

Instructions

<u>Year 1</u>

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
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 connectives 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 a change to the 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. Capital letters for the start of sentence, names, personal pronouns. Read words with contractions.

Instructions

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

<u>Instructions</u>

Year 3

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
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, e.g. after you have soaked overnight (for more formal direct address instructions). 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.

<u>Instructions</u>

and equipment strue needed are outlined clearly. As a Sentences include precautionary advice, e.g. Be careful not to over	Variation in sentence structures, e.g. While the pastry cooks	Continue by Carry on	Noun Nouns and pronouns used for clarity	Apostrophe to mark singular and plural
e.g. This dish is served best with a dash of nutmeg.	thickens Include adverbs to show how often, e.g. additionally, frequently, rarely.	Do this until Stop when When you have done this Try not to Avoid	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 connectives. Tense Correct use of past and present tense. Adverbs	possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.
			Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.	

<u>Instructions</u>

Year 5

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
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 connectives, 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 into 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

<u>Instructions</u>

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

Text Structure	Sentence	Useful	Word Class	Punctuation
		Vocabulary		
Ideas grouped together for	Simple	are	<u>Noun</u>	Begin to use questions marks if the
similarity.	connectives		What a noun is.	title contains a question.
	are used to	is	Regular plural nouns with	
Written in the present tense.	construct		'er'.	Use spaces to separate words.
	simple	Did you		
Begin to use formal and technical	sentences,	know?	<u>Verbs</u>	Use full stops.
vocabulary.	e.g. and, but,		Ending added to verbs	
	then, so	Have you	where there is a change to	Begin to use exclamation marks.
		ever	the root.	
		wondered	Simple past tense 'ed' when	Capital letters for the start of
		how ?	appropriate.	sentence, names, personal
				pronouns.
		There are	<u>Adjectives</u>	
			Add 'er' and 'est' to	
		This is an	adjectives where no change	
		example of	is needed to root word.	
			Expanded noun phrases are	
			beginning to be used to add	
			more detail.	
			Connectives/conjunctions	
			The coordinating	
			conjunction 'and' is used to	
			link two ideas together. E.g.	
			Turtles have a hard shell	
			and tigers have long claws.	

Present tense	'-ing'
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Text Structure	Sentence	Useful	Word Class	Punctuation
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Brief introduction and conclusion.	Confidently	The	Noun	Use spaces that reflect the size of
	use simple	purpose	Form nouns using suffixes	the letters.
Written in the appropriate tense.	sentences	of is to	and compounding.	
ii i	with extra		Expanded noun phrases for	Use full stops correctly.
Main ideas organised in groups.	description.	This	description.	
		happens	Add 'es' to nouns.	Use question marks correctly.
	Statements	because		
	are used to		<u>Verbs</u>	Use exclamation marks correctly.
	showcase	As a	Progressive form of verbs in	
	facts.	result	the past and present tense.	Use capital letters correctly.
			Add 'es' and 'ing' to verbs.	
	Questions	For		Apostrophes to show possession of
	are used to	example	<u>Adjectives</u>	a noun.
	hook the		Add 'er' and 'est' to	Canada a liat
	reader.	One reason	adjectives where no change	Commas in a list.
		for this is	is needed to root word.	
	Begin to use		Expanded noun phrases are	
	complex	In other	to be used to add more	
	sentences	words	detail.	
	using when,			
	if, as etc.		Connectives (conjunctions	
	Aware of		Connectives/conjunctions Subordination to expand	
			upon independent clauses –	
	present tense		when, if, that, because.	
	suffixes.		when, ii, that, because.	
	Julines.		Coordination to link ideas –	
	Adverbials,		or, and, but.	
	e.g. When		0., 03, 200	
	the		Correct and consistent use	
	caterpillar		of the present tense.	
	makes a		-	
	cocoon		<u>Adverbs</u>	

	'ly' added to adjective to	
	form adverb.	

Text Structure	Sentence	Useful	Word Class	Punctuation
Text Structure Clear title and introduction. Organised into paragraphs shaped around a key topic sentence. Use formal and technical vocabulary.	Sentence Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent	This process begins when It is important to The reason why is because	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs, e.g. after you have soaked overnight (for more formal direct address instructions).	Introduce possessive apostrophes for plural nouns. Introduce inverted commas. Apostrophes for possession. Commas in a list.
	Adverbials of time and manner are used to add additional information.	To understand this, you need to know that This leads to Next you will notice	Adjectives Choose appropriate adjectives and expanded noun phrases. Connectives/conjunctions Express time and cause (when, so, before, after, while, because). Correct and consistent use of past and present tense. Subordination to expand upon independent clauses — when, as, before, since and although. Coordination to link ideas — and, but, so and for Adverbs Introduce/revise adverbs. Express time and cause:	
			following that, soon after, moments later. Explore adverbs ending in '- ly'.	

Text Structure	Sentence	Useful	Word Class	Punctuation
		Vocabulary		
Revisit the use of formal and	Variation in sentence	This process	<u>Noun</u>	Apostrophe to mark
technical vocabulary.	structures, e.g.	begins	Nouns and pronouns used	singular and plural
	While the eggs	when	for clarity and cohesion.	possession.
Introductory paragraph outlines	hatch, female			
what is going to be explained.	penguins	It is	Noun phrases expanded by	Commas after fronted
		important	the addition of modifying	adverbials.
Links between sentences help to	Written in third	to	adjectives, nouns and	
navigate the reader from one idea	person.		prepositional phrases.	Use inverted commas and
to the next.		The reason		other punctuation to
	Use	why is	Consideration of nouns	indicate direct speech.
Paragraphs organised correctly	embedded/relative	because	ending in '-tion'.	
into key ideas.	clauses e.g.		_	
	Dinosaurs, which are	To	<u>Verbs</u>	
Subheadings are used to organise	very strong,	understand	Standard English forms for	
information.		this, you	verbs.	
	Include adverbs to	need to		
E.g. sections of the river, body	show how often, e.g.	know that	Connectives/conjunctions	
parts, layers of earth.	daily, regularly,	This leads	Use a wide range of	
	rarely.	to	connectives.	
	Sentences build from	Next you	<u>Tense</u>	
	a general idea to	will notice	Correct and consistent use	
	more specific.		of past and present tense.	
		It is known		
	Use technical	that	<u>Adverbs</u>	
	vocabulary to show		Use a range of fronted	
	the reader the	One key	adverbial for both time and	
	writer's expertise.	feature of	manner.	
		is	Fronted adverbials are used	
			correctly (comma after a	
			fronted adverbial).	

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Text Structure	Sentence	Useful	Word Class	Punctuation
		Vocabulary		
A clear and well crafted title.	Sentence	Without	<u>Noun</u>	Use a wide range of punctuation
	length	this	Locate and identify	throughout the writing.
Revisit the use of formal and	varied, e.g.		expanded noun phrases.	
technical vocabulary.	short/long.	Generally, it		Punctuation for parentheses is
		is agreed	<u>Verbs</u>	used to show additional
Introductory paragraph outlines	Written in	that	Use modal verbs. Prefixes	information.
clearly what is going to be	third person.		for verbs; dis, de, mis, over,	
explained.		By doing	ise, ify. Convert adjectives	
	Wide range	this, you	into verbs using suffixes;	
Description of the phenomenon is	of	can	ate, ise, ify.	
technical and accurate.	subordinate			
	connectives,	This is	<u>Adjectives</u>	
Generalised sentences are used to	e.g. whilst,	similar to	Choose appropriate	
categorise and sort information for	until, despite.		adjectives.	
the reader.		The result		
		of this is	Connectives/conjunctions	
Purpose of the text is to inform the			Use a wide range of	
reader.		For	connectives.	
		instance,	Relative clauses are used to	
		if	embed extra information.	
		Because of	<u>Tense</u>	
		this, we see	Change tense according to	
		that	features of the genre.	
		This can	<u>Adverbs</u>	
		happen	Conjunctive adverbs for	
		when	cause and effect are used to	
			link connective points.	
		Usually, you	·	
		will observe		
		that		

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Text Structure	Sentence	Useful	Word Class	Punctuation
		Vocabulary		
Revisit the use of formal and	Verb forms are	What makes	Noun	Consolidate all previous learning.
technical vocabulary.	controlled and	this	Expanded noun phrases to	
, , , , , , , , , , , , , , , , , , ,	precise.	important	convey complicated	Punctuation for parentheses is
The overall explanation of the		is	information concisely.	used to show additional
chosen topic is well constructed	Written in	-		information.
and answers the reader's	third person.	In a	<u>Verbs</u>	
questions.		nutshell,	Use modal verbs. Prefixes	Punctuation such as dashes,
4	Modifiers are	this	for verbs; dis, de, mis, over,	colons and semi-colons are used
The writer understands the	used to	means	ise, ify.	correctly.
impact and thinks about further	intensify or		Convert adjectives into	,
questions that this explanation	qualify, e.g.	In order to	verbs using suffixes; ate, ise,	
text may raise.	insignificant	understand	ify.	
,	amount,	this, you	,	
Information is prioritised	exceptionally.	must	Connectives/conjunctions	
according to importance and	·		Use a wide range of	
captivates the reader.	Sentence	If this did	connectives.	
·	length and	not happen,		
	type varied	then	Tense	
	according to		Change tense according to	
	purpose.	One thing to	features of the genre.	
		remember		
	Complex noun	is that	<u>Adverbs</u>	
	phrases used		Link ideas across a text	
	to add detail,	People	using cohesive devices, such	
	e.g. The	often	as adverbials.	
	delicate	wonder	Use of evaluative adverbs –	
	flowers are	how	incredibly, amazingly, etc.	
	slowly			
	removed from	A good		
	the large	example of		
	walled garden.	this can be		
		seen		
	Prepositional	when		
	phrases used			
	cleverly. e.g. In	All in all, this		
	the event of	show that		

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
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 connectives 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 a change to the 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. Capital letters for the start of sentence, names, personal pronouns. Read words with contractions.

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written in the past tense, e.g. I went, I saw Main ideas organized in groups. Ideas organised in chronological order using connectives 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.	Vocabulary Afterwards After that When Suddenly Just then Next Much later I found it interesting When I found it boring when I didn't	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.	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.
		expect	Adverbs 'ly' added to adjective to form adverb.	icins in iso.

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
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, e.g. after you have soaked overnight (for more formal direct address instructions). 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.

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

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organised chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount is 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 connectives, 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 into 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	Consolidate all previous learning. Brackets Dashes Colons Semi-colons
			number.	

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Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
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 wildlife funds come to an end. Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position, e.g. As a consequence of their actions Complex noun phrases used to add detail, e.g. The fragile eggs are slowly removed from the large mother hen. Prepositional phrases used cleverly. e.g. In the event of a fire	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	Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into 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 Link ideas across a text using cohesive devices, such as adverbials.	Use a wide range of punctuation throughout the writing.

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

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words.	Subject/verb sentences, e.g. I think We want Some modal verbs introduced, e.g. would, could, should. Use simple adverbs, e.g. yesterday, today. Use simple noun phrases, e.g. red shoes.	And, then, but, so, when Dear Mr/Mrs Dear Sir/Madam Yours sincerely Yours faithfully Later Afterwards After that Eventually I would like to We felt	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.	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.
			Adverbs 'ly' added to adjective to form adverb.	

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction. Points about the visit/issue. Organised into paragraphs denoted by time/place. Topic sentences. Some letter layout features included.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent, e.g. modal verbs can/will. Adverbials, e.g. When they have a problem, we played after tea. It was scary in the tunnel.	While, if, as, when I would like to inform you that It has come to my attention that Thank you for I hope that	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs, e.g. after you have soaked overnight (for more formal direct address instructions). 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

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

<u>Letters</u>

Text Structure	Sentence	Useful	Word Classes	Punctuation
		Vocabulary		
Developed	Sentence length varied, e.g.	I appreciate	<u>Noun</u>	Consolidate all previous
introduction and	short/long.		Locate and identify expanded noun	learning.
conclusion using all		Whilst we were	phrases.	-
the letter layout	Active and passive voice used	waiting		Brackets
features.	deliberately to heighten	ŭ	Verbs	Dashes
	engagement.	Your concern	Use modal verbs.	Colons
Paragraphs developed	e.g. The café chairs were		Prefixes for verbs; dis, de, mis, over, ise,	Semi-colons
with prioritised	broken.	Until this is	ify.	
information.	2.5	resolved	Convert adjectives into verbs using	
	Wide range of subordinate		suffixes; ate, ise, ify.	
Purpose of letter is	connectives,	Despite speaking	,, ,	
clear and transparent	e.g. whilst, until, despite.	to the duty	Adjectives	
for reader.	e.g. willist, ultil, despite.	manager	Choose appropriate adjectives.	
Tor reduct.	Complex sentences that use	manager	enouse appropriate adjectives.	
Formal language used	well known economic	This is a disgrace	Connectives/conjunctions	
throughout to engage	expression. e.g. Because of	iiiis is a disgrace	Use a wide range of connectives.	
the reader.	their courageous efforts, all	Unfortunately	ose a wide range or connectives.	
the reduct.	the passengers were saved,	Officialities	Tense	
	which was nothing short of a	Many other people	Change tense according to features of the	
	miracle.	also	genre.	
	minucie.	a15U	800.	
		Lam dalightad ta	Adverbs	
		I am delighted to inform you that	Know what an adverbial phrase is.	
		iiiioiiii you tiiat	Fronted adverbials.	
			Comma after fronted adverbials.	
			Adverbials of time, place and number.	

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

Persuasion - Purpose: advert, leaflet, argument

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	Noun What a noun is. Regular plural nouns with 'er'. Verbs Third person, first person singular. Ending added to verbs where there is a change to the 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. Capital letters for the start of sentence, names, personal pronouns. Read words with contractions.

Persuasion - Purpose: advert, leaflet, argument

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

<u>Persuasion - Purpose: advert, leaflet, argument</u> <u>Year 3</u>

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction.	Simple sentences with extra description.	Surely	Noun Form nouns using prefixes.	Introduce possessive
Points about subject/issue.	Some complex	Obviously	Nouns and pronouns used to avoid repetition.	apostrophes for plural nouns.
subject, issue:	sentences using when,	Clearly	repetition.	piarai nouns.
Organised into paragraphs.	if, as etc.	Don't you think	<u>Verbs</u> Present perfect forms of verbs, e.g. after	Introduce inverted commas.
Subheading used to organise texts.	Tense consistent, e.g. modal verbs can/will.	Firstly	you have soaked overnight (for more formal direct address instructions).	
_	Adverbials, e.g. When they have a	Secondly	Adjectives Choose appropriate adjectives.	
	problem, go outside until dark.	Thirdly	Connectives/conjunctions	
	It felt better by the train station.	My own view is	Express time and cause (when, so, before, after, while, because).	
	Start sentences with	My last point is	Tense	
	verbs, e.g. imagine, consider, enjoy.	My final point is	Correct and consistent use of past and present tense.	
	consider, enjoy.	Imagine	Adverbs	
		Consider	Introduce/revise adverbs. Express time and cause: then, next, soon.	
		Enjoy		

Persuasion - Purpose: advert, leaflet, argument

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised	Variation in sentence structures, e.g. Only a fool would believe, many customers agree.	I believe that It seems to me that It is clear that Is it any wonder that	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas
correctly into key ideas. Subheading Topic sentences	embedded/relative clauses, e.g. The giraffe, who was very clumsy The friend, that was jealous Include adverbs to show how often, e.g. annually, everyday, never. More complicated rhetorical questions, e.g. haven't you always longed for a?	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?	Standard English forms for verbs. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.	and other punctuation to indicate direct speech.

<u>Persuasion - Purpose: advert, leaflet, argument</u> <u>Year 5</u>

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Arguments are	Verb forms are controlled and	It appears that	Noun	Use a wide
well constructed that answer the reader's	precise, e.g. It will be a global crisis if people do not take a stand against	There can be no doubt that	Expanded noun phrases to convey complicated information concisely.	range of punctuation throughout the writing.
questions. The writer	Modifiers are used to intensify or qualify,	It is critical	Verbs Use modal verbs. Prefixes for verbs; dis, de, mis,	
understands the impact or the	e.g. insignificant amount, exceptionally.	Fundamentally	over, ise, ify. Convert adjectives into verbs	
emotive language and thinks about the	Sentence length and type varied according to purpose.	How can anyone believe this to be	using suffixes; ate, ise, ify. Adjectives	
response.	Fronted adverbials used to	true?	Choose appropriate adjectives.	
Information is prioritised according to the	clarify writer's position, e.g. As a consequence of your behaviour	Does anyone really believe that?	Connectives/conjunctions Use a wide range of connectives.	
writer's point of view.	Complex noun phrases used to add detail, e.g. the phenomenal	As everyone knows	Tense Change tense according to features of the genre.	
	impact of using showers instead of baths	I cite, for example	Adverbs Link ideas across a text using	
	Prepositional phrases used cleverly. e.g. In the event of a blackout	l would draw your attention to	cohesive devices, such as adverbials.	
		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		

<u>Persuasion - Purpose: advert, leaflet, argument</u> <u>Year 6</u>

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and	Sentence length varied, e.g. short/long.	It strikes me that	<u>Noun</u>	Consolidate all previous learning.
conclusion using all	Short/long.	There is no doubt that	Locate and identify expanded noun	previous learning.
the argument or	Active and passive voice used	There is no doubt that	phrases.	Brackets
leaflet layout	deliberately to heighten	I am convinced that		
features.	engagement.		<u>Verbs</u>	Dashes
D		It appears		
Paragraphs	e.g. the café stairs were		Use modal verbs.	Colons
developed with	broken.	In my opinion		
prioritised	Wide range of subordinate	Construction foot	Prefixes for verbs; dis, de, mis, over, ise, ify.	Semi-colons
information.	connectives,	Surely only a fool would consider	ise, iiy.	
ormaciom	ŕ	would consider	Convert adjectives into verbs using	
Viewpoint is	e.g. whilst, until, despite.	In addition	suffixes; ate, ise, ify.	
transparent for reader.	Complex sentences that use well known economic	Furthermore	<u>Adjectives</u>	
Emotive language	expression.	Moreover	Choose appropriate adjectives.	
used throughout to engage the reader.	e.g. Because of their courageous efforts, all the	My evidence to	Connectives/conjunctions	
	penguins were released, which	support this is	Use a wide range of connectives.	
	was nothing short of a	On balance	<u>Tense</u>	
	miracle.	Just think how	Change tense according to features of	
	Persuasive statements are used to change the reader's	Now you can	the genre.	
	opinion. E.g. you will never need to	For the rest of your life	<u>Adverbs</u>	
		Unbelievable	Know what an adverbial phrase is.	
		Outrageous	Fronted adverbials.	
		Incredible	Comma after fronted adverbials. Adverbials of time, place and number.	

<u>Year 1</u>

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped	Simple connectives are used	First	Noun	Use spaces to
together in time sequence.	to construct simple sentences, e.g. and, but,	Next	What a noun is. Regular plural nouns with 'er'.	separate words.
Written in first	then, so.	After	<u>Verbs</u> Third person, first person singular.	Begin to use full stops.
person.			Ending added to verbs where there is	Begin to use
Written in the past tense.		Finally	a change to the root. Simple past tense 'ed'.	exclamation marks.
Focused on		When he/she was born	Adjectives	Capital letters
individual or group		When he/she was five	Add 'er' and 'est' to adjectives where no change is needed to root word.	for the start of sentence,
participants, e.g. I, we.		years old	Connectives/conjunctions	names, personal pronouns.
		An interesting thing	Join words and sentences using and/then.	Read words
		about	Tense	with contractions.
		A fact about	Simple past tense 'ed'.	
		He/she will be		
		remembered for		

Sentence	Useful Vocabulary	Word Classes	Punctuation
Subject/verb sentences, e.g. He was They were	As a child	Noun Form nouns using suffixes and	Use spaces that reflect the size
It happened	As a teenager	compounding.	of the letters.
Some modal verbs introduced, e.g. would, could, should.	At a young age	description. Add 'es' to nouns.	Use full stops correctly.
Use simple adverbs, e.g.	Many years later	<u>Verbs</u> Progressive form of verbs in the past	Use question marks correctly.
Use simple noun phrases,	One of the interesting things	and present tense. Add 'es', 'ed' and 'ing' to verbs.	Use exclamation marks correctly.
e.g. large crowd.	In my view	Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.	Use capital letters correctly.
	His/Her life was	Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and,	Apostrophes for contractions.
	I believe	but.	Possessive apostrophes for
	He/She was	<u>Tense</u> Correct and consistent use of past	singular nouns.
	He/She became	and present tense.	Commas to separate items
		Adverbs 'ly' added to adjective to form	in lists.
	He was They were It happened Some modal verbs introduced, e.g. would, could, should. Use simple adverbs, e.g. loudly, badly.	He was They were It happened Some modal verbs introduced, e.g. would, could, should. Use simple adverbs, e.g. loudly, badly. Use simple noun phrases, e.g. large crowd. One of the interesting things aboutwas In my view In my view I believe He/She was	He was They were It happened Some modal verbs introduced, e.g. would, could, should. Use simple adverbs, e.g. loudly, badly. Use simple noun phrases, e.g. large crowd. Use simple noun phrases, e.g. large crowd. As a teenager At a young age One of the interesting things aboutwas In my view His/Her life was I believe He/She was He/She became 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. He/She became He/She became Adverbs

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

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly around key events. Elaboration is used to reveal the writer's emotions and responses.	Variation in sentence structures, e.g. While we watched the movie Use embedded/relative clauses, e.g. Camels, which are very grumpy. Include adverbs to show how often, e.g. daily, frequently, often. Sentences build from a general idea to more specific. Use emotive language to show personal response, e.g. that wonderfully encouraged me to	In his /her early years By the time he/she had In his/ her final years What is clear is that Even though he/she was not popular at the time Although feelings ran high in the community In many ways, it wasn't until He/She might have been His/Her one regret was that	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 connectives. 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.

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

Year 6

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
The report is well constructed and	Verb forms are controlled and precise, e.g. It would be	They are unusually	Noun Expanded noun phrases to convey	Consolidate all previous learning.
answers the reader's questions.	understandable if the exciting times came to an	They are rarely	complicated information concisely.	Brackets
The writer	end.	They are never	<u>Verbs</u> Use modal verbs.	Dashes
understands the impact and thinks	Modifiers are used to intensify or qualify, e.g.	They are very	Prefixes for verbs; dis, de, mis, over, ise, ify.	Colons
about the response.	insignificant amount, aggressively.	Generally	Convert adjectives into verbs using suffixes; ate, ise, ify.	Semi-colons
Information is prioritised	Sentence length and type	Be careful if you	<u>Adjectives</u>	
according to importance and a	varied according to purpose.	·	Choose appropriate adjectives. Connectives/conjunctions	
frame of response set up for the reply.	Fronted adverbials used to clarify writer's position,	Frequently they	Use a wide range of connectives.	
	e.g. As an effect of the weather	I will attempt to	<u>Tense</u> Change tense according to features	
	Complex noun phrases used to add detail, e.g. The	This article will frame	of the genre.	
	extravagant cake are carefully removed from the	It can be difficult to	Adverbs Link ideas across a text using	
	large van	Each paragraph	cohesive devices, such as adverbials.	
	Prepositional phrases used cleverly.			
	e.g. In the result of an earthquake	More than half		
		Less than half		

Non-Chronological Reports

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
TEXT Structure	Schichec	Oscial Vocabulary	Word Classes	Tunctuation
Ideas grouped	Simple connectives are used	are	<u>Noun</u>	Use spaces to
together for	to construct simple		What a noun is.	separate words.
similarity.	sentences, e.g. and, but,	is	Regular plural nouns with 'er'.	
	then, so.			Begin to use full
Attempts at third		They are	<u>Verbs</u>	stops.
person writing.		_, ,,,,,,	Third person, first person singular.	
e.g. The man was		The different	Ending added to verbs where there is a	Begin to use
run over.		This is a	change to the root. Simple past tense	exclamation
		This is a	'ed'.	marks.
Written in the		There are		
appropriate		There are	<u>Adjectives</u>	Capital letters
tense.		These can be	Add 'er' and 'est' to adjectives where	for the start of
e.g. Sparrow's		grouped	no change is needed to root word.	sentence,
nest		P. c. a b c a		names,
Dinosaurs were			Connectives/conjunctions	personal
			Join words and sentences using	pronouns.
			and/then.	
			Tanaa	Read words
			Tense	with
			Simple past tense 'ed'.	contractions.

Non-Chronological Reports

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Text Structure	Sentence	Oserui vocabulary	word classes	Punctuation
Brief introduction	Subject/verb sentences e.g.	They like to	<u>Noun</u>	Use spaces
and conclusion.	He was They were		Form nouns using suffixes and	that reflect the
	It happened	They can	compounding.	size of the
Written in the		lh aan	Expanded noun phrases for	letters.
appropriate tense.	Some modal verbs	It can	description. Add 'es' to nouns.	6.11
e.g. Sparrow's	introduced	Like many		Use full stops
nest Dinosaurs	e.g. would, could, should.	LIKE IIIaliy	Verbs	correctly.
were	Llas signals advantes a s	I am going to	Progressive form of verbs in the past and	Lico guastian
Nain idoo	Use simple adverbs, e.g. loudly, gently.	r ann gomig tom	present tense.	Use question marks
Main ideas organised in	loudly, gently.	There are two sorts	Add 'es', 'ed' and 'ing' to verbs.	correctly.
groups.	Use simple noun phrases,	of	Adjectives	correctly.
groups.	e.g. giant dinosaur.		Add 'er' and 'est' to adjectives where no	Use
	e.g. glaric arrosaar.	They live in	change is needed to root word.	exclamation
			6.10.1.60 10 1100000 10 1000 1101 01	marks
		The have but the	Connectives/conjunctions	correctly.
		have	Subordination – when, if, that, because.	,
			Coordination – or, and, but.	Use capital
				letters
			<u>Tense</u>	correctly.
			Correct and consistent use of past and	
			present tense.	Apostrophes
				for
			Adverbs	contractions.
			'ly' added to adjective to form adverb.	
				Possessive
				apostrophes
				for singular
				nouns.
				Camanasta
				Commas to
				separate items
				in lists.

Non-Chronological Reports

Year 3

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction. Organised into paragraphs shaped around a key topic sentence. Use of subheadings.	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 makes a cocoon	The following report They don't It doesn't Sometimes Often Most	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs, e.g. after you have soaked overnight (for more formal direct address instructions). 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.

Non-Chronological Reports

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear	Variation in sentence	This report will	<u>Noun</u>	Apostrophe to mark
introduction and	structures, e.g. While		Nouns and pronouns used for clarity and	singular and plural
conclusion.	the eggs hatch female	The following	cohesion. Noun phrases expanded by	possession.
	penguins	information	the addition of modifying adjectives,	
Links between			nouns and prepositional phrases.	Commas after
sentences help	Use embedded/relative	Usually		fronted adverbials.
to navigate the	clauses	A1 11	<u>Verbs</u>	
reader from one	e.g. Dinosaurs, which	Normally	Standard English forms for verbs.	Use inverted
idea to the next.	are very strong,	Evon though	A 15	commas and other
_		Even though	Adjectives	punctuation to
Paragraphs	Include adverbs to	Despite the fact	Choose appropriate adjectives.	indicate direct
organised	show how often, e.g.	bespite the rustin	Connectives/conjunctions	speech.
correctly into	daily, regularly, rarely.	As a rule	Use a wide range of connectives.	
key ideas.	Sentences build from a		ose a wide range or connectives.	
Subheadings are			Tense	
used to organise	general idea to more specific.		Correct use of past and present tense.	
information. E.g.	specific.		·	
Qualities, body	Use technical		<u>Adverbs</u>	
parts,	vocabulary to show the		Know what an adverbial phrase is.	
behaviour.	reader the writer's		Fronted adverbials.	
	expertise.		Comma after fronted adverbials.	

Non-Chronological Reports

	<u>rear 5</u>					
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation		
Developed introduction and conclusion using all the layout features. Description of the phenomenon is technical and accurate. Generalised sentences are used to	Sentence length varied, e.g. short/long. Active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach. Wide range of subordinate	The purpose of this report/article is to The information presented will Some experts believe This article is designed to Many specialists consider Firstly, I will	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives. Connectives/conjunctions	Use a wide range of punctuation throughout the writing.		
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.	connectives, e.g. whilst, until, despite.	It can be difficult will enable you to understand Unlike Despite Although Like many	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.			

Non-Chronological Reports

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
The report is well constructed and answers the	Verb forms are controlled and precise, e.g. It	They are unusually They are rarely	Noun Expanded noun phrases to convey complicated information concisely.	Consolidate all previous learning.
reader's questions. The writer	would be regrettable if the wildlife funds come to an end.	They are never They are very	<u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise,	Brackets Dashes
understands the impact and thinks about the	Modifiers are used to intensify or	Generally Be careful if you	ify. Convert adjectives into verbs using suffixes; ate, ise, ify.	Colons Semi-colons
response. Information is prioritised	qualify, e.g. insignificant amount, exceptionally.	Frequently they	Adjectives Choose appropriate adjectives.	
according to importance and a frame of response	Sentence length and type varied	I will attempt to This article will frame	<u>Connectives/conjunctions</u> Use a wide range of connectives.	
set up for the reply.	according to purpose.	It can be difficult to Each paragraph	Tense Change tense according to features of the genre.	
	Fronted adverbials used to clarify writer's position, e.g. As a result of their game	More than half Less then half	Adverbs Link ideas across a text using cohesive devices, such as adverbials.	
	Complex noun phrases used to add detail, e.g. The delicate flowers are slowly removed from the large walled garden.			
	Prepositional phrases used cleverly. e.g. In the event of an accident			

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas are grouped	Simple connectives are	But	<u>Noun</u>	Use spaces to
together for	used to construct simple		What a noun is.	separate words.
similarity.	sentences, e.g. and, but,	Because	Regular plural nouns with 'er'.	
·	then, so.		- 1	Begin to use full
Writes in first person.		Some people like	<u>Verbs</u>	stops.
			Third person, first person singular.	
		Some people feel	Ending added to verbs where there	Begin to use
			is a change to the root. Simple past	exclamation marks.
		Some people	tense 'ed'.	
		believe		Capital letters for
			<u>Adjectives</u>	the start of
		Other people like	Add 'er' and 'est' to adjectives where	sentence, names,
			no change is needed to root word.	personal
		Other people feel		pronouns.
		• •	Connectives/conjunctions	·
		Other people	Join words and sentences	Read words with
		believe	using and/then.	contractions.
			<u>Tense</u>	
			Simple past tense 'ed'.	

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

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction. Points about subject/issue. Organised into paragraphs. Subheading used to organise texts.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent, e.g. modal verbs could/might. Adverbials, e.g. When they are struggling we have another go. It was scary trying something new. Start sentences with verbs, e.g. imagine, consider, enjoy.	I will begin by Maybe Firstly Many people are concerned that I wonder Sometimes It could be argued that Therefore My overall feeling/opinion is An example of this is	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs, e.g. after you have soaked overnight (for more formal direct address instructions). 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.

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

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

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
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 disaster if people do not make a change now 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 result of the discussion Complex noun phrases used to add detail, e.g. the phenomenal impact of using reusable bags Prepositional phrases used cleverly. e.g. In the event of a snowstorm	I will present Following that, I will One argument for this is that fundamentally flawed an easy answer that avoids I would counter this view It seems plausible to Moreover In point of fact The evidence I would use to support this is It surprises me that It is my conviction Finally, I would like to add Even though there has been a long history of activists	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into 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 Link ideas across a text using cohesive devices, such as adverbials.	Use a wide range of punctuation throughout the writing.

<u>Newspaper</u>

		<u>16ai 1</u>		
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped in sentences in time	Simple connectives are used to construct simple sentences,	On Monday	Noun What a noun is.	Use spaces to separate words.
sequence.	e.g. and, but, then, so.	The accident	Regular plural nouns with 'er'.	Begin to use full
Attempts at third person writing.		People felt	Verbs Third person, first person singular.	stops.
e.g. The man was run over.		Happened	Ending added to verbs where there is a change to the root. Simple past tense 'ed'.	Begin to use exclamation marks.
Beginning describes what happened.		Angry	<u>Adjectives</u>	Capital letters for
		Upset	Add 'er' and 'est' to adjectives where no change is needed to root word.	the start of sentence, names, personal
		First	Connectives/conjunctions	pronouns.
		Next	Join words and sentences using and/then.	Read words with contractions.
		After	<u>Tense</u> Simple past tense 'ed'.	
		When		
		Then		
		So		
		But		
		It was		

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
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.	Sentence 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. brown hair.	It was a terrible The scene was Many passers-by Some children were Shocking Awful Amazing	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.	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.
		Afterwards	Tense Correct and consistent use of past and present tense.	Possessive apostrophes for singular nouns.
			Adverbs 'ly' added to adjective to form adverb.	Commas to separate items in lists.

Year 3

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction. Points about the visit/issue. Organised into paragraphs denoted by time/place. Topic sentences. Some newspaper layout features included. A bold eye-catching headline.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent, e.g. modal verbs can/will. Adverbials, e.g. As the police arrived, the crowd scattered.		Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs, e.g. after you have soaked overnight (for more formal direct address instructions). 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,	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.
		Fortunately	soon.	

Newspaper

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and	Variation in sentence	John Smith (64), a	Noun	Apostrophe to
conclusion.	structures e.g. While the	retired community	Nouns and pronouns used for	mark singular and
	witness was distracted As	officer said	clarity and cohesion.	plural possession.
Links between key	the police arrived		Noun phrases expanded by the	
ideas in the		Within minutes	addition of modifying adjectives,	Commas after
newspaper. Who,	Use embedded/relative		nouns and prepositional phrases.	fronted adverbials.
what, where, when	clauses,	The school confirmed		
and why information	e.g. The scarecrow, who was	that	<u>Verbs</u>	Use inverted
is clear to orientate	very curious		Standard English forms for verbs.	commas and other
the reader.	The elephant, that was	She claimed that		punctuation to
	stomping		<u>Adjectives</u>	indicate direct
Paragraphs organised		He continued by	Choose appropriate adjectives.	speech.
correctly into key	Include adverbs to show	informing us that		
ideas.	how often, e.g. weekly,		Connectives/conjunctions	
	regularly, fortnightly.	Police were	Use a wide range of connectives.	
All newspaper layout				
features included.			<u>Tense</u>	
			Correct use of past and present	
Bold eye-catching			tense.	
headline which				
includes alliteration.			<u>Adverbs</u>	
			Know what an adverbial phrase is.	
			<u>Fronted adverbials</u>	
			Comma after fronted adverbials.	

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

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Newspapers well	Verb forms are controlled and	The impact of	<u>Noun</u>	Use a wide
constructed that answers the reader's questions.	precise, e.g. It would be helpful if you could let me know, as this will affect my decision.	Despite continued efforts	Expanded noun phrases to convey complicated information concisely.	range of punctuation throughout the writing.
·		Subsequently	<u>Verbs</u>	
The writer understands the impact and	Modifiers are used to intensify or qualify, e.g. insignificant amount,	The appointed spokesman	Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.	
thinks about the response.	exceptionally.	In addition	Convert adjectives into verbs using suffixes; ate, ise, ify.	
Information is	Sentence length and type varied according to purpose.	Mrs Hedges	<u>Adjectives</u>	
prioritised according to	Fronted adverbials used to clarify	emphasised Tragic	Choose appropriate adjectives.	
importance and	writer's position,	Crisis situation	Connectives/conjunctions	
a frame of	e.g. As a consequence of the accident	Epic proportions	Use a wide range of connectives.	
response set up for the reply.	accident	Many parents refused	<u>Tense</u>	
Headlines	Complex noun phrases used to add detail, e.g. the treacherous cliff	to accept The horror	Change tense according to features of the genre.	
include puns.	path around the bay was extremely dangerous.	Politicians also spoke of how	Adverbs Link ideas across a text using	
	Prepositional phrases used cleverly. e.g. In the heat of the moment		cohesive devices, such as adverbials.	



Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
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 connectives 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 connectives: 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 a change to root. Simple past tense 'ed'. Adjectives Add 'er' and 'est' to adjectives where no change is needed to the 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. Capital letters for the start of sentence, names, personal pronouns. Read words with contractions.

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
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 connectives 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 connectives: 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, slowly, truthfully	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.

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
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 Connectives: 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, e.g. after you have soaked overnight (for more formal direct address instructions). 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.

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
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.	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	Year 4 ambitious vocabulary used Connectives: 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
Paragraphs organised correctly to build up to key event. Repetition avoided through using different sentence structures and ellipsis.	meaning, e.g. exactly, suspiciously. Tense changes appropriate; verbs may refer to continuous action, e.g. will be thinking.		Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.	other punctuation to indicate direct speech.

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Sequence of plot may	Sentence length varied, e.g.	Year 5 ambitious	<u>Noun</u>	Consolidate all
be disrupted for effect,	short/long.	vocabulary used	Locate and identify expanded noun phrases.	previous learning.
e.g. flashback.	Active and passive voice used		<u>.</u> .	
Onaning and	deliberately to heighten		<u>Verbs</u>	Brackets
Opening and	engagement.		Use modal verbs.	Dashes
resolution shape the story.	e.g. the ring was removed from the drawer.		Prefixes for verbs; dis, de, mis, over, ise,	Colons Semi-colons
Story.	from the drawer.		ify. Convert adjectives into verbs using	361111-0010113
Structural features of	Wide range of subordinate		suffixes; ate, ise, ify.	
narrative are	connectives,		Surfixes, ate, ise, iry.	
included,	e.g. whilst, until, despite.		Adjectives	
e.g. repetition for	, , , .		Choose appropriate adjectives.	
effect.	Embedded subordinate			
	clauses are used for economy		Connectives/conjunctions	
Paragraphs varied in	or emphasis.		Use a wide range of connectives.	
length and structure.	Figure 4: The law suppose and 4.5		Tanca	
Pronouns used to	Figurative language used to		Tense	
hide the doer of the	build description (sometimes		Change tense according to features of the genre.	
action, e.g. it crept	clichéd), e.g. the crowd charged like bulls.		the genre.	
into the	charged like bulls.		Adverbs	
woods.	Repetition is used for effect,		Know what an adverbial phrase is.	
1 2 3 3 3 3	e.g. the boys ran and ran until		Fronted adverbials.	
	they could run no more.		Comma after fronted adverbials.	
			Adverbials of time, place and number.	

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
The story is well constructed and raises intrigue. Dialogue is used to move the action on to 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. 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.	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 into 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 Link ideas across a text using cohesive devices, such as adverbials.	Use a wide range of punctuation throughout the writing.