



## Progression Through Writing Genres

### Genre: Instructions

Year 1				
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Ideas grouped in sentences in time sequence</p> <p>Written in the imperative e.g. sift the flour</p> <p>Use of numbers of bullet points to signal order</p>	<p>Simple connectives 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>	<p>1, 2, 3, 4, 5</p> <p>First</p> <p>Next</p> <p>After</p> <p>Cut</p> <p>Move</p> <p>Fold</p> <p>Stir</p> <p>Colour</p> <p>Paint</p>	<p>Noun</p> <p>What a noun is</p> <p>Regular plural nouns with 'er'</p> <p>Verbs</p> <p>Third person, first person singular</p> <p>Ending added to verbs where there is change to root.</p> <p>Simple past 'ed'</p> <p>Adjectives</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>Tense</p> <p>Simple past tense 'ed'</p>	<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 the start of sentence, names, personal pronouns</p> <p>Read words with contractions</p>
Year 2				
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<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>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>	<p>First of all</p> <p>To start with</p> <p>Firstly</p> <p>Lastly</p>	<p>Noun</p> <p>Form nouns using suffixes and compounding</p> <p>Expanded noun phrases for description</p> <p>Add 'es' to nouns</p> <p>Verbs</p>	<p>Use spaces that reflect the size of the letters</p> <p>Use full stops correctly</p> <p>Use question marks correctly</p>



## Progression Through Writing Genres

<p>Diagrams and illustrations are used to make the process clearer</p>		<p>Finally Carefully Gently Slowly Softly</p>	<p>Progressive form of verbs in the past and present tense Add 'es', 'ed' and 'ing' to verbs</p> <p>Adjectives Add 'er' and 'est' to adjectives where change is needed to root word</p> <p>Connectives/conjunctions Subordination – when,if, that because Coordination – or, and, but</p> <p>Tense Correct and consistent use of past and present tense</p> <p>Adverbs 'ly' added to adjective to form adverb</p>	<p>Use exclamation marks correctly</p> <p>Use capital letters correctly</p> <p>Apostrophes for contractions</p> <p>Possessive apostrophes for singular nouns</p> <p>Commas to separate items in a list</p>
<b>Year 3</b>				
<b>Text Structure</b>	<b>Sentence</b>	<b>Useful Vocabulary</b>	<b>Word Classes</b>	<b>Punctuation</b>
<p>A set of ingredients and equipment needed are outlined clearly</p> <p>Organised into clear points denoted by time</p>	<p>Simple sentences with extra description</p> <p>Some complex sentences using when, if, as etc.</p> <p>Adverbials e.g. when the glue dries, attach the paperclip.</p>	<p>Afterwards</p> <p>After that</p> <p>To begin with</p> <p>Begin by</p> <p>Secondly</p> <p>The next step is to</p>	<p>Noun Form nouns using prefixes Nouns and pronouns used to avoid repetition</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives</p>	<p>Introduce possessive apostrophes for plural nouns</p> <p>Introduce inverted commas</p>



## Progression Through Writing Genres

		<p>With a slow movement</p> <p>With a quick pull</p> <p>Try to</p>	<p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense</p> <p>Adverbs Introduce/revise adverbs Express time and cause; then, next, soon</p>	
<b>Year 4</b>				
<b>Text Structure</b>	<b>Sentence</b>	<b>Useful Vocabulary</b>	<b>Word Classes</b>	<b>Punctuation</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. the dish is served best with a dash of nutmeg.</p>	<p>Variation in sentence structures e.g. While the pastry cooks... As the sauce thickens...</p> <p>Include adverbs to show how often e.g. frequently, rarely.</p>	<p>Continue by...</p> <p>Carry on...</p> <p>Do this until...</p> <p>Stop when...</p> <p>When you have done this...</p> <p>Try not to...</p> <p>Avoid...</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range</p> <p>Tense</p>	<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>



## Progression Through Writing Genres

			<p>Correct use of past and present tense</p> <p>Adverbs Know what an adverbial phrase is. Use a comma after fronted adverbials</p>	
<b>Year 5</b>				
<b>Text Structure</b>	<b>Sentence</b>	<b>Useful Vocabulary</b>	<b>Word Classes</b>	<b>Punctuation</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>	<p>Sentence length varied e.g. short/long</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite</p>	<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>	<p>Noun Locate and identify expanded noun phrases</p> <p>Verbs Use modal verbs Prefixes for verbs; dis, de, mis, over Convert adjectives using suffixes; ate, ise, ify</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives</p> <p>Tense Change tense according to features of the genre</p> <p>Adverbs Know what a fronted adverbial is Comma after fronted adverbials</p>	<p>Consolidate all previous learning</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi colons</p>



## Progression Through Writing Genres

Year 6				
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Consolidate work from previous learning	<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 e.g. if the temperature gets too high...</p> <p>Complex noun phrases used to add detail e.g. The golden pastry can be decorated with smaller pastry petals</p> <p>Prepositional phrases used cleverly e.g. In the event of overcooking...</p>	<p>Whilst that is...</p> <p>Focus on...</p> <p>Try to make sure that...</p> <p>When you do, don't...</p> <p>I would suggest...</p> <p>Many people at this stage...</p>	<p>Adverbials of time, place, number</p> <p>Noun Expanded noun phrases to convey complicated information concisely</p> <p>Verbs Use modal verbs Prefixes for verbs; dis, de, mis, over Convert adjectives into verbs using suffixes; ate, ise, ify</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range</p> <p>Tense Change tense according to features of the genre</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials</p>	Use a wide range of punctuation throughout



## Progression Through Writing Genres

### Genre: Recount

Year 1			
Text Structure	Sentence	Useful Vocabulary	Word Classes
<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>	<p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p>	<p>First</p> <p>Next</p> <p>After</p> <p>Finally</p> <p>The best part was</p> <p>The worst part was</p> <p>I liked</p> <p>I didn't like</p>	<p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'.</p>
Year 2			
Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. I went...</p>	<p>Subject/verb sentences e.g. He was... They were...</p> <p>It happened...</p>	<p>Afterwards</p> <p>After that</p> <p>When</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p>



## Progression Through Writing Genres

<p>I saw...</p> <p>Main ideas organised in groups.</p> <p>Ideas organized in chronological order using connectives that signal time.</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>	<p>Suddenly</p> <p>Just then</p> <p>Next</p> <p>Much later</p> <p>I found it interesting when</p> <p>I found it boring when</p> <p>I didn't expect</p>	<p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>
<b>Year 3</b>			
<b>Text Structure</b>	<b>Sentence</b>	<b>Useful Vocabulary</b>	<b>Word Classes</b>
<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<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>Last week</p> <p>During our school trip</p> <p>Soon</p> <p>Meanwhile</p> <p>To begin with</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p>



## Progression Through Writing Genres

	<p>Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.</p>	<p>I was pleased that</p> <p>I didn't expect that</p> <p>It was difficult to</p>	<p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>
<b>Year 4</b>			
Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organized correctly around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p>	<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>	<p>Later on...</p> <p>Before long...</p> <p>At that very moment...</p> <p>At precisely...</p> <p>When this was complete..</p> <p>I was gripped by...</p> <p>I felt overwhelmed when...</p> <p>I was personally affected by...</p> <p>This has changed how I feel about...</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>





## Progression Through Writing Genres

Year 5			
Text Structure	Sentence	Useful Vocabulary	Word Classes
<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>	<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>	<p>As it happened As a result of Consequently Subsequently</p> <p>Unlike the rest of the group, I felt... In a flash... Presently</p> <p>Meanwhile In conclusion The experience overall..</p>	<p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>
Year 6			
Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>The report is well constructed and answers the readers questions.</p> <p>The writer understands the impact and thinks about the response.</p>	<p>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</p>	<p>They are unusually</p> <p>They are rarely</p> <p>They are never...</p> <p>They are very...</p>	<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs.</p>



## Progression Through Writing Genres

<p>Information is prioritized according to importance and a frame of response set up for the reply.</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 writers 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>	<p>Generally</p> <p>Be careful if you</p> <p>Frequently they...</p> <p>I will attempt to...</p> <p>This article will frame...</p> <p>It can be difficult to...</p> <p>Each paragraph...</p> <p>More than half</p> <p>Less than half...</p>	<p>Prefixes for verbs; dis, de, mis, over Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>
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**Genre: Non-Chronological Report**

Year 1			
Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The man was run over.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...</p>	<p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p>	<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>	<p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'.</p>
Year 2			
Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Brief introduction and conclusion.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... .</p>	<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>They like to</p> <p>They can</p> <p>It can</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p>



## Progression Through Writing Genres

<p>Main ideas organized in groups.</p>	<p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. large tiger.</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>	<p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>
<b>Year 3</b>			
<b>Text Structure</b>	<b>Sentence</b>	<b>Useful Vocabulary</b>	<b>Word Classes</b>
<p>Clear introduction.</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Use of sub-headings.</p>	<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>	<p>The following report</p> <p>They don't</p> <p>It doesn't</p> <p>Sometimes</p> <p>Often</p> <p>Most</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>



## Progression Through Writing Genres

Year 4			
Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organized correctly into key ideas.</p> <p>Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour.</p>	<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 expertise.</p>	<p>This report will</p> <p>The following Information</p> <p>Usually</p> <p>Normally</p> <p>Even though</p> <p>Despite the fact</p> <p>As a rule</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>
Year 5			
Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Developed introduction and conclusion using all the layout features.</p> <p>Description of the phenomenon is technical and accurate.</p>	<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>As it happened</p> <p>As a result of</p> <p>The purpose of this report/article is to..</p>	<p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over Convert adjectives in verbs using suffixes; ate, ise, ify.</p>



## Progression Through Writing Genres

<p>Generalized 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>	<p>Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>The information presented will...</p> <p>Some experts believe...</p> <p>This article is designed to</p> <p>Many specialists consider</p> <p>Firstly I will...</p> <p>It can be difficult</p> <p>__ will enable you to understand.</p> <p>Unlike</p> <p>Despite</p> <p>Although</p> <p>Like many</p>	<p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>
<b>Year 6</b>			
<b>Text Structure</b>	<b>Sentence</b>	<b>Useful Vocabulary</b>	<b>Word Classes</b>
<p>The report is well constructed and answers the reader's questions.</p>	<p>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</p>	<p>They are unusually</p> <p>They are rarely T</p>	<p>Noun Expanded noun phrases to convey complicated information concisely.</p>



## Progression Through Writing Genres

<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>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 writers 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>	<p>hey are never..</p> <p>They are very...</p> <p>Generally</p> <p>Be careful if you</p> <p>Frequently they...</p> <p>I will attempt to...</p> <p>This article will frame...</p> <p>It can be difficult to...</p> <p>Each paragraph...</p> <p>More than half</p> <p>Less then half...</p>	<p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>
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## Progression Through Writing Genres

### Genre: Letters

Year 1				
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped in sentences in time sequence.	Sentences using simple pronouns and connectives.	Dear From I like I went I saw It was My favourite They were There was Next Then First After And, but, so, when	Noun What a noun is. Regular plural nouns with 'er'  Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'  Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.  Connectives/conjunctions Join words and sentences using and/then. Tense  Simple past tense 'ed'.	Use spaces to separate words.  Begin to use full stops.  Begin to use exclamation marks.  Begin to use exclamation marks.  Capital letters for start of sentence, names, personal pronouns.  Read words with contractions.
Year 2				
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion.  Written in the past tense.	Subject/verb sentences e.g. I think...  We want...  Some modal verbs introduced	And, then, but, so, when.  Dear Mr/Mrs..  Dear Sir/Madam..  Yours Sincerely Yours faithfully Later Afterwards	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.  Verbs Progressive form of verbs in the past and	Use spaces that reflect the size of the letters.  Use full stops correctly.  Use question marks correctly.





## Progression Through Writing Genres

<p>Main ideas organized in groups.</p> <p>Using sequencing techniques – time related words.</p>	<p>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>	<p>After that Eventually I would like to... We felt...</p>	<p>present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	<p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions. Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>
<b>Year 3</b>				
<b>Text Structure</b>	<b>Sentence</b>	<b>Useful Vocabulary</b>	<b>Word Classes</b>	<b>Punctuation</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>	<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>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... I hope that...</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>



## Progression Through Writing Genres

	It was scary in the tunnel.		<p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	
<b>Year 4</b>				
<b>Text Structure</b>	<b>Sentence</b>	<b>Useful Vocabulary</b>	<b>Word Classes</b>	<b>Punctuation</b>
<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter. Paragraphs organized correctly into key ideas.</p> <p>All letter layout features included.</p>	<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>	<p>As I stated earlier...</p> <p>Referring to...</p> <p>This is an unfortunate...</p> <p>It is with regret...</p> <p>I would be grateful if...</p> <p>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>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>



## Progression Through Writing Genres

Year 5				
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Developed introduction and conclusion using all the letter layout features.</p> <p>Paragraphs developed with prioritized information.</p> <p>Purpose of letter clear and transparent for reader.</p> <p>Formal language used throughout to engage the reader.</p>	<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>I appreciate...</p> <p>Whilst we were waiting...</p> <p>Your concern...</p> <p>Until this is resolved...</p> <p>Despite speaking to the duty manager...</p> <p>This is a disgrace... Unfortunately...</p> <p>Many other people also...</p> <p>I am delighted to inform you that...</p>	<p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets Dashes Colons Semi colons</p>
Year 6				
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Letter well constructed that answers the reader's questions.</p>	<p>Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will</p>	<p>Please do not hesitate to contact me...</p> <p>An early response would be greatly appreciated...</p>	<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs.</p>	<p>Use a wide range of punctuation throughout the writing.</p>



## Progression Through Writing Genres

<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>	<p>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. Fronted adverbials used to clarify writers position</p> <p>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> <p>e.g. In the event of a fire...</p>	<p>Please accept my...</p> <p>I wish to express... The impact of..</p> <p>Despite continued efforts...</p> <p>Subsequently...</p>	<p>Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>	
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## Persuasion

Year 1				
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas are grouped together for similarity.  Writes in first person.	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	It was Brilliant Best Exciting The most Super Fantastic Great It will Now you can Try	<p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'</p>	<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 2				
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion.  Written In the present tense.	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Some modal verbs introduced</p>	<p>The biggest The greatest The longest The tallest</p> <p>I think that I believe that Extraordinary Remarkable</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p>



## Progression Through Writing Genres

<p>Main ideas organised in groups.</p>	<p>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> <p>Uses rhetorical questions.</p> <p>Uses ambitious adjectives to grab the reader's attention.</p>		<p>present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	<p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions. Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>
<b>Year 3</b>				
<b>Text Structure</b>	<b>Sentence</b>	<b>Useful Vocabulary</b>	<b>Word Classes</b>	<b>Punctuation</b>
<p>Clear introduction.</p> <p>Points about subject/issue</p> <p>Organised into paragraphs</p> <p>Sub-heading used to organize texts.</p>	<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>Surely Obviously Clearly Don't you think... Firstly Secondly Thirdly My own view is My last point is My final point is Imagine Consider Enjoy</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>



## Progression Through Writing Genres

	<p>It was scary in the tunnel.</p> <p>Start sentences with verbs e.g. imagine, consider, enjoy.</p>		<p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	
<b>Year 4</b>				
<b>Text Structure</b>	<b>Sentence</b>	<b>Useful Vocabulary</b>	<b>Word Classes</b>	<b>Punctuation</b>
<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter. Paragraphs organised correctly into key ideas.</p> <p>Subheading Topic sentences</p>	<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... 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 for a...?</p>	<p>I believe that</p> <p>It seems to me that</p> <p>It is clear that</p> <p>Is it any wonder that</p> <p>Furthermore</p> <p>As I see it</p> <p>Tremendous</p> <p>Implore you to consider</p> <p>Extremely significant</p> <p>Inevitably</p> <p>Finally</p> <p>In conclusion</p> <p>In summary</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>



## Progression Through Writing Genres

		<p>The evidence presented...</p> <p>Have you ever thought about...?</p> <p>Do you think that..? Fed up with...?</p>		
<b>Year 5</b>				
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<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>	<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</p>	<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</p> <p>I cite, for example... I would draw your attention to... I would refer to...</p> <p>On the basis of the evidence presented...</p> <p>Phenomenal Unique Unmissable You will be... Don't.. Take a moment to... Isn't it time to...?</p>	<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing.</p>





## Progression Through Writing Genres

	phenomenal impact of using showers instead of baths...  Prepositional phrases used cleverly. e.g. In the event of a blackout...	Worried about...		
<b>Year 6</b>				
<b>Text Structure</b>	<b>Sentence</b>	<b>Useful Vocabulary</b>	<b>Word Classes</b>	<b>Punctuation</b>
Developed introduction and conclusion using all the argument or leaflet layout features.  Paragraphs developed with prioritised information.  View point is transparent for reader.  Emotive language used throughout to engage the reader.	Sentence length varied e.g short/long.  Active and passive voice used deliberately to heighten engagement. e.g. the 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.	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	Noun Locate and identify expanded noun phrases.  Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.  Adjectives Choose appropriate adjectives  Connectives/conjunctions Use a wide range of connectives.  Tense Change tense according to features of the genre.  Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	Consolidate all previous learning.  Brackets Dashes Colons Semi colons



## Progression Through Writing Genres

	<p>Persuasive statements are used to change the reader's opinion. E.g. you will never need to...</p>	<p>support this is</p> <p>On balance..</p> <p>Just think how...</p> <p>Now you can...</p> <p>For the rest of your life...</p> <p>Unbelievable Outrageous Incredible</p>	<p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>	
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## Progression Through Writing Genres

### Biography

Year 1			
Text Structure	Sentence	Useful Vocabulary	Word Classes
<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>	<p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p>	<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>	<p>Noun</p> <p>What a noun is.</p> <p>Regular plural nouns with 'er'</p> <p>Verbs</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>Adjectives</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>Tense</p> <p>Simple past tense 'ed'.</p>
Year 2			
Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Brief introduction and conclusion.</p>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p>	<p>As a child...</p> <p>As a teenager...</p> <p>At a young age... Many years later... One of the interesting things about...was... In my view...</p>	<p>Noun</p> <p>Form nouns using suffixes and compounding. Expanded noun phrases for description.</p> <p>Add 'es' to nouns.</p>



## Progression Through Writing Genres

<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>	<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>	<p>His/Her life was... I believe... He/She was He/She became...</p>	<p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>
<b>Year 3</b>			
<b>Text Structure</b>	<b>Sentence</b>	<b>Useful Vocabulary</b>	<b>Word Classes</b>
<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<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</p>	<p>During his/her early life... Soon afterwards... Sometimes he... Strangely...  One of the most remarkable facts about...  His/her greatest achievement was...</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p>



## Progression Through Writing Genres

	exactly what happened.		<p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>
<b>Year 4</b>			
<b>Text Structure</b>	<b>Sentence</b>	<b>Useful Vocabulary</b>	<b>Word Classes</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>	<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>In his /her early years...</p> <p>By the time he/she had...</p> <p>In his/ her final years...</p> <p>What is clear is that...</p> <p>Even though he/she was not popular at the time,</p> <p>Although feeling ran high in the community,</p> <p>In many ways it wasn't until...</p> <p>He/She might have been...</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>



## Progression Through Writing Genres

	Use emotive language to show personal response e.g. fabulous, showcase inspired me to....	His/Her one regret was that...	
<b>Year 5</b>			
<b>Text Structure</b>	<b>Sentence</b>	<b>Useful Vocabulary</b>	<b>Word Classes</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>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement.</p> <p>e.g. Giraffes left the enclosure.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>In (insert year) at the age of.....he/she...</p> <p>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>	<p><b>Noun</b> Locate and identify expanded noun phrases.</p> <p><b>Verbs</b> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><b>Adjectives</b> Choose appropriate adjectives</p> <p><b>Connectives/conjunctions</b> Use a wide range of connectives.</p> <p><b>Tense</b> Change tense according to features of the genre.</p> <p><b>Adverbs</b> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>



## Progression Through Writing Genres

Year 6			
Text Structure	Sentence	Useful Vocabulary	Word Classes
<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>	<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.</p>	<p>They are unusually They are rarely They are never.. They are very... Generally</p> <p>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...</p>	<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>



## Progression Through Writing Genres

	e.g. In the event of a fire...		
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**Genre: Balanced Argument – Purpose: Speech, Essay, Letter**

Year 1				
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas are grouped together for similarity.  Writes in first person.	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	but  because  some people like...  some people feel...  some people believe... other people like...  other people feel...  other people believe...	Noun What a noun is. Regular plural nouns with 'er'  Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'  Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.  Connectives/conjunctions Join words and sentences using and/then.  Tense Simple past tense 'ed'.	Use spaces to separate words.  Begin to use full stops.  Begin to use exclamation marks.  Begin to use exclamation marks.  Capital letters for start of sentence, names, personal pronouns.  Read words with contractions
Year 2				
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion.  Written with an impersonal style	Subject/verb sentences e.g. He was... They were... It happened...	I am going to... In fact... It seems... To sum this up... The opposite view of this is...	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.  Verbs Progressive form of verbs in the past and	Use spaces that reflect the size of the letters.  Use full stops correctly.  Use question marks correctly.



## Progression Through Writing Genres

<p>Main ideas organised in groups.</p>	<p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs e.g. yesterday, last week</p> <p>Use simple noun phrases e.g. angry mum</p> <p>Uses rhetorical questions.</p> <p>Uses ambitious adjectives to grab the reader's attention.</p>	<p>Not everyone agrees with this...</p>	<p>present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	<p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions. Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>
<b>Year 3</b>				
<b>Text Structure</b>	<b>Sentence</b>	<b>Useful Vocabulary</b>	<b>Word Classes</b>	<b>Punctuation</b>
<p>Clear introduction.</p> <p>Points about subject/issue</p> <p>Organised into paragraphs</p> <p>Sub-heading used to organise texts.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs could/might</p>	<p>I will begin by... Maybe... Firstly...</p> <p>Many people are concerned that... I wonder... Sometimes</p> <p>It could be argued that... Therefore... My overall feeling/opinion is... An example of this is....</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>



## Progression Through Writing Genres

	<p>Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel.</p> <p>Start sentences with verbs e.g. imagine, consider, enjoy.</p>	<p>It is clear that...</p>	<p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	
<b>Year 4</b>				
<b>Text Structure</b>	<b>Sentence</b>	<b>Useful Vocabulary</b>	<b>Word Classes</b>	<b>Punctuation</b>
<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter. Paragraphs organised correctly into key ideas.</p> <p>Subheading</p> <p>Topic sentences</p>	<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 angry mob, who had broken the barricade...</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p>	<p>This piece of writing will... ...feel convinced...</p> <p>I intend to...</p> <p>On the other hand...</p> <p>In addition...</p> <p>It is surprising that...</p> <p>On balance...</p> <p>Finally I would like to add...</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>



## Progression Through Writing Genres

	More complicated rhetorical questions e.g. Have you ever considered the impact of...?	My next point concerns...  Furthermore  Having looked at both sides, I think...because...  Having considered the arguments for and against...  Whilst...	Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	
<b>Year 5</b>				
<b>Text Structure</b>	<b>Sentence</b>	<b>Useful Vocabulary</b>	<b>Word Classes</b>	<b>Punctuation</b>
Developed introduction and conclusion using all the argument or leaflet layout features.  Paragraphs developed with prioritised information.  Both view points are transparent for reader.  Emotive language used throughout to engage the reader.	Sentence length varied e.g short/long.  Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.  Wide range of subordinate connectives e.g. whilst, until, despite.  Complex sentences that use well known	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...	Noun Locate and identify expanded noun phrases.  Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.  Adjectives Choose appropriate adjectives  Connectives/conjunctions Use a wide range of connectives.	Consolidate all previous learning.  Brackets Dashes Colons Semi colons



## Progression Through Writing Genres

	<p>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>	<p>Doubtless...</p> <p>Nevertheless...</p> <p>In stark contrast...</p> <p>Contrary to this position...</p> <p>It would seem logical...</p> <p>Let us consider the impact...</p> <p>In conclusion...</p> <p>The evidence presented leads me to conclude...</p>	<p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	
<b>Year 6</b>				
<b>Text Structure</b>	<b>Sentence</b>	<b>Useful Vocabulary</b>	<b>Word Classes</b>	<b>Punctuation</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</p>	<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>I will present..</p> <p>Following that I will...</p> <p>One argument for this is that...</p> <p>...fundamentally</p> <p>flawed...</p>	<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p>	<p>Use a wide range of punctuation throughout the writing.</p>



## Progression Through Writing Genres

<p>the writer's point of view.</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>	<p>...an easy answer that avoids...</p> <p>I would counter this view....</p> <p>It seems plausible to...</p> <p>Moreover...</p> <p>In point of fact...</p> <p>The evidence I would use to support this is...</p> <p>It surprises me that...</p> <p>It is my conviction...</p> <p>Finally I would like to add...</p> <p>Even though there has been a long history of activists...</p>	<p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>	
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**Genre: Newspaper**

Year 1				
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Ideas grouped in sentences in time sequence.</p> <p>Attempts at third person writing. e.g. The man was run over.</p> <p>Beginning describes what happened</p>	<p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p>	<p>On Monday...</p> <p>The accident...</p> <p>People felt...</p> <p>Happened</p> <p>Angry</p> <p>Upset</p> <p>First</p> <p>Next</p> <p>After</p> <p>When</p> <p>Then</p> <p>So</p> <p>But</p> <p>It was...</p>	<p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then. Tense</p> <p>Simple past tense 'ed'.</p>	<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>



## Progression Through Writing Genres

Year 2				
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<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>	<p>Subject/verb sentences e.g. He was... They were...</p> <p>It happened...</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>	<p>It was a terrible...</p> <p>The scene was...</p> <p>Many passers by...</p> <p>Some children were...</p> <p>Shocking Awful Amazing Incredible Afterwards</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because coordination – or, and, but.</p>	<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>Apostrophes for contractions. Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>





## Progression Through Writing Genres

			<p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	
<b>Year 3</b>				
<b>Text Structure</b>	<b>Sentence</b>	<b>Useful Vocabulary</b>	<b>Word Classes</b>	<b>Punctuation</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>	<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>	<p>While, if, as, when.</p> <p>Witnesses felt...</p> <p>He reported that...</p> <p>He also claimed that...</p> <p>She went on to state that...</p> <p>He continued by..</p> <p>Hours later</p> <p>Unfortunately</p> <p>Fortunately</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>



## Progression Through Writing Genres

Year 4				
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the newspaper. Who, what, where, when and why 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>	<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 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>	<p>John Smith (64), a retired community officer said...</p> <p>Within minutes...</p> <p>The school confirmed that...</p> <p>She claimed that..</p> <p>He continued by informing us that...</p> <p>Police were...</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>
Year 5				
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Developed introduction and conclusion using all the newspaper's layout features.</p> <p>Paragraphs developed with prioritised</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement.</p>	<p>Until this is resolved... Unfortunately...</p> <p>Chaos ensued...</p> <p>Many panicked when...</p>	<p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.</p>	<p>Consolidate all previous learning.</p> <p>Brackets Dashes Colons Semi colons</p>



## Progression Through Writing Genres

<p>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>	<p>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>He disputed...</p> <p>She refused to accept that...</p> <p>The parents agreed that...</p> <p>Witnesses... Pupils emphasized... They spoke to... In addition to this...</p>	<p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	
<b>Year 6</b>				
<b>Text Structure</b>	<b>Sentence</b>	<b>Useful Vocabulary</b>	<b>Word Classes</b>	<b>Punctuation</b>
<p>Newspapers well constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p>	<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</p>	<p>The impact of...</p> <p>Despite continued efforts...</p> <p>Subsequently...</p> <p>The appointed spokesman...</p>	<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p>	<p>Use a wide range of punctuation throughout the writing.</p>



## Progression Through Writing Genres

<p>Information is prioritised according to importance and a frame of response set up for the reply.</p> <p>Headlines include puns.</p>	<p>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>	<p>In addition...</p> <p>Mrs Hedges emphasized... Tragic...</p> <p>Crisis situation Epic proportions...</p> <p>Many parents refused to accept... The horror...</p> <p>Politicians also spoke of how...</p>	<p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>	
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