St Uny C of E Academy
Purpose Progression Plan

We believe that it is better to focus on looking at the similarities between text types and we group these into 4 main purposes of writing across KS1 and KS2 – writing to entertain, writing to inform, writing to persuade, and writing to discuss.

Purpose is the goal or aim of a piece of writing: to entertain, to provide information, to persuade, or to discuss. There are four purposes writers use for writing. When someone communicates ideas in writing, they usually do so to entertain, inform their reader, to persuade a reader or to discuss a topic.

The guidance notes below offer some indications of National Curriculum content that might be covered in each section. This includes some elements of whole-test ideas, suggestions for sentences and grammar, notes on punctuation to include, and also some examples of conjunctions and adverbials.

This learning should then be reinforced and applied during sentence stacking lessons, independent writing and across the curriculum.
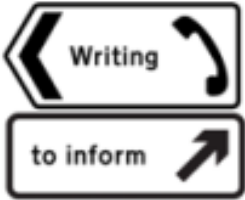
The language in this plan should be used in the teaching of grammar and children should become confident using the relevant terms. The language should then be reflected in key vocabulary displays in classrooms.

This plan is cumulative. To be working at a level, children should demonstrate the key features of previous levels in their writing also.

	Writing to entertain	Writing to inform	Writing to persuade	Writing to discuss
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

Writing to entertain:

Writing to entertain (KS1)

Text Types
- Stories (including re-tellings)
- Descriptions
- Poetry
- In-character/role

Text Features
- Time sequenced
- Begin to differentiate between past and present tense to suit purpose

Other Style Ideas
- Focus on oral work first
- Use opportunities to reading own work aloud

Grammar and Sentences
- Use **coordinating conjunctions** to link two main ideas,
  They pulled and pulled at the turnip to get it out.
- Use **noun phrases** which add detail to description,
  very old grandma, brave woodchopper
- Use the **progressive form** for verbs,
  Goldilocks was walking through the woods.
- Use **exclamation sentences** where appropriate,
  What big eyes you have, Grandma!

Adverbials
First Then Next After Later
The next day...

Conjunctions
and but so or when

Punctuation Content
- Use **finger spaces** between words
- Use **capital letters** & **full stops** to mark sentences
- Use **capital letter** for first person 'I'
- Use **apostrophes** to mark contractions, e.g. *didn't*
- Use **exclamation marks**, particularly in relation to speech
- Begin to use **inverted commas** to mark direct speech where appropriate.

Writing to entertain

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Writing to entertain (LKS2)

Text Types
- Stories
- Descriptions
- Poetry
- Characters/settings

Text Features
- Detailed description
- Use paragraphs to organize in time sequence

Other Style Ideas
- Opportunities for comparing different forms of past tense (progressive and simple)

Grammar and Sentences
- Use **fronted adverbials** to show how/when an event occurs,
  Without a sound... After a moment...
- Use **expanded noun phrases** to add detail & description
  ...the dark gloomy cupboard under the stairs...
- Use **subordinate clauses** to add detail or context
  Although Theseus was scared, he prepared to enter the maze.
- Use **nouns** & **pronouns** for clarity and cohesion
  They crept into Minos's great labyrinth. Inside the maze....

Adverbials
Soon Meanwhile As...
The next day... Later...
Carefully Without a thought...

Conjunctions
if when because while
as until whenever once

Punctuation Content
- Use full punctuation for direct speech, including punctuation within and before **inverted commas**,
  Mum asked, "Will you be home for tea?"
- Secure use of **apostrophes** for possession, including for plural nouns.
- Use **commas** after fronted adverbials and subordinate clauses
- May begin to use **dashes** for emphasis

Writing to entertain

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Writing to entertain (UKS2)

Text Types
- Narrative
- Descriptions
- Poetry
- Characters/settings

Text Features
- Detailed description
- Use paragraphs to organise in time sequence

Other Style Ideas
- Use a range of tenses to indicate changes in timing, sequence, etc.

Grammar and Sentences
- Use **subordinate clauses** to add detail or context, including in varied positions.
  Although Theseus was scared, he prepared to enter the maze.
  Theseus, although he was scared, prepared to enter the maze.
- Use **relative clauses** to add detail or context,
  Amy grabbed the torch, which she'd strapped to her belt, quickly.
- Use a wide range of sentence structures to add interest

Adverbials
Meanwhile Later that day Silently
Within moments All night Nearby
Under the treetops Never before
-ing openers -ed openers

Conjunctions
if when because while
as until whenever once
since although unless rather

Punctuation Content
- Use **brackets** for incidentals,
  Amy saw Katie (her best friend) standing outside.
- Use **dashes** to emphasise additional information,
  The girl was distraught - she cried for hours.
- Use **colons** to add further detail in a new clause,
  The girl was distraught: she cried for hours.
- Use **semi-colons** to join related clauses,
  Some think this is awful; others disagree.

Writing to entertain

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Writing to inform:

Writing to inform (KS1)

Text Types	Text Features	Other Style Ideas
• Recount • Letter • Instructions	• Appropriate use of past and present tense	• Could use a writing frame to structure sections • May include images

Grammar and Sentences

- Use **coordinating conjunctions** to link two main ideas,
  Badgers sleep in the day and look for food at night.
- Use **subordinating conjunctions** in the middle of sentences,
  Badgers can dig well because they have sharp claws
- Use **noun phrases** which inform,
  sharp claws, black fur
- Use **commas** to separate items in a list,
  You will need flour, eggs, sugar and water.
- Use **exclamation sentences** where appropriate,
  What a fantastic time we all had!

Adverbials	Conjunctions
First Firstly Next After Later	and but so or when if because

Punctuation Content

- Use **finger spaces** between words
- Use **capital letters** & **full stops** to mark sentences
- Use **question mark**,
  Did you know...?
- Use **apostrophes** to mark possession,
  A badger's home is underground

Writing to inform (LKS2)

Text Types	Text Features	Other Style Ideas
• Explanation • Recount • Letter • Biography • Newspaper article	• Paragraphs used to group related ideas • Subheadings to label content	• May be built around a key image • Use techniques to highlight key words (bold, underline, etc.)

Grammar and Sentences

- Use **subordinating conjunctions** to join clauses, including as openers,
  Although they have a fierce reputation, the Vikings weren't all bad.
- Use **expanded noun phrases** to inform,
  A tall dark-haired man was seen leaving the scene.
- Use **commas** to separate adjectives in a list,
  You will need flour, eggs, sugar and water.
- Use **relative clauses** to add further detail
  We went to Downing Street, where the Prime Minster lives, before visiting the Houses of Parliament.
- Begin to use **present perfect** tense to place events in time,
  This week we have visited the Science Museum.

Adverbials	Conjunctions
First Firstly Before After Later Soon Also In addition However	when before after while because if

Punctuation Content

- Consolidate four main punctuation marks (. , ! ?)
- Use **capital letters** for proper nouns
- Use **commas** to mark fronted adverbials
  After lunch, we went into the museum
- Use **commas** to mark subordinate clauses
  When he was a boy, Dahl did not like reading.
- Use **inverted commas** for direct speech
- Use **bullet points** to list items

Writing to inform (UKS2)

Text Types	Text Features	Other Style Ideas
• Report • Recount • Biography • Newspaper article • Essay	• Paragraphs used to group related ideas • Heading/subheadings • Use of technical vocabulary	• May include a glossary • Sections may contain more than one paragraph

Grammar and Sentences

- Use **subordinating conjunctions** in varied positions,
  The Polar Bear, although it is large, can move at great speed.
- Use **expanded noun phrases** to inform,
  ...a tall dark-haired man with a bright-red cap...
- Use **relative clauses** to add further detail
  We went to Downing Street, where the Prime Minster lives, before visiting the Houses of Parliament.
- Begin to use **passive voice** to remain formal or detached,
  The money was stolen from the main branch.
- Begin to use **colons** to link related clauses,
  England was a good country to invade: it had plenty of useful land.

Adverbials	Conjunctions
Meanwhile At first After Furthermore Despite As a result Consequently Due to For example	when before after while because if although as

Punctuation Content

- Use **brackets** or **dashes** to explain technical vocabulary
- Use **semi-colons** to punctuate complex lists, including when using bullet points
- Use **colons** to introduce lists or sections
- Use **brackets or dashes** to mark relative clauses
- Secure use of **commas** to mark clauses, including opening subordinating clauses
- Begin to use **colons** & **semi-colons** to mark clauses

Writing to persuade:

Writing to persuade (LKS2)

Text Types
- Advertising
- Letter
- Speech
- Poster

Text Features
- Use of 2nd person
- Planned repetition
- Facts & Statistics
- Adjectives for positive description

Other Style Ideas
- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

Grammar and Sentences
- Use **imperative** verbs to convey urgency,
  - *Buy it today!*   *Listen very carefully....*
- Use **rhetorical questions** to engage the reader,
  - *Do you want to have an amazing day out?*
- Use **noun phrases** to add detail and description,
  - *Our fantastic resort has amazing facilities for everyone*
- Use **relative clauses** to provide additional enticement
  - *Our hotel, which has 3 swimming pools, overlooks a beautiful beach*

Adverbials
Firstly   Also   In addition
However   On the other hand
Therefore   In conclusion

Conjunctions
if because unless so
and but even if when

Punctuation Content
- Ensure use of **capital letters** for proper nouns
- Use **? !** for rhetorical / exclamatory sentences
- Use **commas** to mark relative clauses
- Use **commas** to make fronted adverbials and subordinate clauses
  - *After your visit, you won't want to leave.*
  - *Once you've tasted our delicious sandwiches, you'll be coming back for more!*

Writing to persuade

Writing to persuade (UKS2)

Text Types
- Advertising
- Letter
- Speech
- Campaign

Text Features
- Use of 2nd person
- Personal pronouns
- Planned repetition
- Facts & Statistics
- Hyperbole

Other Style Ideas
- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

Grammar and Sentences
- Use **imperative** and **modal** verbs to convey urgency,
  - *Buy it today!*   *This product will transform your life...*
- Use **adverbials** to convey sense of certainty,
  - *Surely we can all agree...?*
- Use **short sentences** for emphasis
  - *This has to stop!   Vote for change!*
- Use of the **subjunctive form** for formal structure
  - *If I were you, I would...*

Adverbials
Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion

Conjunctions
if because although unless
since even if rather whereas
in order to whenever whether

Punctuation Content
- Use **? !** for rhetorical / exclamatory sentences
- Use **colons** and **semi-colons** to list features, attractions or arguments
- Use **brackets** or **dashes** for parenthesis, including for emphasis
  - *This is our chance—our only chance—to make a difference.*
- Use **semi-colons** for structure repetition,
  - *Bring your friends; bring your children; bring the whole family!*

Writing to persuade

Writing to discuss:

Writing to discuss (UKS2)

Text Types
- Balanced argument
- Newspaper article
- Review

Text Features
- Appropriate use of cohesive devices
- Use of subjunctive form where needed

Other Style Ideas
- Use paragraphs to structure arguments
- Maintain formal / impersonal tone

Grammar and Sentences
- Use **modal** verbs to convey degrees of probability,
  It could be argued...   Some might say...
- Use **relative clauses** to provide supporting detail
  The rainforest, which covers almost a third of South America...
- Use **adverbials** to provide cohesion across the text,
  Despite its flaws...   On the other hand...
- Use **expanded noun phrases** to describe in detail
  The dramatic performance by the amateur group was...
- Begin to use **passive voice** to maintain impersonal tone,
  The film was made using CGI graphics

Adverbials
Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion

Conjunctions
if because although unless
since even if rather whereas
in order to whenever whether

Punctuation Content
- Use **brackets** or **dashes** for parenthesis, including for emphasis
  This performance—the first by such a young gymnast—was a masterpiece!
- Use **semi-colons** for to mark related clauses,
  Some argue ... ; others say...
- Use **commas** to mark relative clauses
- Use **colons** and **semi-colons** to punctuate complex lists

Writing to discuss

Progression in fiction:

Narrative – to entertain: Stories, Traditional tales/folk tales, Fairy tales, Retellings of familiar stories, Modifying well-known stories, Historical stories, Myths and legends, Stories with flashbacks, Fantasy stories, Cultural stories, Science fiction stories, Adventure stories, Mystery stories, Scary stories, Narratives told from other perspectives, Fables, Dilemma stories, Playscripts, First/Third person narratives					
	Generic text features:	**Sentence features:**	**Vocabulary features:**	**Grammatical features:**	**Punctuation features:**
Reception: **Year 1:**	Beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity. Attempts at third person writing. e.g. The wolf was hiding. Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was… Jack is…	Simple sentences, starting with a pronoun and a verb e.g. He went home Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.	Year 1 ambitious vocabulary used Range of size adjectives used e.g. big, small Range of colour adjectives used e.g. red, blue Range of emotion words used e.g. sad, angry, cross Pronouns: I, she, he, they. Conjunctions: and, but, then, or, this Prepositions: up, down, in, into, out, to, onto Time conjunctions: first, then, next Once upon a time, one day, happily ever after	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:	Sentences organised chronologically indicated by time related words e.g. finally Divisions in narrative may be marked by sections/paragraphs Connections between sentences make reference to characters e.g. Peter and Jane/ they Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting	Subject/verb sentences e.g. He was… They were… It happened… Simple conjunctions and, but, then, so, when link clauses Speech-like expressions in dialogue e.g. Chill out! Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. massive field	Year 2 ambitious vocabulary used Time conjunctions: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise Conjunctions: who, because Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily,	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists

				Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	
Year 3:	Time and place are referenced to guide the reader through the text e.g. in the morning Organised into paragraphs e.g. When she arrived at the bear's house.. Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her	Simple sentences with extra description. Some complex sentences using because, which, where etc. Tense consistent e.g. typically past tense for narration, present tense in dialogue Dialogue is realistic and conversational in style e.g. Well, I suppose… Verbs used are specific for action e.g. rushed, shoved, pushed Adverbials e.g. When she reached home… Expanded noun phrases e.g. two horrible hours	Year 3 ambitious vocabulary used Conjunctions: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as Adverbs: very, rather, slightly	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.
Year 4:	Link between opening and resolution Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack Paragraphs organised correctly to build up to key event Repetition avoided through	Variation in sentence structures e.g. while, although, until Use embedded/relative clauses e.g. Marcus, who grinned slyly at the teacher,…. Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously Tense changes appropriate;	Year 4 ambitious vocabulary used Conjunctions: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.

	using different sentence structures and ellipsis	verbs may refer to continuous action e.g. will be thinking		Connectives/conjunctions Use a wide range of conjunctions. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	
Year 5:	Sequence of plot may be disrupted for effect e.g. flashback Opening and resolution shape the story Structural features of narrative are included e.g. repetition for effect Paragraphs varied in length and structure. Pronouns used to hide the doer of the action e.g. it crept into the woods	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer Wide range of subordinate conjunctions e.g. whilst, until, despite. Embedded subordinate clauses are used for economy or emphasis Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls Repetition is used for effect e.g. the boys ran and ran until they could run no more	Year 5 ambitious vocabulary used	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 conjunctions. 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
Year 6:	The story is well constructed and raises intrigue. Dialogue is used to move the action on who heighten empathy for central character Deliberate ambiguity is set up in the mind of the reader until later in the text	Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose.	Year 6 ambitious vocabulary used.	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives	Use a wide range of punctuation throughout the writing.

		Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions… Figurative language used to build up description e.g. everyone charged like a deer pack under threat Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand. Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.		Choose appropriate adjectives Connectives/conjunctions Use a wide range of conjunctions. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.	

Progression in non-fiction:

Instructions – to inform:
Instructions, rules and procedures aim to ensure that something is done correctly, and a successful outcome achieved. If there is a process to be undertaken this is given in the order in which in needs to be undertaken to achieve a successful outcome -usually a series of sequenced steps. Like all text types, variants of instructions occur and they can be combined with other text types. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions.

	Generic text features:	Sentence features:	Vocabulary features:	Grammatical features:	Punctuation features:
Reception: **Year 1:**	Ideas grouped in sentences in time sequence. Written in the imperative e.g. sift the flour. Use of numbers or bullet points to signal order.	Simple conjunctions are used to construct simple sentences e.g. and, but, then, so. Imperative verbs start sentences e.g. spread, slice, cut. Sentences do not include pronouns and are written impersonally	1, 2, 3, 4, 5 First Next After Cut Move Fold Stir Colour Paint	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	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.

				where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'.	
Year 2:	A goal is outlined – a statement about what is to be achieved. Written in sequenced steps to achieve the goal. Diagrams and illustrations are used to make the process clearer.	Imperative verbs are used to begin sentences. Use simple adverbs e.g. slowly, quickly. Use simple noun phrases e.g. long stick.	First of all To start with Firstly Lastly Finally Carefully Gently Slowly Softly	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.
Year 3:	A set of ingredients and equipment needed are outlined clearly. Organised into clear points denoted by time.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Adverbials e.g. When the glue dries, attach the paperclip.	Afterwards After that To begin with Begin by Secondly The next step is to With a slow movement With a quick pull Try to	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.

				(when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.	
Year 4:	A set of ingredients and equipment needed are outlined clearly. Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter. Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.	Variation in sentence structures e.g. While the pastry cooks… As the sauce thickens… Include adverbs to show how often e.g. additionally, frequently, rarely.	Continue by… Carry on… Do this until… Stop when… When you have done this… Try not to.. Avoid..	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of conjunctions. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech
Year 5:	Consolidate work from previous learning. Can write accurate instructions for complicated processes. Can write imaginative instructions using flair and humour.	Sentence length varied e.g short/long. Wide range of subordinate conjunctions e.g. whilst, until, despite.	Don't forget to.. Be careful of… Don't worry about… Concentrate on… At this point…	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.	Consolidate all previous learning. Brackets Dashes Colons Semi colons

				Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of conjunctions. 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.	
Year 6:	Consolidate work from previous learning.	Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position e.g. If the temperature gets too high… Complex noun phrases used to add detail e.g. The golden pastry can be decorated with smaller pastry petals. Prepositional phrases used cleverly e.g. In the event of overcooking	Whilst that is… Focus on… Try to make sure that… When you do, don't.. I would suggest… Many people at this stage…	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of conjunctions. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.	Use a wide range of punctuation throughout the writing.

	Recount – to inform:

The primary purpose of recounts is to retell events. Their most common intentions are to inform and/or entertain but they may also be written in a style so as to persuade. Recounts are sometimes referred to as 'accounts'. They can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener. In non-fiction texts they are used to provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of an event often consist of a recount that includes elements of explanation. Recounting or retelling personal events is fundamental to young children's lives. The readiness and ease with which they do it orally makes it an obvious starting point for developing writing. In fact, for most children, sharing each other's personal recounts and writing them down probably precedes their reading many of them. Personal recount is an early text for children to write but it branches into many forms in upper KS2. Opportunities to listen to, speak, read and write recount texts occur in all areas of the curriculum.

	Generic text features:	**Sentence features:**	**Vocabulary features:**	**Grammatical features:**	**Punctuation features:**
Reception: **Year 1:**	Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we	Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.	First Next After Finally The best part was The worst part was I liked I didn't like	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'.	Separating words with spaces ● Use of capital letters and full stops to demarcate sentences ● Use of capital letters for names and the pronoun I
Year 2:	Brief introduction and conclusion. Written in the past tense e.g. I went… I saw… Main ideas organized in groups. Ideas organized in chronological order using conjunctions that signal time.	Subject/verb sentences e.g. He was… They were… It happened… Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.	Afterwards After that When Suddenly Just then Next Much later I found it interesting when I found it boring when I didn't expect	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. explore the use of capitalisation for proper nouns used in recount texts, for example, Butterfly Village, Merton, Chaucer Centre ● Use commas to separate items in a list e.g. explore how

				Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	commas are used to separate adjectives in lists, for example, a tall, grand building • Apostrophes for singular possession
Year 3:	Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.	Last week During our school trip Soon Meanwhile To begin with I was pleased that I didn't expect that It was difficult to	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.	Use of inverted commas to punctuate direct quotes
Year 4:	Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly around key events. Elaboration is used to reveal the writer's emotions and	Variation in sentence structures e.g. While we watched the sea-lion show… Use embedded/relative clauses e.g. Penguins, which are very agile, …. Include adverbs to show how often e.g. additionally,	Later on… Before long.. At that very moment.. At precisely… When this was complete… I was gripped by.. I felt overwhelmed when.. I was personally affected by…	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	Use of commas after fronted adverbials • Use of inverted commas where speech is preceded by the speaker. Explore how direct speech is used in recount to engage the reader, and explore where the speech is used within the text e.g. as the opening line (draw

	responses.	frequently, rarely. Sentences build from a general idea to more specific. Use emotive language to show personal response e.g. fabulous, showcase inspired me to….	This has changed how I feel about…	verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of conjunctions. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	the reader in immediately); in the conclusion to support summarising, for example, One year 4 pupil summed up the day on behalf of the whole class, 'That was the best school trip ever!' • Apostrophes for plural possession
Year 5:	Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organized chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount an experience revealing the writer's perspective.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure. Wide range of subordinate conjunctions e.g. whilst, until, despite.	As it happened As a result of Consequently Subsequently Unlike the rest of the group, I felt… In a flash.. Presently Meanwhile In conclusion The experience overall..	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 conjunctions. 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.	Brackets, dashes and commas to indicate parenthesis ¬ explore how dashes are less commonly used in more formal texts ¬ experiment with moving clauses and phrases around in the text, considering the impact on engaging the reader • Use of commas to clarify meaning or avoid ambiguity
Year 6:	The report is well constructed and answers the readers	Verb forms are controlled and precise	Whilst X was………. Y was……………………..	Noun Expanded noun phrases to	Use of semi-colon, colon or dash to mark the boundary

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.	e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers 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…	During X – Y happened. Initially the………………... were………. However…………………... In summary…………………... The consequence of………………….	convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of conjunctions. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.	between independent clauses ¬ Explore how colons can be used to increase the impact of key quotations which give an insight into a person's motives and life choices e.g. Throughout her life, her father's words remained with her: 'Reach for the stars!' ¬ Explore how colons can be used to lead to a 'big reveal' of a person's actions e.g. It was then that she made her most important decision: she quit university and established her own company.

Non-chronological reports – to inform:

To provide detailed information about the way things are or were; To help readers/listeners understand what is being described by organising or categorising information Non-chronological reports describe things the way they are, so they usually present information in an objective way. Sometimes, the selection of information by the writer can result in a biased report. As with all text types, variants occur, and non-chronological reports can be combined with other text types. A text that is essentially a non-chronological report written in the present tense may include other text types such as other types of report, e.g. when a specific example is provided to add detail to a statement. (Sharks are often seen around the coasts of Britain, but they rarely attack people. In 2006, a man was surfing in Cornwall when he was badly bitten but it was the only incident recorded there for twenty years.)

	Generic text features:	Sentence features:	Vocabulary features:	Grammatical features:	Punctuation features:
Reception: **Year 1:**	Ideas grouped together for similarity. Attempts at third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest…	Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.	____ are… ____ is… They are… The different… This is a ___ There are ___ These can be grouped___	Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'	Separating words with spaces • Use of capital letters and full stops to demarcate sentences • Introduction of question marks and exclamation marks • Use of capital letters for names and for the personal pronoun I

	Dinosaurs were…			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'.	
Year 2:	Brief introduction and conclusion. Written in the appropriate tense. e.g. Sparrow's nest… Dinosaurs were… . Main ideas organized in groups.	Subject/verb sentences e.g. He was… They were… It happened… Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.	They like to They can It can Like many I am going to There are two sorts of They live in The ___ have but the ___ have ____	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Explore the use of capitalisation for common and proper nouns in the context of reports, for example, Bees belong to a larger family of insects known as Apoidea. • Commas to separate items in a list • Apostrophes for singular possession
Year 3:	Clear introduction. Organised into paragraphs shaped around a key topic sentence. Use of sub-headings.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When the caterpillar	The following report They don't It doesn't Sometimes Often Most	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives	• Consolidation of all KS1 punctuation

		makes a cocoon…		Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.	
Year 4:	Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly into key ideas. Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour.	Variation in sentence structures e.g. While the eggs hatch female penguins … Use embedded/relative clauses e.g. Penguins, which are very agile, …. Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use technical vocabulary to show the reader the writer's expertise.	This report will The following Information Usually Normally Even though Despite the fact As a rule How………………………….. Why…………………………. Where……………………….. When…………………………. What…………………………. After…………………………. Then / As a result of / Later / Meanwhile / Furthermore / Eventually / In contrast to / Because	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of conjunctions. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	Use of commas after fronted adverbials • Apostrophes for plural possession
Year 5:	Developed introduction and conclusion using all the layout features. Description of the	Sentence length varied e.g short/long. Active and passive voice used deliberately to	The purpose of this report/article is to.. The information presented will… Some experts believe… This article is designed to	Noun Locate and identify expanded noun phrases. Verbs	Brackets, dashes and commas to indicate parenthesis e.g. explore when the author chooses

	phenomenon is technical and accurate. Generalized sentences are used to categorise and sort information for the reader. Purpose of the report is to inform the reader and to describe the way things are. Formal and technical language used throughout to engage the reader.	heighten engagement. e.g. The eggs were removed from the beach. Wide range of subordinate connectives e.g. whilst, until, despite.	Many specialists consider Firstly I will… It can be difficult __ will enable you to understand. Unlike Despite Although Like many Because of…………………….. x happened For example……………………………….. In conclusion…………………………….. To begin with………………………………. As a result of……………………………… The reason(s) for…………………………..	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 conjunctions. 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.	to parenthesise information using brackets and when the author uses a dash/comma instead and draw generalisations from this • Explore when commas are used to parenthesise relative clauses and when they are not • Use of commas to clarify meaning or avoid ambiguity
Year 6:	The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply.	Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers 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	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… ………………………. such as …………………… Due to…………………….x has / is…………. In summary……………………………………..	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of conjunctions. Tense Change tense according to features of the genre. Adverbs	• Use of semi-colon, colon or dash to mark the boundary between independent clauses • Use of bullet points, semi-colons & colons to punctuate lists • Use of the semi-colon, colon and dash to mark the boundary between independent clauses, for example, explore how the colon can be used to create different effects ¬ to lead the reader to a revelation of information e.g. The relationship between these eco-systems is complex: each depends on the survival of

		mother hen. Prepositional phrases used cleverly. e.g. In the event of a fire…	Owing to…………………………x has / is…………. This has altered……………………………………. Evidently…………………………………………	Link ideas across a text using cohesive devices such as adverbials.	the other. There is a major advantage to this feature: it allows the… ¬ to introduce a quote/motto e.g. There is an old, muchloved saying: 'A dog is a man's best friend.'

Leaflet, letter, invitation, advert – to persuade:
To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things. Persuasive texts can be written, oral or written to be spoken, e.g. a script for a television advert or presentation. The persuasive intention may be covert and not necessarily recognised by the reader or listener. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone. Elements of persuasive writing are found in many different texts including letters, moving image texts and digital multimedia texts. Some examples may include evidence of bias and opinion being subtly presented as facts. Units of work on persuasion will involve children in using elements from all of the cross curricular, key aspects of learning - creative thinking, communication, empathy, enquiry, evaluation, information processing, managing feelings, motivation, problem solving, reasoning, self-awareness and social skills.

	Generic text features:	Sentence features:	Vocabulary features:	Grammatical features:	Punctuation features:
Reception: **Year 1:**	Ideas are grouped together for similarity. Writes in first person.	Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.	It was Brilliant Best Exciting The most Super Fantastic Great It will Now you can Try Yes/ No because………………….. I like…….. because……. and……….. I don't like……. because……. and….. I agree with…………..	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.

			because……… It is right…………… It is wrong………….		
Year 2:	Brief introduction and conclusion. Written In the present tense. Main ideas organised in groups.	Subject/verb sentences e.g. He was… They were… It happened… Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes Uses rhetorical questions. Uses ambitious adjectives to grab the reader's attention.	The biggest The greatest The longest The tallest I think that I believe that Extraordinary Remarkable No because……………… Yes because……………… I agree / disagree because………. I think…… because…. and also because……. However…….. Also………….	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.
Year 3:	Clear introduction. Points about subject/issue Organised into paragraphs Sub-heading used to organize texts.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel. Start sentences with verbs e.g. imagine, consider, enjoy.	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 An argument for is……….	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.

			because….. An argument against is…….because….. I understand however / due to / but / therefore ……… I accept your decision however I feel / believe….. because / as / due / to……	Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.	
Year 4:	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences	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 tiger, that was pacing… Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. haven't you always longed for a…?	I believe that It seems to me that It is clear that Is it any wonder that Furthermore As I see it Tremendous Implore you to consider Extremely significant Inevitably Finally In conclusion In summary The evidence presented… Have you ever thought about…? Do you think that..? Fed up with…? An argument for ….is….. because….. and…. An argument against …. is….because…..and….. I understand…. that….depending on the content but would argue…. I understand your point of view, however I disagree	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of conjunctions. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.

			because……..		
Year 5:	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 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. Persuasive statement are used to change the readers opinion. E.g. you will never need to…	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 Incredible In my opinion……….. should be banned. I have two main reasons for believing this. First of all, as I'm sure you'll agree,……… My second important reason for wanting to ban…………… is that…………………… Perhaps some people would argue that ....………………that……… However, I would point out that……………… It is clear that a ban on………………………….would	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

			be a great step forward!		
Year 6:	Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.	Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against… Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions… Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths… Prepositional phrases used cleverly. e.g. In the event of a blackout…	It appears that… There can be no doubt that.. It is critical.. Fundamentally… How can anyone believe this to be true? Does anyone really believe that? As everyone knows I cite, for example… I would draw your attention to… I would refer to… On the basis of the evidence presented… Phenomenal Unique Unmissable You will be… Don't.. Take a moment to… Isn't it time to…? Worried about… On the one hand……but……. Convince me that…… I am convinced…. Given that……	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of conjunctions. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.	Use a wide range of punctuation throughout the writing.

Newspaper, argument, review – to discuss:
To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples. Discussion texts are not limited to controversial issues, but polarised views are generally used to teach this text type as this makes it easier to teach children how to present different viewpoints and provide evidence for them. Discussions contrast with persuasion texts which generally only develop one viewpoint and may present a biased view, often the writer's own. Like all text types, discussion texts vary widely, and elements of discussion writing are often found within other text types.

	Generic text features:	**Sentence features:**	**Vocabulary features:**	**Grammatical features:**	**Punctuation features:**
Reception: **Year 1:**	Ideas grouped in sentences in time sequence. Attempts at third person writing. e.g. The man was run over.	Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.	On Monday… The accident… People felt… Happened Angry	Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks.

	Beginning describes what happened		Upset First Next After When Then So But It was…	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'.	Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.
Year 2:	Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words. A photo with a caption.	Subject/verb sentences e.g. He was… They were… It happened… Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes	It was a terrible… The scene was… Many passers by… Some children were… Shocking Awful Amazing Incredible Afterwards	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.
Year 3:	Clear introduction. Points about the visit/issue Organised into paragraphs denoted by time/place. Topic sentences.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal	While, if, as, when. Witnesses felt… He reported that… He also claimed that… She went on to state that…	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.

	Some newspaper layout features included. A bold eye-catching headline.	verbs can/will Adverbials e.g. As the police arrived, the crowd scattered.	He continued by.. Hours later Unfortunately Fortunately	Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.	
Year 4:	Clear introduction and conclusion. Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader. Paragraphs organised correctly into key ideas. All newspaper layout features included. Bold eye-catching headline which includes alliteration.	Variation in sentence structures e.g. While the witness was distracted… As the police arrived… Use embedded/relative clauses e.g. Mrs Holt, who was very angry… The tiger, that was pacing… Include adverbs to show how often e.g. additionally, frequently, rarely.	John Smith (64), a retired community officer said… Within minutes… The school confirmed that… She claimed that.. He continued by informing us that… Police were…	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of conjunctions. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.
Year 5:	Developed introduction and conclusion using all the newspaper's layout features.	Sentence length varied e.g short/long. Active and passive voice used	Until this is resolved… Unfortunately… Chaos ensued…	Noun Locate and identify expanded noun phrases.	Consolidate all previous learning. Brackets

	Paragraphs developed with prioritised information into columns. Subheadings are used as an organisational device. Formal language used throughout to engage the reader. Quotations are succinct/emotive.	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.	Many panicked when… He disputed… She refused to accept that… The parents agreed that… Witnesses… Pupils emphasized… They spoke to… In addition to this…	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 conjunctions. 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.	Dashes Colons Semi colons
Year 6:	Newspapers well constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply. Headlines include puns.	Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of the accident… Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous. Prepositional phrases used cleverly.	The impact of… Despite continued efforts… Subsequently… The appointed spokesman… In addition… Mrs Hedges emphasized… Tragic… Crisis situation Epic proportions… Many parents refused to accept… The horror… Politicians also spoke of how…	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of conjunctions. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.	Use a wide range of punctuation throughout the writing.

		e.g. In the event of a fire…		

Progression in poetry:

Poetry – to entertain, to inform:
Poems can have many different purposes, e.g. to amuse, to entertain, to reflect, to convey information, to tell a story, to share knowledge or to pass on cultural heritage. Some forms of poetry are associated with certain purposes, e.g. prayers to thank, celebrate, praise; advertising jingles to persuade; limericks to amuse. Although a poem may share the same purpose as the text type it is related to (e.g. to recount), the context for writing does not always mean that a poem is the most appropriate choice of text type. Reading and writing poetry should form part of the curriculum in every year group, exploring vocabulary and structural choices as well as encouraging children to experiment with language for effect. A range of forms should be covered through each key stage as appropriate to the task. Poetry is a very wide-ranging type of text and has many purposes and forms. Often written or spoken for an intended reader, it may also be composed for a personal outcome because the concise and powerful nature of poetry conveys emotion particularly well. Like oral storytelling, poetry has strong social and historical links with cultures and communities. The fact that poetry often plays with words makes it an attractive text type for children and one that they experiment with in their early language experiences. Features of other text types are frequently used as the basis for a poem, e.g. lists, dialogue, questions and answers. As children become familiar with a wider range of poetic forms and language techniques, they can make increasingly effective use of wordplay to explore and develop ideas through poetry.

	Generic text features:	**Sentence features:**	**Vocabulary features:**	**Grammatical features:**	**Punctuation features:**
Reception: **Year 1:**	First & third person • Regular plural noun suffixes –s or – es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • How the prefix –un changes the meaning of verbs and adjectives • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	Oral rehearsal of sentence structure • Joining words and joining clauses using 'and' and 'because' • Begin to use noun phrases for description e.g. with adjectives	Adventurous vocabulary	Sequencing sentences to form short passages	Separating words with spaces • Use of capital letters and full stops to demarcate sentences • Use of capital letters for names and the personal pronoun 'I'
Year 2:	Formation of nouns using suffixes (- ness, -er) (e.g. kennings) and by compounding [for example, whiteboard, superman] • formation of adjectives using suffixes such as –ful, –less •	• Functions of sentence types: statement, command, exclamation or question • Expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the	Adventurous vocabulary	Use of progressive form of verbs in past and present tense	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes for singular possession

	Use of –er and –est in adjectives • Use of –ly to turn adjectives into adverbs	noun) e.g. the blue butterfly, the man in the moon • Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because)			
Year 3:	Formation of nouns using a range of prefixes (super-, anti-, auto-) • Use of 'a' or 'an' according to whether the next word starts with a vowel • word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] • Recognition of abstract, concrete & collective nouns	• Use of prepositions (during, in, because of, before, after) to express time, place and cause • Use of rhetorical questions	Adventurous vocabulary	Organisation of related information into verses	Consolidation of all KS1 punctuation
Year 4:	• Standard forms of English verb inflections (we were rather than we was, I did rather than I done) • Use of articles (a, an, the) and possessive pronouns (my, his, her, their etc) as determiners	Use of a wider range of subordinating conjunctions • Use of prepositions (during, in, because of, before, after), adverbs (next, soon, therefore) and conjunctions (when, while, after, because, soon, while) to express time and cause • Use of preposition phrases as adverbials to express time, cause or place • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (build on from Year 2)	Adventurous vocabulary	Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition • Headlines and subheadings	Consolidation of all KS1 punctuation
Year 5:	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]	Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Use of modal verbs or adverbs to indicate degrees	Adventurous vocabulary	• Explore different poetic structures and the ways that poets group information	Use of semi-colons, colons or dashes to mark boundaries between independent clauses

		of possibility			
Year 6:	how words are related by meaning as synonyms and antonyms [for example, big, large, little]	Explore how known poets break the sentence rules and the impact this has on the reader	Adventurous vocabulary	Explore use of structures by known poets to organise information and impact on the reader	Explore use of the full range of punctuation marks and the impact they have on clarity of meaning