personal pronouns.</p> <p>Begin to use full stops. Read words with contractions.</p> <p>Begin to use exclamation marks.</p>

Year 1	Story
<b>Text Structure</b>	<p>Beginning or end of narrative signalled e.g. one day</p> <p>Ideas grouped together for similarity</p> <p>Attempts at third person writing e.g. The wolf was hiding.</p> <p>Written in the appropriate tense (mainly consistent) e.g. Goldilocks was... Jack is...</p>
<b>Sentence</b>	<p>Simple sentences, starting with a pronoun and a verb e.g. He went home</p> <p>Conjunctions are used to construct simple sentences e.g. and, but, then, so.</p>
<b>Useful Vocabulary</b>	<p>Year 1 ambitious vocabulary used</p> <p>Range of size adjectives used e.g. big, small</p> <p>Range of colour adjectives used e.g. red, blue</p> <p>Range of emotion words used e.g. sad, angry, cross</p> <p>Pronouns: I, she, he, they.</p> <p>Conjunctions: and, but, then, or, this</p> <p>Prepositions: up, down, in, into, out, to, onto</p> <p>Time connectives: first, then, next</p> <p>Once upon a time, one day, happily ever after</p>
<b>Word Classes</b>	<p><b><u>Noun</u></b> What a noun is. Regular plural nouns with 'er'</p> <p><b><u>Verbs</u></b> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><b><u>Adjectives</u></b> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><b><u>Connectives/conjunctions</u></b> Join words and sentences using and/then.</p> <p><b><u>Tense</u></b> Simple past tense 'ed'.</p>
<b>Punctuation</b>	<p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use exclamation marks.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p> <p>Read words with contractions.</p>

Year 2	Instructions
<b>Text Structure</b>	<p>A goal is outlined – a statement about what is to be achieved.</p> <p>Written in sequenced steps to achieve the goal.</p> <p>Diagrams and illustrations are used to make the process clearer.</p>
<b>Sentence</b>	<p>Imperative verbs are used to begin sentences.</p> <p>Use simple adverbs e.g. slowly, quickly.</p> <p>Use simple noun phrases e.g. long stick.</p>
<b>Useful Vocabulary</b>	<p>First of all    To start with    Firstly    Lastly    Finally    Carefully    Gently    Slowly    Softly</p>
<b>Word Classes</b>	<p><u><b>Noun</b></u>  Form nouns using suffixes  Expanded noun phrases for description. Add 'es' to nouns.</p> <p><u><b>Verbs</b></u>  Progressive form of verbs in the past and present tense.  Add 'es', 'ed' and 'ing' to verbs.</p> <p><u><b>Adjectives</b></u>  Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u><b>Connectives/conjunctions</b></u>  Subordination – when, if, that, because  Coordination – or, and, but.</p> <p><u><b>Tense</b></u>  Correct and consistent use of past and present tense</p> <p><u><b>Adverbs</b></u>  'ly' added to adjective to form adverb.</p>
<b>Punctuation</b>	<p>Use spaces that reflect the size of the letters.    Apostrophes for contractions.</p> <p>Use full stops correctly.    Possessive apostrophes for singular nouns.</p> <p>Use question marks correctly.    Commas to separate items in lists</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p>

Year 2	Recount - experiences, diary, police reports, sports reports
Text Structure	<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. I went...I saw...</p> <p>Main ideas organised in groups.</p> <p>Ideas organized in chronological order using connectives that signal time.</p>
Sentence	Conjunctions are used to construct simple sentences e.g. and, but, then, so.
Useful Vocabulary	<p>Afterwards   After that   When   Suddenly   Just then   Next   Much later   I found it interesting   when</p> <p>I found it boring when   I didn't expect</p>
Word Classes	<p><b><u>Noun</u></b></p> <p>Form nouns using suffixes.</p> <p>Expanded noun phrases for description. Add 'es' to nouns.</p> <p><b><u>Verbs</u></b></p> <p>Progressive form of verbs in the past and present tense.</p> <p>Add 'es', 'ed' and 'ing' to verbs.</p> <p><b><u>Adjectives</u></b></p> <p>Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><b><u>Connectives/conjunctions</u></b></p> <p>Subordination - when, if, that, because</p> <p>Coordination - or, and, but.</p> <p><b><u>Tense</u></b></p> <p>Correct and consistent use of past and present tense</p> <p><b><u>Adverbs</u></b></p> <p>'ly' added to adjective to form adverb.</p>

Year 2	Non-Chronological Reports	
Text Structure	<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. Sparrow's nested... Dinosaurs were....</p> <p>Main ideas organised in groups.</p>	
Sentence	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. large tiger.</p>	
Useful Vocabulary	<p>They like to</p> <p>They can</p> <p>It can</p> <p>Like many</p> <p>I am going to</p> <p>There are two sorts of</p> <p>They live in</p> <p>The ____ have but the ____ have ____</p>	
Word Classes	<p><u>Noun</u></p> <p>Form nouns using suffixes.</p> <p>Expanded noun phrases for description. Add 'es' to nouns.</p> <p><u>Verbs</u></p> <p>Progressive form of verbs in the past and present tense.</p> <p>Add 'es', 'ed' and 'ing' to verbs.</p> <p><u>Adjectives</u></p> <p>Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u></p> <p>Subordination - when, if, that, because</p> <p>Coordination - or, and, but.</p> <p><u>Tense</u></p> <p>Correct and consistent use of past and present tense</p>	<p><u>Adverbs</u></p> <p>'ly' added to adjective to form adverb.</p>

Year 2	Instructions
<b>Text Structure</b>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense.</p> <p>Main ideas organised in groups.</p> <p>Using sequencing techniques - time related words.</p>
<b>Sentence</b>	<p>Subject/verb sentences e.g. I think... We want...</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs e.g. yesterday, today.</p> <p>Use simple noun phrases e.g. red shoes</p>
<b>Useful Vocabulary</b>	<p>And, then, but, so, when. Dear Mr/Mrs.. Dear Sir/Madam.. Yours Sincerely Yours faithfully Later Afterwards After that</p> <p>Eventually I would like to... We felt...</p>
<b>Word Classes</b>	<p><b><u>Noun</u></b></p> <p>Form nouns using suffixes.</p> <p>Expanded noun phrases for description. Add 'es' to nouns.</p> <p><b><u>Verbs</u></b></p> <p>Progressive form of verbs in the past and present tense.</p> <p>Add 'es', 'ed' and 'ing' to verbs.</p> <p><b><u>Adjectives</u></b></p> <p>Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><b><u>Connectives/conjunctions</u></b></p> <p>Subordination - when, if, that, because</p> <p>Coordination - or, and, but.</p> <p><b><u>Tense</u></b></p> <p>Correct and consistent use of past and present tense</p> <p><b><u>Adverbs</u></b></p> <p>'ly' added to adjective to form adverb.</p>
<b>Punctuation</b>	<p>Use spaces that reflect the size of the letters.      Apostrophes for contractions.</p> <p>Use full stops correctly.      Possessive apostrophes for singular nouns.</p> <p>Use question marks correctly.      Commas to separate items in lists</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p>

Year 2	Persuasion – Purpose: advert, leaflet, argument	
Text Structure	<p>Brief introduction and conclusion.</p> <p>Written in the past tense.</p> <p>Main ideas organised in groups.</p>	
Sentence	<p>Subject/verb sentences e.g. I think... We want...</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes Uses rhetorical questions</p> <p>Uses ambitious adjectives to grab the reader's attention</p>	
Useful Vocabulary	<p>The biggest The greatest The longest The tallest I think that... I believe that... Extraordinary Remarkable</p>	
Word Classes	<p><b><u>Noun</u></b> Form nouns using suffixes. Expanded noun phrases for description. Add 'es' to nouns.</p> <p><b><u>Verbs</u></b> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p><b><u>Adjectives</u></b> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><b><u>Connectives/conjunctions</u></b> Subordination – when, if, that, because Coordination – or, and, but.</p> <p><b><u>Tense</u></b> Correct and consistent use of past and present tense</p> <p><b><u>Adverbs</u></b> 'ly' added to adjective to form adverb.</p>	
Punctuation	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p>	<p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists</p> <p>Apostrophes for contractions.</p> <p>Use capital letters correctly.</p>

Year 2	Biography
<b>Text Structure</b>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. He went... She travelled...</p> <p>Main ideas organised in groups.</p> <p>Ideas organised in chronological order using connectives that signal time</p>
<b>Sentence</b>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. large crowd</p>
<b>Useful Vocabulary</b>	<p>As a child... As a teenager... At a young age... Many years later... One of the interesting things about...was...</p> <p>In my view... His/Her life was... I believe... He/She was... He/She became...</p>
<b>Word Classes</b>	<p><b><u>Noun</u></b></p> <p>Form nouns using suffixes.</p> <p>Expanded noun phrases for description. Add 'es' to nouns.</p> <p><b><u>Verbs</u></b></p> <p>Progressive form of verbs in the past and present tense.</p> <p>Add 'es', 'ed' and 'ing' to verbs.</p> <p><b><u>Adjectives</u></b></p> <p>Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><b><u>Connectives/conjunctions</u></b></p> <p>Subordination - when, if, that, because</p> <p>Coordination - or, and, but.</p> <p><b><u>Tense</u></b></p> <p>Correct and consistent use of past and present tense</p> <p><b><u>Adverbs</u></b></p> <p>'ly' added to adjective to form adverb.</p>



Year 2	Balanced Argument - Purpose: Speech, Essay, Letter.	
<b>Text Structure</b>	<p>Brief introduction and conclusion.</p> <p>Written in an impersonal style</p> <p>Main ideas organised in groups.</p>	
<b>Sentence</b>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Some modal verbs introduced e.g. would, could, should</p> <p>Use simple adverbs e.g. yesterday, last week      Use simple noun phrases e.g. angry mum</p> <p>Uses rhetorical questions      Uses ambitious adjectives to grab the reader's attention</p>	
<b>Useful Vocabulary</b>	I am going to... In fact... It seems... To sum this up... The opposite view of this is... Not everyone agrees with this...	
<b>Word Classes</b>	<p><u><b>Noun</b></u> Form nouns using suffixes. Expanded noun phrases for description. Add 'es' to nouns.</p> <p><u><b>Verbs</b></u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p><u><b>Adjectives</b></u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u><b>Connectives/conjunctions</b></u> Subordination - when, if, that, because Coordination - or, and, but.</p> <p><u><b>Tense</b></u> Correct and consistent use of past and present tense</p> <p><u><b>Adverbs</b></u> 'ly' added to adjective to form adverb.</p>	
<b>Punctuation</b>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p>	<p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists</p> <p>Apostrophes for contractions.</p>

Year 2	Newspaper	
<b>Text Structure</b>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense</p> <p>Main ideas organised in groups.</p> <p>Using sequencing techniques - time related words</p> <p>A photo with a caption</p>	
<b>Sentence</b>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Some modal verbs introduced e.g. would, could, should      Use simple adverbs e.g. yesterday, today</p> <p>Use simple noun phrases e.g. red shoes</p>	
<b>Useful Vocabulary</b>	<p>It was a terrible... The scene was... Many passers by... Some children were... Shocking   Awful   Amazing   Incredible</p> <p>Afterwards</p>	
<b>Word Classes</b>	<p><b><u>Noun</u></b></p> <p>Form nouns using suffixes.</p> <p>Expanded noun phrases for description. Add 'es' to nouns.</p> <p><b><u>Verbs</u></b></p> <p>Progressive form of verbs in the past and present tense.</p> <p>Add 'es', 'ed' and 'ing' to verbs.</p> <p><b><u>Adjectives</u></b></p> <p>Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><b><u>Connectives/conjunctions</u></b></p> <p>Subordination - when, if, that, because</p> <p>Coordination - or, and, but.</p> <p><b><u>Tense</u></b></p> <p>Correct and consistent use of past and present tense</p> <p><b><u>Adverbs</u></b></p> <p>'ly' added to adjective to form adverb.</p>	
<b>Punctuation</b>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p>	<p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists</p> <p>Apostrophes for contractions.</p> <p>Use capital letters correctly.</p>

Year 2	Story	
<b>Text Structure</b>	<p>Sentences organised chronologically indicated by time related words e.g. finally</p> <p>Divisions in narrative may be marked by sections/paragraphs</p> <p>Connections between sentences make reference to characters e.g. Peter and Jane/ they</p> <p>Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting</p>	
<b>Sentence</b>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Simple connectives and, but, then, so, when link clauses</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Speech-like expressions in dialogue e.g. Chill out!</p> <p>Use simple noun phrases e.g. massive field</p>	
<b>Useful Vocabulary</b>	<p>Year 1 ambitious vocabulary used</p> <p>Range of colour adjectives used e.g. red, blue</p> <p>Pronouns: I, she, he, they.</p> <p>Prepositions: up, down, in, into, out, to, onto</p> <p>Once upon a time, one day, happily ever after</p>	<p>Range of size adjectives used e.g. big, small</p> <p>Range of emotion words used e.g. sad, angry, cross</p> <p>Conjunctions: and, but, then, or, this</p> <p>Time connectives: first, then, next</p>
<b>Word Classes</b>	<p><u><b>Noun</b></u></p> <p>What a noun is.</p> <p>Regular plural nouns with 'er'</p> <p><u><b>Verbs</b></u></p> <p>Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><u><b>Adjectives</b></u></p> <p>Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u><b>Connectives/conjunctions</b></u></p> <p>Join words and sentences using and/then.</p> <p><u><b>Tense</b></u></p> <p>Simple past tense 'ed'.</p>	
<b>Punctuation</b>	<p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use exclamation marks.</p>	<p>Begin to use exclamation marks.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p> <p>Read words with contractions.</p>

Year 3	Instructions
<b>Text Structure</b>	A set of ingredients and equipment needed are outlined clearly. Organised into clear points denoted by time.
<b>Sentence</b>	Simple sentences with extra description. Some complex sentences using when, if, as etc. Adverbials e.g. When the glue dries, attach the paperclip.
<b>Useful Vocabulary</b>	Afterwards   After that   To begin with   Begin by   Secondly   The next step is to   With a slow movement   With a quick pull   Try to
<b>Word Classes</b>	<p><u><b>Noun</b></u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u><b>Verbs</b></u> Present perfect forms of verbs instead of 'the'</p> <p><u><b>Adjectives</b></u> Choose appropriate adjectives.</p> <p><u><b>Connectives/conjunctions</b></u> Express time and cause (when, so, before, after, while, because)</p> <p><u><b>Tense</b></u> Correct and consistent use of past and present tense.</p> <p><u><b>Adverbs</b></u> Introduce/revise adverbs. Express time</p>
<b>Punctuation</b>	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.

Year 3	Recount - experiences, diary, police reports, sports reports
Text Structure	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>
Sentence	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.</p>
Useful Vocabulary	Last week   During our school trip   Soon   Meanwhile   To begin with   I was pleased that   I didn't expect that   It was difficult to
Word Classes	<p><u>Noun</u></p> <p>Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u></p> <p>Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u></p> <p>Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u></p> <p>Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u></p> <p>Introduce/revise adverbs.</p> <p>Express time and cause; then, next, soon.</p>

Year 3	Non-Chronological Reports
<b>Text Structure</b>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Use of sub-headings.</p>
<b>Sentence</b>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When the caterpillar makes a cocoon...</p>
<b>Useful Vocabulary</b>	The following report   They don't   It doesn't   Sometimes   Often   Most
<b>Word Classes</b>	<p><b><u>Noun</u></b> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><b><u>Verbs</u></b> Present perfect forms of verbs instead of 'the'</p> <p><b><u>Adjectives</u></b> Choose appropriate adjectives.</p> <p><b><u>Connectives/conjunctions</u></b> Express time and cause (when, so, before, after, while, because)</p> <p><b><u>Tense</u></b> Correct and consistent use of past and present tense.</p> <p><b><u>Adverbs</u></b> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>

Year 3	Letters
<b>Text Structure</b>	<p>Clear introduction.</p> <p>Points about the visit/issue</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences.</p> <p>Some letter layout features included.</p>
<b>Sentence</b>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When they have a problem, we played after tea.</p> <p>It was scary in the tunnel.</p>
<b>Useful Vocabulary</b>	<p>While, if, as, when.</p> <p>I would like to inform you that...</p> <p>It has come to my attention that...</p> <p>Thank you for...</p> <p>I hope that...</p>
<b>Word Classes</b>	<p><b><u>Noun</u></b></p> <p>Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p><b><u>Verbs</u></b></p> <p>Present perfect forms of verbs instead of 'the' - I have seen that movie.</p> <p><b><u>Adjectives</u></b></p> <p>Choose appropriate adjectives.</p> <p><b><u>Connectives/conjunctions</u></b></p> <p>Express time and cause (when, so, before, after, while, because)</p> <p><b><u>Tense</u></b></p> <p>Correct and consistent use of past and present tense.</p> <p><b><u>Adverbs</u></b></p> <p>Introduce/revise adverbs.</p> <p>Express time and cause; then, next, soon.</p>
<b>Punctuation</b>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>

Year 3	Persuasion - Purpose: advert, leaflet, argument
<b>Text Structure</b>	<p>Clear introduction.</p> <p>Points about subject/issue</p> <p>Organised into paragraphs</p> <p>Sub-heading used to organize texts.</p>
<b>Sentence</b>	<p>Simple sentences with extra description.      Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will      Adverbials e.g. When they have a problem, we played after tea.</p> <p>It was scary in the tunnel.      Start sentences with verbs e.g. imagine, consider, enjoy.</p>
<b>Useful Vocabulary</b>	<p>Surely Obviously Clearly Don't you think... Firstly Secondly Thirdly My own view is My last point is My final point is</p> <p>Imagine Consider Enjoy</p>
<b>Word Classes</b>	<p><u><b>Noun</b></u></p> <p>Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p><u><b>Verbs</b></u></p> <p>Present perfect forms of verbs instead of 'the' - He has eaten his dinner.</p> <p><u><b>Adjectives</b></u></p> <p>Choose appropriate adjectives.</p> <p><u><b>Connectives/conjunctions</b></u></p> <p>Express time and cause (when, so, before, after, while, because)</p> <p><u><b>Tense</b></u></p> <p>Correct and consistent use of past and present tense.</p> <p><u><b>Adverbs</b></u></p> <p>Introduce/revise adverbs.</p> <p>Express time and cause; then, next, soon.</p>
<b>Punctuation</b>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>



Year 3	Biography
<b>Text Structure</b>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>
<b>Sentence</b>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When she arrived at the scene, the doctors told her exactly what happened.</p>
<b>Useful Vocabulary</b>	<p>During his/her early life...</p> <p>Soon afterwards...</p> <p>Sometimes he...</p> <p>Strangely...</p> <p>One of the most remarkable facts about...</p> <p>His/her greatest achievement was...</p>
<b>Word Classes</b>	<p><b><u>Noun</u></b></p> <p>Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p><b><u>Verbs</u></b></p> <p>Present perfect forms of verbs instead of 'the'</p> <p><b><u>Adjectives</u></b></p> <p>Choose appropriate adjectives.</p> <p><b><u>Connectives/conjunctions</u></b></p> <p>Express time and cause (when, so, before, after, while, because)</p> <p><b><u>Tense</u></b></p> <p>Correct and consistent use of past and present tense.</p> <p><b><u>Adverbs</u></b></p> <p>Introduce/revise adverbs.</p> <p>Express time and cause; then, next, soon.</p>

Year 3	Balanced Argument - Purpose: Speech, Essay, Letter.
<b>Text Structure</b>	<p>Clear introduction.</p> <p>Points about subject/issue</p> <p>Organised into paragraphs</p> <p>Sub-heading used to organise texts.</p>
<b>Sentence</b>	<p>Simple sentences with extra description.                      Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs could/might                      Start sentences with verbs e.g. imagine, consider, enjoy.</p> <p>Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel.</p>
<b>Useful Vocabulary</b>	<p>I will begin by... Maybe... Firstly... Many people are concerned that... I wonder... Sometimes It could be argued that... Therefore...</p> <p>My overall feeling/opinion is... An example of this is.... It is clear that...</p>
<b>Word Classes</b>	<p><u><b>Noun</b></u></p> <p>Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p><u><b>Verbs</b></u></p> <p>Present perfect forms of verbs instead of 'the'</p> <p><u><b>Adjectives</b></u></p> <p>Choose appropriate adjectives.</p> <p><u><b>Connectives/conjunctions</b></u></p> <p>Express time and cause (when, so, before, after, while, because)</p> <p><u><b>Tense</b></u></p> <p>Correct and consistent use of past and present tense.</p> <p><u><b>Adverbs</b></u></p> <p>Introduce/revise adverbs.</p> <p>Express time and cause; then, next, soon.</p>
<b>Punctuation</b>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>

Year 3	Newspaper
<b>Text Structure</b>	<p>Clear introduction.</p> <p>Points about the visit/issue</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences.</p> <p>Some newspaper layout features included.</p> <p>A bold eye-catching headline.</p>
<b>Sentence</b>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. As the police arrived, the crowd scattered.</p>
<b>Useful Vocabulary</b>	<p>While, if, as, when. Witnesses felt... He reported that... He also claimed that... She went on to state that... He continued by...</p> <p>Hours later Unfortunately Fortunately</p>
<b>Word Classes</b>	<p><b><u>Noun</u></b></p> <p>Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p><b><u>Verbs</u></b></p> <p>Present perfect forms of verbs instead of 'the'</p> <p><b><u>Adjectives</u></b></p> <p>Choose appropriate adjectives.</p> <p><b><u>Connectives/conjunctions</u></b></p> <p>Express time and cause (when, so, before, after, while, because)</p> <p><b><u>Tense</u></b></p> <p>Correct and consistent use of past and present tense.</p> <p><b><u>Adverbs</u></b></p> <p>Introduce/revise adverbs.</p> <p>Express time and cause; then, next, soon.</p>
<b>Punctuation</b>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>

Year 3	Story
<b>Text Structure</b>	<p>Time and place are referenced to guide the reader through the text e.g. in the morning</p> <p>Organised into paragraphs e.g. When she arrived at the bear's house..</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</p>
<b>Sentence</b>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using because, which, where etc.</p> <p>Tense consistent e.g. typically past tense for narration, present tense in dialogue</p> <p>Dialogue is realistic and conversational in style e.g. Well, I suppose...</p> <p>Verbs used are specific for action e.g. rushed, shoved, pushed</p> <p>Adverbials e.g. When she reached home...</p> <p>Expanded noun phrases</p>
<b>Useful Vocabulary</b>	<p>Year 3 ambitious vocabulary used</p> <p>Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as</p> <p>Adverbs: very, rather, slightly</p>
<b>Word Classes</b>	<p><u><b>Noun</b></u></p> <p>Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p><u><b>Verbs</b></u></p> <p>Present perfect forms of verbs instead of 'the'</p> <p><u><b>Adjectives</b></u></p> <p>Choose appropriate adjectives.</p> <p><u><b>Connectives/conjunctions</b></u></p> <p>Express time and cause (when, so, before, after, while, because)</p> <p><u><b>Tense</b></u></p> <p>Correct and consistent use of past and present tense.</p> <p><u><b>Adverbs</b></u></p> <p>Introduce/revise adverbs.</p> <p>Express time and cause; then, next, soon.</p>
<b>Punctuation</b>	<p>Introduce possessive apostrophes for plural nouns.      Introduce inverted commas.</p>

Year 4	Instructions
<b>Text Structure</b>	<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter.</p> <p>Friendly tips/suggestions are included to heighten the engagement e.g. This dish is served best with a dash of nutmeg.</p>
<b>Sentence</b>	<p>Variation in sentence structures e.g. While the pastry cooks...</p> <p>As the sauce thickens... Include adverbs to show how often e.g. additionally, frequently, rarely.</p>
<b>Useful Vocabulary</b>	Continue by... Carry on... Do this until... Stop when... When you have done this... Try not to... Avoid..
<b>Word Classes</b>	<p><u><b>Noun</b></u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u><b>Verbs</b></u> Standard English forms for verbs.</p> <p><u><b>Adjectives</b></u> Choose appropriate adjectives.</p> <p><u><b>Connectives/conjunctions</b></u> Use a wide range of connectives/conjunctions.</p> <p><u><b>Tense</b></u> Correct use of past and present tense.</p> <p><u><b>Adverbs</b></u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials</p>
<b>Punctuation</b>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech</p>

<b>Year 4</b>	<b>Recount - experiences, diary, police reports, sports reports</b>
<b>Text Structure</b>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p>
<b>Sentence</b>	<p>Variation in sentence structures e.g. While we watched the sea lion show...</p> <p>Use embedded/relative clauses e.g. Penguins, which are very agile, ....</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>Sentences build from a general idea to more specific.</p> <p>Use emotive language to show personal response e.g. fabulous, showcase inspired me</p>
<b>Useful Vocabulary</b>	<p>Later on... Before long... At that very moment... At precisely... When this was complete... I was gripped by... I felt overwhelmed when...</p> <p>I was personally affected by... This has changed how I feel about...</p>
<b>Word Classes</b>	<p><b><u>Noun</u></b></p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><b><u>Verbs</u></b></p> <p>Standard English forms for verbs.</p> <p><b><u>Adjectives</u></b></p> <p>Choose appropriate adjectives.</p> <p><b><u>Connectives/conjunctions</u></b></p> <p>Use a wide range of connectives/conjunctions.</p> <p><b><u>Tense</u></b></p> <p>Correct use of past and present tense.</p> <p><b><u>Adverbs</u></b></p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials</p>

Year 4	Non-Chronological Reports
<b>Text Structure</b>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Sub-headings are used to organise information. E.g. Qualities, body parts, behaviour.</p>
<b>Sentence</b>	<p>Variation in sentence structures e.g. While the eggs hatch female penguins ...</p> <p>Use embedded/relative clauses e.g. Penguins, which are very agile, ....</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>Sentences build from a general idea to more specific.</p> <p>Use technical vocabulary to show the reader the writer's</p>
<b>Useful Vocabulary</b>	<p>This report will    The following Information    Usually    Normally    Even though    Despite the fact    As a rule</p>
<b>Word Classes</b>	<p><u><b>Noun</b></u></p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u><b>Verbs</b></u></p> <p>Standard English forms for verbs.</p> <p><u><b>Adjectives</b></u></p> <p>Choose appropriate adjectives.</p> <p><u><b>Connectives/conjunctions</b></u></p> <p>Use a wide range of connectives/conjunctions.</p> <p><u><b>Tense</b></u></p> <p>Correct use of past and present tense.</p> <p><u><b>Adverbs</b></u></p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials</p>

Year 4	Letters
<b>Text Structure</b>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter. Paragraphs organised correctly into key ideas.</p> <p>All letter layout features included.</p>
<b>Sentence</b>	<p>Variation in sentence structures e.g. While we were at the park... As we arrived...</p> <p>Use embedded/relative clauses e.g. Mrs Holt, who was very angry...</p> <p>The tiger, that was pacing...</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p>
<b>Useful Vocabulary</b>	<p>As I stated earlier... Referring to... This is an unfortunate... It is with regret... I would be grateful if... It is with regret that...</p> <p>I look forward to hearing from you in due course.</p> <p>Use modal verbs to hint future action or possibilities e.g. should, would, could</p>
<b>Word Classes</b>	<p><b><u>Noun</u></b></p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><b><u>Verbs</u></b></p> <p>Standard English forms for verbs.</p> <p><b><u>Adjectives</u></b></p> <p>Choose appropriate adjectives.</p> <p><b><u>Connectives/conjunctions</u></b></p> <p>Use a wide range of connectives/conjunctions.</p> <p><b><u>Tense</u></b></p> <p>Correct use of past and present tense.</p> <p><b><u>Adverbs</u></b></p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials</p>
<b>Punctuation</b>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>



<b>Year 4</b>	<b>Persuasion - Purpose: advert, leaflet, argument</b>
<b>Text Structure</b>	<p>Clear introduction and conclusion. Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas. Subheading Topic sentences</p>
<b>Sentence</b>	<p>Variation in sentence structures e.g. While we were at the park... As we arrived...</p> <p>Use embedded/relative clauses e.g. Mrs Price, who was very angry... The tiger, that was pacing...</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>More complicated rhetorical questions e.g. haven't you always longed</p>
<b>Useful Vocabulary</b>	<p>I believe that It seems to me that It is clear that Is it any wonder that Furthermore As I see it</p> <p>Tremendous Implore you to consider Extremely significant Inevitably Finally In conclusion In summary</p> <p>The evidence presented... Have you ever thought about...? Do you think that...? Fed up with...?</p>
<b>Word Classes</b>	<p><u><b>Noun</b></u></p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u><b>Verbs</b></u></p> <p>Standard English forms for verbs.</p> <p><u><b>Adjectives</b></u></p> <p>Choose appropriate adjectives.</p> <p><u><b>Connectives/conjunctions</b></u></p> <p>Use a wide range of connectives/conjunctions.</p> <p><u><b>Tense</b></u></p> <p>Correct use of past and present tense.</p> <p><u><b>Adverbs</b></u></p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials</p>
<b>Punctuation</b>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>

Year 4	Biography
<b>Text Structure</b>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p>
<b>Sentence</b>	<p>Variation in sentence structures e.g. While we watched the sealion show...</p> <p>Use embedded/relative clauses e.g. Penguins, which are very agile, ....</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>Sentences build from a general idea to more specific.</p> <p>Use emotive language to show personal response e.g. fabulous, showcase inspired me to....</p>
<b>Useful Vocabulary</b>	<p>In his /her early years... By the time he/she had... In his/ her final years... What is clear is that... Even though he/she was not popular at the time, Although feeling ran high in the community, In many ways it wasn't until... He/She might have been... His/Her one regret was that...</p>
<b>Word Classes</b>	<p><b><u>Noun</u></b></p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><b><u>Verbs</u></b></p> <p>Standard English forms for verbs.</p> <p><b><u>Adjectives</u></b></p> <p>Choose appropriate adjectives.</p> <p><b><u>Connectives/conjunctions</u></b></p> <p>Use a wide range of connectives/conjunctions.</p> <p><b><u>Tense</u></b></p> <p>Correct use of past and present tense.</p> <p><b><u>Adverbs</u></b></p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials</p>

Year 4	Balanced Argument - Purpose: Speech, Essay, Letter.
Text Structure	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading. Topic sentences.
Sentence	Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The angry mob, who had broken the barricade... Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. Have you ever
Useful Vocabulary	This piece of writing will... ...feel convinced... I intend to... On the other hand... In addition... It is surprising that... On balance... Finally I would like to add... My next point concerns... Furthermore Having looked at both sides, I think...because... Having considered the arguments for and against... Whilst...
Word Classes	<u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of connectives/conjunctions. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials
Punctuation	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.

Year 4	Newspaper
<b>Text Structure</b>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the newspaper. Who, what, where, when and why</p> <p>Information is clear to orientate the reader.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>All newspaper layout features included.</p> <p>Bold eye-catching headline which includes alliteration.</p>
<b>Sentence</b>	<p>Variation in sentence structures e.g. While the witness was distracted... As the police arrived...</p> <p>Use embedded/relative clauses e.g. Mrs Price, who was very angry... The tiger, that was pacing...</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p>
<b>Useful Vocabulary</b>	<p>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...</p>
<b>Word Classes</b>	<p><u><b>Noun</b></u></p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u><b>Verbs</b></u></p> <p>Standard English forms for verbs.</p> <p><u><b>Adjectives</b></u></p> <p>Choose appropriate adjectives.</p> <p><u><b>Connectives/conjunctions</b></u></p> <p>Use a wide range of connectives.</p> <p><u><b>Tense</b></u></p> <p>Correct use of past and present tense.</p> <p><u><b>Adverbs</b></u></p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials</p>
<b>Punctuation</b>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>

Year 4	Story
<b>Text Structure</b>	<p>Link between opening and resolution</p> <p>Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack</p> <p>Paragraphs organised correctly to build up to key event</p> <p>Repetition avoided through using different sentence structures and ellipsis</p>
<b>Sentence</b>	<p>Variation in sentence structures e.g. while, although, until</p> <p>Use embedded/relative clauses e.g. Marcus, who grinned slyly at the teacher,....</p> <p>Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously</p> <p>Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking</p>
<b>Useful Vocabulary</b>	<p>Year 4 ambitious vocabulary used</p> <p>Connectives/conjunctions: in addition, since, furthermore, consequently, in the end, much later on, moreover, in due course, eventually</p>
<b>Word Classes</b>	<p><u><b>Noun</b></u></p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u><b>Verbs</b></u></p> <p>Standard English forms for verbs.</p> <p><u><b>Adjectives</b></u></p> <p>Choose appropriate adjectives.</p> <p><u><b>Connectives/conjunctions</b></u></p> <p>Use a wide range of connectives/conjunctions.</p> <p><u><b>Tense</b></u></p> <p>Correct use of past and present tense.</p> <p><u><b>Adverbs</b></u></p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials</p>
<b>Punctuation</b>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>

Year 5	Instructions
<b>Text Structure</b>	<p>Consolidate work from previous learning.</p> <p>Can write accurate instructions for complicated processes.</p> <p>Can write imaginative instructions using flair and humour.</p>
<b>Sentence</b>	<p>Sentence length varied e.g short/long.</p> <p>Wide range of subordinate conjunctions e.g. whilst, until, despite.</p>
<b>Useful Vocabulary</b>	<p>Don't forget to..</p> <p>Be careful of...</p> <p>Don't worry about...</p> <p>Concentrate on...</p> <p>At this point...</p>
<b>Word Classes</b>	<p><b><u>Noun</u></b></p> <p>Locate and identify expanded noun phrases.</p> <p><b><u>Verbs</u></b></p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><b><u>Adjectives</u></b></p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives/conjunctions.</p> <p><b><u>Tense</u></b></p> <p>Change tense according to features of the genre.</p> <p><b><u>Adverbs</u></b></p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials.</p> <p>Adverbials of time, place and number.</p>
<b>Punctuation</b>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>

Year 5	Recount - experiences, diary, police reports, sports reports
<b>Text Structure</b>	<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organized chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the writer's perspective.</p>
<b>Sentence</b>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure.</p> <p>Wide range of subordinate conjunctions e.g. whilst, until, despite.</p>
<b>Useful Vocabulary</b>	<p>As it happened</p> <p>As a result of</p> <p>Consequently</p> <p>Subsequently</p> <p>Unlike the rest of the group, I felt... In a flash...</p> <p>Presently</p> <p>Meanwhile</p> <p>In conclusion</p> <p>The experience overall...</p>
<b>Word Classes</b>	<p><u><b>Noun</b></u></p> <p>Locate and identify expanded noun phrases.</p> <p><u><b>Verbs</b></u></p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives into verbs using suffixes; accept - acceptable, act - active</p> <p><u><b>Adjectives</b></u></p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p><u><b>Tense</b></u></p> <p>Change tense according to features of the genre.</p> <p><u><b>Adverbs</b></u></p> <p>Know what an adverbial phrase is.</p>

	<p>Fronted adverbials</p> <p>Comma after fronted adverbials.      Adverbials of time, place and number.</p>
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Year 5	Non-Chronological Reports
<b>Text Structure</b>	<p>Developed introduction and conclusion using all the layout features.</p> <p>Description of the phenomenon is technical and accurate.</p> <p>Generalised sentences are used to categorise and sort information for the reader</p> <p>Purpose of the report is to inform the reader and to describe the way things are.</p> <p>Formal and technical language used throughout to engage the reader.</p>
<b>Sentence</b>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach.</p> <p>Wide range of subordinate conjunctions e.g. whilst, until, despite.</p>
<b>Useful Vocabulary</b>	<p>The purpose of this report/article is to...    The information presented will...    Some experts believe...    This article is designed to</p> <p>Many specialists consider    Firstly I will...    It can be difficult    ___ will enable you to understand.    Unlike    Despite    Although</p> <p>Like many</p>
<b>Word Classes</b>	<p><u><b>Noun</b></u></p> <p>Locate and identify expanded noun phrases.</p> <p><u><b>Verbs</b></u></p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u><b>Adjectives</b></u></p> <p>Choose appropriate adjectives</p> <p><u><b>Subordinating and coordinating conjunctions</b></u></p> <p>Use a wide range of conjunctions</p> <p><u><b>Tense</b></u></p> <p>Change tense according to features of the genre.</p>



	<p><b><u>Adverbs</u></b>          Know what an adverbial phrase is.          Fronted adverbials          Comma after fronted adverbials.          Adverbials of time, place and number.</p>
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Year 5	Letters
<b>Text Structure</b>	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.
<b>Sentence</b>	Sentence length 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. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.
<b>Useful Vocabulary</b>	I appreciate... Whilst we were waiting... Your concern... Until this is resolved... Despite speaking to the duty manager... This is a disgrace... Unfortunately... Many other people also... I am delighted to inform you that...
<b>Word Classes</b>	<p><b><u>Noun</u></b>          Locate and identify expanded noun phrases.</p> <p><b><u>Verbs</u></b>          Use modal verbs.          Prefixes for verbs; dis, de, mis, over, ise, ify.          Convert adjectives into verbs using suffixes</p> <p><b><u>Adjectives</u></b>          Choose appropriate adjectives</p> <p><b><u>Connectives/conjunctions</u></b>          Use a wide range of conjunctions</p> <p><b><u>Tense</u></b>          Change tense according to features of the genre.</p> <p><b><u>Adverbs</u></b></p>

	<p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials.</p> <p>Adverbials of time, place and number (e.g. twice).</p>
<b>Punctuation</b>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>
<b>Year 5</b>	<b>Persuasion - Purpose: advert, leaflet, argument</b>
<b>Text Structure</b>	<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>
<b>Sentence</b>	<p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...</p> <p>Prepositional phrases used cleverly. e.g. In the event of a blackout...</p>
<b>Useful Vocabulary</b>	<p>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...</p> <p>I would draw your attention to... I would refer to... On the basis of the evidence presented... Phenomenal</p> <p>Unique Unmissable You will be... Don't... Take a moment to... Isn't it time to...? Worried about...</p>
<b>Word Classes</b>	<p><u><b>Noun</b></u></p> <p>Locate and identify expanded noun phrases.</p> <p><u><b>Verbs</b></u></p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u><b>Adjectives</b></u></p>

	<p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p><b><u>Tense</u></b></p> <p>Change tense according to features of the genre.</p> <p><b><u>Adverbs</u></b></p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials                      Comma after fronted adverbials.</p> <p>Adverbials of time, place and number.</p>
<b>Punctuation</b>	Use a wide range of punctuation throughout the writing.
<b>Year 5</b>	<b>Biography</b>
<b>Text Structure</b>	<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the writer's perspective</p>
<b>Sentence</b>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p>
<b>Useful Vocabulary</b>	<p>In (insert year) at the age of.....he/she... The time came for...</p> <p>In his/her later years...</p> <p>Once he/she had...</p> <p>Nobody is sure why...</p> <p>In spite of...</p> <p>His/Her lasting legacy is that...</p>
<b>Word Classes</b>	<p><b><u>Noun</u></b></p> <p>Locate and identify expanded noun phrases.</p> <p><b><u>Verbs</u></b></p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><b><u>Adjectives</u></b></p>

	<p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p><u>Tense</u></p> <p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials.</p> <p>Adverbials of time, place and number.</p>
<b>Year 5</b>	<b>Balanced Argument - Purpose: Speech, Essay, Letter.</b>
<b>Text Structure</b>	<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>Both view points are transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p>
<b>Sentence</b>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p> <p>Persuasive statements are used to change the reader's opinion. E.g. you will never need to...</p>
<b>Useful Vocabulary</b>	<p>It strikes me that... My intention is to... To do this I will... As I see it... It appears to me... Naturally... It is precisely because.... Subsequently... Doubtless... Nevertheless... In stark contrast... Contrary to this position... It would seem logical...</p> <p>Let us consider the impact... In conclusion... The evidence presented leads me to conclude...</p>
<b>Word Classes</b>	<p><u>Noun</u></p> <p>Locate and identify expanded noun phrases.</p> <p><u>Verbs</u></p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u></p>

	<p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p><u>Tense</u></p> <p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p> <p>Know what an adverbial phrase is.      Fronted adverbials      Comma after fronted adverbials.      Adverbials of time, place and number.</p>
<b>Punctuation</b>	<p>Consolidate all previous learning.      Semi-colons</p> <p>Brackets      Colons</p> <p>Dashes</p>
<b>Year 5</b>	<b>Newspaper</b>
<b>Text Structure</b>	<p>Developed introduction and conclusion using all the newspaper's layout features.</p> <p>Paragraphs developed with prioritised information into columns.</p> <p>Subheadings are used as an organisational device.</p> <p>Formal language used throughout to engage the reader.</p> <p>Quotations are succinct/emotive.</p>
<b>Sentence</b>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p>
<b>Useful Vocabulary</b>	<p>Until this is resolved...    Unfortunately...    Chaos ensued...    Many panicked when...    He disputed...    She refused to accept that...    The parents agreed that...</p> <p>Witnesses...    Pupils emphasized...    They spoke to...    In addition to this...</p>
<b>Word Classes</b>	<p><u>Noun</u></p> <p>Locate and identify expanded noun phrases.</p> <p><u>Verbs</u></p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p><u>Tense</u></p>

	<p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials.</p> <p>Adverbials of time, place and number.</p>
<b>Punctuation</b>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>
<b>Year 5</b>	<b>Story</b>
<b>Text Structure</b>	<p>Sequence of plot may be disrupted for effect e.g. flashback</p> <p>Opening and resolution shape the story</p> <p>Structural features of narrative are included e.g. repetition for effect</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action e.g. it crept into the woods</p>
<b>Sentence</b>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Embedded subordinate clauses are used for economy or emphasis</p> <p>Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls</p> <p>Repetition is used for effect e.g. the boys ran and ran until they could run no more.</p>
<b>Useful Vocabulary</b>	Year 5 ambitious vocabulary used
<b>Word Classes</b>	<p><u>Noun</u></p> <p>Locate and identify expanded noun phrases.</p> <p><u>Verbs</u></p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p>



	Change tense according to features of the genre. <b><u>Adverbs</u></b> Link ideas across a text using cohesive devices such as adverbials
<b>Punctuation</b>	Use a wide range of punctuation throughout the writing.

<b>Year 6</b>	<b>Recount - experiences, diary, police reports, sports reports</b>
<b>Text Structure</b>	The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritized according to importance and a frame of response set up for the reply.
<b>Sentence</b>	Verb forms are controlled and precise e.g. It would be regrettable if the wildlife 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 use 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...
<b>Useful Vocabulary</b>	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...
<b>Word Classes</b>	<b><u>Noun</u></b> Expanded noun phrases to convey complicated information concisely. <b><u>Verbs</u></b> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. <b><u>Adjectives</u></b>



	<p>Choose appropriate adjectives</p> <p><b><u>Connectives/conjunctions</u></b></p> <p>Use a wide range of connectives.</p> <p><b><u>Tense</u></b></p> <p>Change tense according to features of the genre.</p> <p><b><u>Adverbs</u></b></p> <p>Link ideas across a text using cohesive devices such as adverbials</p>
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Year 6	Non-Chronological Reports
<b>Text Structure</b>	<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>
<b>Sentence</b>	<p>Verb forms are controlled and precise e.g. It would be regrettable if the wildlife funds come to an end.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writer's position e.g. As a consequence of their actions...</p> <p>Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a fire...</p>
<b>Useful Vocabulary</b>	<p>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...</p>
<b>Word Classes</b>	<p><b><u>Noun</u></b></p> <p>Expanded noun phrases to convey complicated information concisely.</p> <p><b><u>Verbs</u></b></p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives into verbs using suffixes; ate, ise, ify.</p>

	<p><b><u>Adjectives</u></b> Choose appropriate adjectives</p> <p><b><u>Connectives/conjunctions</u></b> Use a wide range of connectives.</p> <p><b><u>Tense</u></b> Change tense according to features of the genre.</p> <p><b><u>Adverbs</u></b> Link ideas across a text using cohesive devices such as adverbials</p>
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Year 6	Letters
<b>Text Structure</b>	<p>Letter well constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritized according to importance and a frame of response set up for the reply.</p>
<b>Sentence</b>	<p>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.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writers position e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a fire...</p>
<b>Useful Vocabulary</b>	<p>Please do not hesitate to contact me...    An early response would be greatly appreciated...    Please accept my...    I wish to express...</p> <p>The impact of...</p> <p>Despite continued efforts...    Subsequently...</p>
<b>Word Classes</b>	<p><b><u>Noun</u></b> Expanded noun phrases to convey complicated information concisely.</p> <p><b><u>Verbs</u></b> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p><b><u>Adjectives</u></b> Choose appropriate adjectives</p>

	<u><b>Connectives/conjunctions</b></u> Use a wide range of connectives. <u><b>Tense</b></u> Change tense according to features of the genre. <u><b>Adverbs</b></u> Link ideas across a text using cohesive devices such as adverbials
<b>Punctuation</b>	Use a wide range of punctuation throughout the writing.

<b>Year 6</b>	<b>Persuasion - Purpose: advert, leaflet, argument</b>
<b>Text Structure</b>	Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Viewpoint is transparent for reader. Emotive language used throughout to engage the reader.
<b>Sentence</b>	Sentence length 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 connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. Persuasive statement are used to change the readers opinion. E.g. you will never need to...
<b>Useful Vocabulary</b>	It strikes me that    There is no doubt that    I am convinced that    It appears    In my opinion Surely only a fool would consider...    In addition    Furthermore    Moreover    My evidence to support this is... On balance...    Just think how...    Now you can...    For the rest of your life...    Unbelievable    Outrageous
<b>Word Classes</b>	<u><b>Noun</b></u> Expanded noun phrases to convey complicated information concisely. <u><b>Verbs</b></u> Use modal verbs. Prefixes for verbs: dis, de, mis, over, ise, ify.

	<p>Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p><b><u>Adjectives</u></b></p> <p>Choose appropriate adjectives</p> <p><b><u>Connectives/conjunctions</u></b></p> <p>Use a wide range of connectives.</p> <p><b><u>Tense</u></b></p> <p>Change tense according to features of the genre.</p> <p><b><u>Adverbs</u></b></p> <p>Link ideas across a text using cohesive devices such as adverbials</p>
<b>Punctuation</b>	Use a wide range of punctuation throughout the writing.

<b>Year 6</b>	<b>Biography</b>
<b>Text Structure</b>	<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>
<b>Sentence</b>	<p>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writer's position e.g. As a consequence of their actions...</p> <p>Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a fire...</p>
<b>Useful Vocabulary</b>	<p>They are unusually    They are rarely    They are never...    They are very...    Generally    Be careful if you    Frequently they...    I will attempt to...</p> <p>This article will frame...    It can be difficult to...    Each paragraph...    More than    Half    Less than half...</p>
<b>Word Classes</b>	<p><b><u>Noun</u></b></p> <p>Expanded noun phrases to convey complicated information concisely.</p> <p><b><u>Verbs</u></b></p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives into verbs using suffixes; ate, ise, ify.</p>

	<p><b><u>Adjectives</u></b> Choose appropriate adjectives</p> <p><b><u>Connectives/conjunctions</u></b> Use a wide range of connectives.</p> <p><b><u>Tense</u></b> Change tense according to features of the genre.</p> <p><b><u>Adverbs</u></b> Link ideas across a text using cohesive devices such as adverbials</p>
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Year 6	Balanced Argument - Purpose: Speech, Essay, Letter.
<b>Text Structure</b>	<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>
<b>Sentence</b>	<p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...</p> <p>Prepositional phrases used cleverly e.g. In the event of a blackout...</p>
<b>Useful Vocabulary</b>	<p>I will present... Following that I will... One argument for this is that... ...fundamentally flawed... ...an easy answer that avoids...</p> <p>I would counter this view.... It seems plausible to... Moreover... In point of fact... The evidence I would use to support this is...</p> <p>It surprises me that... It is my conviction... Finally I would like to add... Even though there has been a long history of activists...</p>
<b>Word Classes</b>	<p><b><u>Noun</u></b> Expanded noun phrases to convey complicated information concisely.</p> <p><b><u>Verbs</u></b> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.</p>

	<p>Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p><b><u>Adjectives</u></b></p> <p>Choose appropriate adjectives</p> <p><b><u>Connectives/conjunctions</u></b></p> <p>Use a wide range of connectives.</p> <p><b><u>Tense</u></b></p> <p>Change tense according to features of the genre.</p> <p><b><u>Adverbs</u></b></p> <p>Link ideas across a text using cohesive devices such as adverbials</p>
<b>Punctuation</b>	Use a wide range of punctuation throughout the writing.

<b>Year 6</b>	<b>Newspaper</b>
<b>Text Structure</b>	<p>Newspaper well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p> <p>Headlines include puns</p>
<b>Sentence</b>	<p>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.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of the accident...</p> <p>Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a fire...</p>
<b>Useful Vocabulary</b>	<p>The impact of... Despite continued efforts... Subsequently... The appointed spokesman... In addition... Mrs Hedges emphasized... Tragic...</p> <p>Crisis situation Epic proportions... Many parents refused to accept... The horror... Politicians also spoke of how...</p>
<b>Word Classes</b>	<p><b><u>Noun</u></b></p> <p>Expanded noun phrases to convey complicated information concisely.</p> <p><b><u>Verbs</u></b></p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p>

	<p>Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p><b><u>Adjectives</u></b></p> <p>Choose appropriate adjectives</p> <p><b><u>Connectives/conjunctions</u></b></p> <p>Use a wide range of connectives.</p> <p><b><u>Tense</u></b></p> <p>Change tense according to features of the genre.</p> <p><b><u>Adverbs</u></b></p> <p>Link ideas across a text using cohesive devices such as adverbials</p>
<b>Punctuation</b>	Use a wide range of punctuation throughout the writing.

<b>Year 6</b>	<b>Story</b>
<b>Text Structure</b>	<p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on who heighten empathy for central character</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text</p>
<b>Sentence</b>	<p>Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions...</p> <p>Figurative language used to build up description e.g. everyone charged like a deer pack under threat</p> <p>Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand.</p> <p>Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.</p>
<b>Useful Vocabulary</b>	Year 6 ambitious vocabulary used
<b>Word Classes</b>	<p><b><u>Noun</u></b></p> <p>Expanded noun phrases to convey complicated information concisely.</p> <p><b><u>Verbs</u></b></p> <p>Use modal verbs.</p>

	<p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p><b><u>Adjectives</u></b></p> <p>Choose appropriate adjectives</p> <p><b><u>Connectives/conjunctions</u></b></p> <p>Use a wide range of connectives.</p> <p><b><u>Tense</u></b></p> <p>Change tense according to features of the genre.</p> <p><b><u>Adverbs</u></b></p> <p>Link ideas across a text using cohesive devices such as adverbials</p>
<b>Punctuation</b>	Use a wide range of punctuation throughout the writing.