Hitherfield Primary School Progression Framework for: Writing

Agreed Core texts - Curriculum Map

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	Whole school text					
Reception	Whole school text Range of books to explore self, including: Who Are You? - Smriti Halls	Range of books to explore celebrations, including: The Nativity Story - Juliet David	Range of books to explore Superheroes, including: Supertato - Sue Hendra	Range of books to explore animals and their habitats, including: Where Bear? - Sophy Henn	Range of books to explore growing and living, including: Tad - Benji Davies	Range of books to explore the world around us, including: Naughty Bus - Jan Oke
Year 1	*Whole School Text* Nobody Owns the Sky - Reeve Lindbergh	A Walk in London - Salvatore Rubbino	Traction Man is Here - Mini Grey	Dadaji's Paintbrush - Rashmi Sirdeshpande	Dinosaurs and all that Rubbish- Michael Foreman	Julian is a Mermaid - Jessica Love
Fiction:	*Whole School Text*	Setting Description	Narrative (Rewrite)	Narrative (Innovate)	Narrative (Adventure)	Character Description
Non-Fiction & Poetry:	Biography	*Poetry:* Senses Poetry	*Recount: Write up of a trip*	*Poetry:* Acrostic	*Non-Chronological Report*	*Instructions*
Year 2	*Whole School Text* Hoorah for Mary Seacole - Trish Cooke	Grandad's Camper - Harry Woodgate	The Journey Home - Frann Preston-Gannon	Anansi	The Great Fire of London - Emma Adams & James Weston Lewis	Coming to England - Floella Benjamin Adam's Day at the Market - Huda Essa
Fiction:	*Whole School Text*	*Poetry:* Kennings	Narrative (Innovate)	Narrative (Traditional Tale)	Character Description	Setting Description
Non-Fiction:	*Instructions:* Recipe	*Letter*	*Persuasion*	*Non-Chronological Report*	*Newspaper*	*Recount:* Diary Entry
Year 3	*Whole School Text* Escape from Pompeii - Christina Balit	The Great Kapok Tree - Lynne Cherry	Small in the City - Sydney Smith	The Tempest - William Shakespeare	Our Tower - Joseph Coelho	The Last Garden - Rachel Ip and Anneli Bray
Fiction:	*Whole School Text*	Setting Description	Narrative (Alternative perspective)	*Poetry:* Haiku	Narrative (Fantasy)	Narrative (Innovate)

Non-Fiction:	*Recount: Diary entry*	*Persuasion*	*Letter*	*Non-Chronological Report*	*Instructions*	*Biography*
Year 4	*Whole School Text* Around the World in 80 Festivals - Nancy Dickmann	Planet Omar - Zanib Mian	Theseus and the Minotaur - Marcia Williams	Eco-Wolf and the Three Pigs - Laurence Anholt	Eric the Viking - Terry Jones	Oliver Twist - Charles Dickens
Fiction:	*Whole School Text*	Setting Description	Narrative (Myth)	Narrative (Adventure)	*Poetry:* Limericks	Character Description
Non-Fiction:	*Non-chronological Report*	*Newspaper*	*Persuasion:* Speech	*Instructions*	*Recount*	*Debate*
Year 5	*Whole School Text* Oh, Freedom - Francesco D'Adamo	High Rise Mystery - Sharna Jackson	Children of the Benin Kingdom - Dinah Orji	Hidden Figures - Margot Lee Shetterly	*Primary Shakespeare Company*	The Boy at the Back of the Class - Onjali Q. Rauf
Fiction:	*Whole School Text*	Narrative (Mystery)	Setting description	Character description	***Shakespeare Performance***	*Poetry:* Free Verse
Non-Fiction:	*Recount:* Diary	*Newspaper*	*Non-chronological Report*	*Letter*	***Outcomes linked to Shakespeare Performance***	*Persuasion: Balanced Argument*
Year 6	*Whole School Text* Peaceful Protest: The Life Of Nelson Mandela – Yona Zeldis McDonough	The Last Bear - Hannah Gold	The Story of Tutankhamun - Patricia Cleveland-Peck	The Boy in the Tower - Polly Ho-Yen	Windrush Child - Benjamin Zephaniah	Hound of the Baskervilles - Arthur Conan Doyle (Graphic Novel)
Fiction:	*Whole School Text*	Setting description	Narrative (Fantasy)	Narrative (Innovate)	*Poetry:* Performance Poetry	Narrative (Cliffhanger)
Non-fiction	*Biography*	*Newspaper*	*Persuasion: Balanced Argument*	*Non-chronological report*	*Recount:* Diary entry	***End of Year Performance***

Progression of skills in Writing

	EYFS:	Key Stage 1:	Key Stage 2:
Statutory Framework Objectives	Writing ELG Children at the expected level of development will: • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. **Development Matters Statements in bold**	[Primary National Curriculum - English](#)	[Primary National Curriculum - English](#)

Year	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole Word Spelling	**Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.** **Write some or all of their own name** Distinguish and recognise initial sound	Hear, say and write the initial sound in words Hear, say and write the initial sound and other taught sounds in words **Spell words by identifying the sounds and then writing the sound with letters**	Spell words containing each of the phonemes already taught Spell common exception words Spell the days of the week Naming the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound	Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Spell by learning to spell common exception words Spell by distinguishing between homophones and near-homophones	*See Word Expert documents for progressive coverage of **English Appendix 1: Spelling*** Spell further homophones. Pupil can sometimes spell words that are often misspelt.	*See Word Expert documents for progressive coverage of **English Appendix 1: Spelling*** Spell further homophones Pupil can usually spell words that are often misspelt with confidence.	*See Word Expert documents for progressive coverage of **English Appendix 1: Spelling*** Spell some words with 'silent' letters Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.	*See Word Expert documents for progressive coverage of **English Appendix 1: Spelling*** Spell some words with 'silent' letters. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.
Other Word Building Spelling	Distinguish and recognise initial sounds	Start to spell some common exception words - 'tricky words'	Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Add prefixes and suffixes using the prefix un– Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest	Spell by learning the possessive apostrophe (singular): e.g. the girl's book Spell by learning to spell more words with contracted forms Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly uses the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs	*See Word Expert documents for progressive coverage of **English Appendix 1: Spelling*** Use further prefixes and understand how to add them Use further suffixes and understand how to add them Place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals: e.g. children's Use the first two or three letters of a word to check its spelling in a dictionary	*See Word Expert documents for progressive coverage of **English Appendix 1: Spelling*** Use further prefixes and understand how to add them Use further suffixes and understand how to add them Place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys', animals' and in words with irregular plurals Use the first two or three letters of a word to check its spelling in a dictionary and have an increasing confidence and autonomy to use dictionaries independently.	*See Word Expert documents for progressive coverage of **English Appendix 1: Spelling*** Use further prefixes and suffixes and understand the guidelines for adding them Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	*See Word Expert documents for progressive coverage of **English Appendix 1: Spelling*** Use further prefixes and suffixes and understand the guidelines for adding them Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary and have an increasing confidence and autonomy to use dictionaries independently.

Transcription							
Write some or all of their name **Write some letters accurately.** Write initial sounds	**Write short sentences with words with known sound-letter correspondences** **Spell words by identifying the sounds and then writing the sound with letter/s -** using known grapheme- phoneme correspondences Begin to write short sentences or phrases with finger spaces Write a short sentence using a capital letter and sometimes a full stop	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	remember and write a dictated sentence that include words using the GPCs and common exception words taught so far, spelling most of them correctly and applying phonic knowledge and punctuation accurately:	remember and write dictated sentences that include words containing the spelling patterns and common exception words taught so far, spelling most of them correctly and to punctuate accurately. :	remember and write a dictated sentence accurately applying newly taught spelling patterns and punctuation accuracy.		
Handwriting	**PHYSICAL DEVELOPMENTt** **Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.** **Go up steps and stairs, or climb up apparatus, using alternate feet.** **Skip, hop, stand on one leg and hold a pose for a game like musical statues.** **Use large-muscle movements to wave flags and streamers, paint and make marks.** **Use one-handed tools and equipment, for example, making snips in paper with scissors.** **Use a comfortable grip with good control when holding pens and pencils.**	**Physical Development:** Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Move towards a tripod grip for handwriting **Literacy:** Begin to establish a dominant hand Give meaning to marks	Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0–9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Use spacing between words that reflects the size of the letters	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting: e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting: e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task	Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task

	Show a preference for a dominant hand.	Write their name Begin to form letters correctly **Form lower-case and capital letters correctly**						
Contexts for Writing				Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) Develop positive attitudes towards and stamina for writing by: writing about real events Develop positive attitudes towards and stamina for writing by: writing poetry Develop positive attitudes towards and stamina for writing by: writing for different purposes	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Identify and name key organisational and language features of a shared text working with a partner, small group or the whole class. They can usually identify the text type by naming it and when prompted describe a context/scenario for using it.	Plan their writing by: usually identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Additionally, think aloud and record their ideas, sometimes drawing on independent reading and research, choosing ideas for impact and to enhance the effectiveness of what they write.
Planning and Drafting Writing	**Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.**	Compose a verbal or written response to each core text Write for a purpose in the role play area and other areas of continuous provision Begin to use finger spaces, capital letters and full stops **Re-read what they have written to check that it makes sense**	Write sentences by: saying out loud what they are going to write about	Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about	Plan their writing by: discussing and recording ideas	Plan their writing by: discussing and recording ideas by independently, selecting the most relevant information, key vocabulary and most suitable ideas drawn from discussion and notes to plan own writing.	Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary	Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary think aloud and record their ideas, sometimes drawing on independent reading and research, choosing ideas for impact and to enhance the effectiveness of what they write: e.g. selecting from a range of planning models to organise and develop

		Write words and then short sentences with words with known sound-letter correspondences					related ideas drawn from notes made when reading and researching.
			Write sentences by: composing a sentence orally before writing it Write sentences by: sequencing sentences to form short narratives Write sentences by: re-reading what they have written to check that it makes sense	Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence Consider what they are going to write before beginning by: writing down ideas and/or keywords, including new vocabulary	Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) Pupil can usually organise their material into logical chunks and write a coherent series of linked sentences for each Pupil knows how to demarcate paragraphs on the page and usually remembers to do this as they write. Pupil can usually create an appropriate setting, two or three distinguishable characters and a coherent plot, drawing on but adapting elements of the modelled story. Pupil can usually marshal their material into logical chunks and write an appropriate main heading for the text and suitable subheadings for each chunk.	Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures by independently, composing and orally rehearsing sentences usually incorporating new vocabulary. Variation in sentence structure includes simple, compound and complex structures.(English Appendix 2) Pupil can, independently, plan narrative and non-fiction texts into paragraphs before they begin to write: e.g. by using a 'boxing up' frame, five-part story mountain, story map or other planning tool to help 'chunk' their writing into paragraphs. Pupil knows how to demarcate paragraphs on the page and usually remembers to do this as they write. Pupil can usually create an appropriate setting, two or three distinguishable characters and a coherent plot. Descriptions contain some detail: e.g. Kim	Draft and write by: usually using a wide range of devices to build cohesion within and across paragraphs Pupil can usually draw on what they have learned about how authors develop characters and settings to help them create their own. Pupil can usually select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning: e.g. make deliberate vocabulary choices for effect, select specialist vocabulary to match the topic. Pupil can usually précis longer passages: e.g. identify key points from the passage and reformulate them coherently in their own words. Pupil can usually use some further organisational and presentational devices to structure text and to guide the reader: e.g. pose questions as heading or subheadings, use bullet points to organise material, integrate diagrams, charts or graphs.	Draft and write by: using a wide range of devices to build cohesion within and across paragraphs Pupil can draw imaginatively on what they have learned about how authors develop characters and settings to help them create their own: e.g. drawing on known characters and adapting them, taking elements from different settings and combining them in new ways. Pupil can usually select appropriate grammar and vocabulary and is able to make choices to change and enhance meaning: e.g. choose the most appropriate word from a range of synonyms or newly acquired subject specialist vocabulary, ensuring precision or expressing nuances of meaning. Pupil can usually précis longer passages, identifying key ideas, reformulating them coherently in their own words and justifying inclusions and exclusions. Pupil can usually use further organisational and presentational devices to structure text and to guide the reader: e.g. pose questions as heading or subheadings, use bullet

							huddled deeper into the hairy wool jumper gran had knitted. 'It's too cold out here, I want go back home.' 'Don't be such a baby!' snapped Tyler, bossily, 'Look, the car's coming!' Pupil can usually cluster related information logically and write an engaging main heading for the text and relevant subheadings for each paragraph.		points to organise material, integrate diagrams, charts or graphs; link closing to opening; include glossary, fact box etc.
Editing Writing *Note: The activity of proofreading for errors in grammar, spelling and punctuation is essentially unchanged across the age range. Progression lies in the growing knowledge they bring to bear on the task.* *A pupil should not be assessed as meeting or exceeding expectations unless they can demonstrate that they are applying their recently acquired, age-expected knowledge to the task as well as drawing on all their earlier learning.* *Pupils should be expected to give feedback appropriately to others and to*		**Re-read what they have written to check that it makes sense.**	Discuss what they have written with the teacher or other pupils	Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils Make simple additions, revisions and corrections to their own writing by: re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)	Pupil can usually read back their own writing as they go and read and discuss others' completed writing, monitoring for sense and identifying aspects linked to success criteria and recent teaching for alteration and improvements Pupil can usually identify possible improvements in grammar and vocabulary to their own and others' writing Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items relevant for this year group	Pupil can, usually and accurately, assess the effectiveness of their own and others' writing and make improvements Pupil can, independently, proof-read and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items relevant for this year group	Pupil can, with support, sometimes work alone and with a partner to evaluate writing against agreed success criteria, identifying aspects for alteration linked to previous teaching. Pupil can usually propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing Pupil can write using tense consistently and correctly throughout. Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items relevant to this year group Pupil understands that common group nouns	Pupil can usually work alone and with a partner to evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and feeding back appropriately with helpful details. Pupil can usually propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing, making specific suggestions to a writing partner or incorporating such changes in their own writing Pupil can usually write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative, checking for these

make corrections in their own writing.							take the singular verb form: e.g. the football team is happy to be playing against Dullford Pupil can usually identify examples of informal speech patterns and structures in their own and others' writing and amend or suggest amendments to reflect standard English usage where appropriate.	when editing: e.g. in flashbacks, letters and interviews. Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items relevant for this year group Pupil consciously chooses the appropriate register (standard or colloquial language as appropriate) for writing: e.g. casual language for an email or text to a close friend, more formal constructions when writing to a supermarket manager asking for donations to the class charity raffle.
Performing Writing			Pupil can read aloud their writing clearly enough to be heard by their peers and the teacher	Pupil can read aloud what they have written with appropriate intonation to make the meaning clear	Pupil can read their writing aloud with expression, loudly and clearly enough to be heard and understood by all.	Pupil can read loudly and clearly enough to be heard by all, pausing for punctuation and interpreting punctuation marks by intonation.	Pupil can perform their own compositions using appropriate intonation, volume, and movement so that meaning is clear, audience attention is maintained, and they speak loudly enough to be heard.	Pupil can perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. They are able to monitor, maintain or regain audience engagement, speaking loudly enough to be heard.
Vocabulary	*See EYFS progression framework for Communication and Language*	*See EYFS progression framework for Communication and Language*	Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words	Learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly	Pupil can recognise related words from the same word family and usually deduces the meaning of related words correctly: e.g. recognises 'heard' within 'unheard' and 'misheard' and is able to use this knowledge to explain what both words mean.	Pupil can usually group words into two main families according to form and meaning. They can spot the common root words grouped by form: e.g. form: family – familiar – unfamiliar – familiarity – familiarise ..., meaning: big – little – size.	Pupil can usually use a thesaurus to introduce varied and precise vocabulary. Pupil can usually use expanded noun phrases to convey precise and detailed information concisely: e.g. ...the small playground with the	Pupil can mostly use a thesaurus to introduce varied and precise vocabulary and successfully avoid repetitious or bland language. Pupil can confidently and independently use expanded noun phrases to convey complicated

Grammar								
							horizontal climbing wall… With some support pupil can convert nouns or adjectives into verbs using suffixes: e.g. -ate; -ise; -ify With support, pupils can use prefixes to generate new verbs: e.g. disapprove; defuse, misunderstand, overestimate, recombine.	information concisely: e.g. …the younger predators with less experience of hunting and fewer successful kills… Pupil can usually convert nouns or adjectives into verbs using suffixes: e.g. -ate, -ise, -ify Pupil can usually use prefixes to generate new verbs: e.g. disapprove; defuse, misunderstand, overestimate, recombine.
Grammar		Begin to use finger spaces, capital letters and full stops **Re-read what they have written to check that it makes sense.**	Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using and	Learn how to use: subordination (using when, if, that, or because) and coordination (using or, and, or but) Learn how to use: sentences with different forms: statement, question, exclamation, command Learn how to use: the present and past tenses correctly and consistently including the progressive form Learn how to use: some features of written Standard English	Pupil can usually choose appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in some independent writing. Pupil can write an increasing range of sentences with more than one clause using the conjunctions taught so far (including when, if, because, although) and applying the new learning across a range of independent writing. Pupil can usually use a range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) applying the new learning across a range of independent writing. Pupil can select the appropriate tense for the task and apply the new learning across a range of independent writing.	Pupil can usually choose and correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the learning across a wide range of independent writing. Pupil can use a wide range of subordination conjunctions at the beginning and within sentences to add relevant detail to complex sentences: e.g. We put up our umbrellas when it rained. When it rained we put up our umbrellas. Pupil can usually use a wider range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) applying the new learning across a range of independent writing, e.g. first, then, after, meanwhile, from, where.	Pupil can usually use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Pupil can usually use modal verbs or adverbs to indicate degrees of possibility: e.g. there might be … it could be … we may be … sometimes… possibly… occasionally. Pupil can usually use the present perfect form of verbs to mark relationships of time and cause: e.g. She has gone on holiday (and is not yet back, or we would write she went on holiday),The coach has left without you (because you have just arrived late). Pupil can use devices to build cohesion, including adverbials of time, place and number: e.g. linking ideas **within**	Pupil can confidently use embedded relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun to write complex sentences that sometimes use embedded relative clauses needing parenthetic commas: e.g. The riverbank where we used to play was washed away in last week's flood Pupil confidently uses modal verbs or adverbs to indicate degrees of possibility: e.g. might have done… could have acted… ought to have listened… should have known usually, frequently, probably, regularly, seldom, almost never. Pupil confidently uses the present perfect form of verbs to mark relationships of time and cause and is usually able to choose

					Pupil can decide whether a noun needs 'a' or 'an' in front of it and usually makes the right choice in independent writing: e.g. an apple, an orange and a banana.	uses fronted adverbials Pupil can explain the concept of verb tense. Pupil's writing shows growing awareness of how commonly used verbs are inflected in different tenses. Use of tense in writing is usually consistent with few lapses. Pupil is beginning to use the present perfect form in contrast to the past tense: e.g. I have read three books by that author; the librarian has told me the new title will be in shortly. uses standard English forms for verb inflections instead of local spoken forms Pupil can usually explain the rules for using 'a' or 'an' and give one or two example of each. Own writing shows some consistency in applying the rules.	paragraphs using later, nearby, secondly.	to use the past perfect form to mark relationships of time and cause: e.g. She had known for some time that the money was missing but had hoped it would turn up. Using passive verbs to affect the presentation of information in a sentence Pupil can use devices to build cohesion, including adverbials of time, place and number: e.g. linking ideas **within and across** paragraphs using earlier, close to, thirdly.
Punctuation Note: Remember to include all the elements taught in previous years in your expectations and assessment.		Begin to use finger spaces, capital letters and full stop.	Can demonstrate simple and compound sentences reliably and sometimes uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing, using the punctuation stated above.	Confidently demarcates simple and compound sentences accurately and uses question marks and exclamation marks as alternatives to the full stop appropriately. Consistent in accurate sentence demarcation across a range of dictated and independent writing. Pupils can deploy apostrophes accurately for contractions and to	Inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials.	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semicolon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semicolons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity

				show singular possession in nouns (e.g. the girl's name). Commas to separate items in a list			

<table>
<tr><td colspan="8" align="center">Progression in Narrative Texts</td></tr>
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| **Narrative**

Text Structure

Note: Skills used are dependent on the style of narrative. Some skills may not be appropriate for a particular narrative text type, but all skills will be taught over the course of the academic year. | | | **Text level**
Simple narratives and retellings are told/ written in first or third person.

Simple narratives are told/ written in past tense.

Events are sequenced to create texts that make sense.

The main participants are human or animal.

Simple narratives use typical characters, settings and events whether imagined or real.

'Story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing. | **Text level**
Narratives and retellings are told/ written in first or third person

Narratives and retellings are told/ written in past tense

Events are sequenced to create texts that make sense.

The main participants are human or animal. They are simply developed as either good or bad characters.

Simple narratives use typical characters, settings and events whether imagined or real.

Language choices help create realistic-sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc. | **Text level**
Narratives and retellings are written in first or third person.

Narratives and retellings are written in past tense, occasionally these are told in the present tense.

Events are sequenced to create chronological plots through the use of adverbials and prepositions.

Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods…

Narratives use typical characters, settings and events whether imagined or real.

Dialogue begins to be used to convey characters' thoughts and to move the narrative forward.

Language choices help create realistic-sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs (e.g. shouted/muttered instead of said etc.) | **Text level**
Narratives and retellings are written in the first or third person.

Narratives and retellings are written in the past tense, occasionally these are told in the present tense.

Events are sequenced to create chronology through the use of adverbials and prepositions

Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods

Narratives use typical characters, settings and events whether imagined or real.

Dialogue is used to convey characters' thoughts and to move the narrative forward.

Language choices help create realistic-sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc. | **Text level**
Narratives and retellings are written in first or third person.

Narratives and retellings are written in past tense, occasionally these are told in the present tense.

Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositions.

Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language

Dialogue is used to convey characters' thoughts and to move the narrative forward. | **Text level**
Narratives and retellings are written in first or third person.

Narratives and retellings are written in past tense, occasionally these are told in the present tense.

Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositions.

Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language.

Dialogue is used to convey characters' thoughts and to move the narrative forward. |
| **Narrative** | | | Stories are often written in the third person and past tense | Stories are often written in the third person and past tense | Paragraphs are useful for organising the | The third person and past tense are used. This can include the | The third person and past tense are used. Opportunities also | By writing for a specified audience and with a particular |

| Grammatical features

Note: Skills used are dependent on the style of narrative. Some skills may not be appropriate for a particular narrative text type, but all skills will be taught over the course of the academic year. | | | Personal recounts and retellings often use the first person and past tense

Sentences are demarcated using full-stops, capital letters and finger spaces.

Use of conjunctions to join ideas and create variety in the sentence structure.

Use of exclamation marks to indicate emotions such as surprise or shock

Question marks can be used to form questions | The past progressive form of verbs can be used.

Apostrophes can be used for possession

Apostrophes to show contraction can be used

Personal retellings often use the first person and past tense

Sentences are demarcated using full-stops, capital letters and finger spaces.

Use of conjunctions e.g. and, so, because, when, if, that, or, but … to join ideas and enable subordination of ideas.

Use of exclamation marks to indicate emotions such as surprise or shock

Question marks can be used to form questions, including rhetorical questions used to engage the reader

Adjectives including comparative adjectives are used to aid description and make comparisons

Noun phrases can be used to create effective descriptions

Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases.

Verbs should be chosen for effect e.g. walked instead of went, | narrative into logical sections

Adverbs e.g. first, then, after that, finally… are used for denoting shifts in time and for structuring the narrative.

The use of conjunctions e.g. when, before, after, while, so, because…enables causation to be included in the narrative.

Using prepositions e.g. before, after, during, after, before, in, because of… enables the passage of time to be shown in the narrative and the narrative to be moved on.

Present perfect form of verbs can be used within dialogue or a character's thoughts, e.g. What has happened to us? What have you done?

Headings and subheadings can be used to indicate sections in the narrative, e.g. Chapter 1; How it all began

Inverted commas can be used to punctuate direct speech. This allows characters to interact and the story to be developed.

Noun phrases can be used to create effective descriptions,

Verbs and adverbs should be chosen for effect e.g. | past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?).

Standard English forms of verb inflections are used instead of local spoken forms, e.g. 'we were' instead of 'we was', 'we did that' rather than 'we done that'.

Fronted adverbials can be used e.g. During the night…, in a distant field…. These should be punctuated using a comma.

The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs.

Cohesion can also be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John… they… the Boys…

Paragraphs are used for organising the narrative into logical sections.

Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.

The use of conjunctions e.g. when, before, after, while, so, because…enables causation to be | exist for the use of the past perfect e.g. The children had tried…earlier in the day, the goblins had hidden… and Past perfect progressive forms e.g. the children had been searching… they had been hoping to find the treasure since they started on the quest …

Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly).

Modals can be used to suggest degrees of possibility, e.g. They should never have…If they were careful, the children might be able to…

Adverbs of possibility can be used to suggest possibility, e.g. They were probably going to be stuck there all night…, they were definitely on the adventure of a lifetime…

Parenthesis can be used to add additional information through the use of brackets, dashes or commas e.g. using brackets for stage instructions in a playscript.

Layout devices can be used to provide additional information and guide the reader, e.g. Chapter 1, How it | purpose in mind, the writer can choose between vocabulary typical of informal speech and that appropriate for formal speech e.g. the battalion traversed the mountain range; the soldiers walked over the mountains.

The passive voice can be used e.g. it was possible that…, the map was given to the children by…, more ingredients were added to the potion etc.

Writers may use conditional forms such as the subjunctive form to hypothesise, e.g. If the children were to get out of this situation…, if only there were a way to solve this problem…, I wished I were somewhere Else…etc.

Past perfect progressive forms can be used to indicate specific points in time e.g. the children had been searching… I had been dreaming of riding a unicorn all my life…

Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect.

Colons, semi-colons and dashes can be used to separate and link ideas. |

				grabbed instead of got etc.	shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John… they… the boys…	included in the narrative. Descriptions can be developed through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition). The full range of speech punctuation can be used to indicate dialogue. This allows characters to interact and the story to be developed. Apostrophes can be used to indicate plural possession e.g. The girls' names, the children's mother, the aliens' spaceship.	all began…, The story comes to a close… Relative clauses can be used to add further information, e.g. the witch, who was ugly and green,…The treasure, which had been buried in a chest… this should include the use of commas when required.	

Progression in Non-Fiction Texts

Instructions Text Structure			**Text level** 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.	**Text level** 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.	**Text level** A set of ingredients and equipment needed are outlined clearly. Organised into clear points denoted by time.	**Text level** 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	**Text level** Consolidate work from previous learning. Can write accurate instructions for complicated processes. Can write imaginative instructions using flair and humour.	**Text level** Consolidate work from previous learning.
Instructions Grammatical Features			**Sentence level** Simple connectives are used to construct simple sentences e.g.	**Sentence level** Imperative verbs are used to begin sentences.	**Sentence level** Simple sentences with extra description.	**Sentence level** Variation in sentence structures e.g. While the pastry cooks…	**Sentence level** Sentence length varied e.g short/long.	**Sentence level** Modifiers are used to intensify or qualify e.g. insignificant

Recounts			Column A	Column B	Column C	Column D	Column E	Column F
			and, but, then, so. Imperative verbs start sentences e.g. spread, slice, cut. Sentences do not include pronouns and are written impersonally **Word level** **Nouns:** 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. **Conjunctions:** Join words and sentences using and/ then. **Tense:** Simple past tense 'ed'.	Use simple adverbs e.g. slowly, quickly. Use simple noun phrases e.g. long stick. **Word level** **Nouns:** 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. **Conjunctions:** Subordination – when, if, that, because Coordination – or, and, but. **Tense:** Correct and consistent use of past and present tense. **Adverbs:** 'ly' added to adjectives to form adverbs.	Some complex sentences using when, if, as etc. Adverbials e.g. When the glue dries, attach the paperclip. **Word level** **Nouns:** Form nouns using prefixes. Nouns and pronouns used to avoid repetition. **Verbs:** Present perfect forms of verbs instead of 'the' **Adjectives:** Choose appropriate adjectives. **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.	As the sauce thickens… Include adverbs to show how often e.g. additionally, frequently, rarely. **Word level** **Nouns:** 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. **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	Wide range of subordinate connectives e.g. whilst, until, despite. **Word level** **Nouns:** Locate and identify expanded noun phrases. **Verbs:** Use modal verbs. Prefixes for verbs; dis, de, mis, over. Convert adjectives in verbs using suffixes; ate, ise, ify. **Adjectives:** Choose appropriate adjectives **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.	amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials are used to clarify 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.. **Word level** **Nouns:** 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 **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.
Recounts			**Text level** Ideas grouped	**Text level** Brief introduction and	**Text level** Clear introduction.	**Text level** Clear introduction and	**Text level** Developed	**Text level** The report is well

Text Structure			together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we	conclusion. Written in the past tense e.g. I went… I saw… Main ideas organised in groups. Ideas organised in chronological order using connectives that signal time.	Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	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.	introduction and conclusion including elaborated personal response. Descriptions 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 an experience revealing the writer's perspective.	constructed and answers the readers' 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.
Recounts Grammatical Features			**Sentence level** Simple connectives are used to construct simple sentences e.g. and, but, then, so. **Word level** **Nouns:** 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 the root word. **Conjunctions:** Join words and sentences using and/then. **Tense:** Simple past tense 'ed'.	**Sentence level** 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. **Word level** **Nouns:** 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	**Sentence level** 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. **Word level** **Nouns:** Form nouns using prefixes. Nouns and pronouns used to avoid repetition. **Verbs:** Present perfect forms of verbs instead of 'the' **Adjectives:** Choose appropriate adjectives. **Conjunctions:** Express time and cause	**Sentence level** 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, frequently, rarely. Sentences build from a general idea to more specific. Use emotive language to show personal response e.g. fabulous, showcase inspired me **Word level** **Nouns:** Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and	**Sentence level** 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. **Word level** **Nouns:** 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	**Sentence level** 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 mother hen. Prepositional phrases used cleverly. e.g. In the event of a fire… **Word level**

				adjectives where no change is needed to the root word. **Conjunctions:** Subordination – when, if, that, because Coordination – or, and, but. **Tense:** Correct and consistent use of past and present tense. **Adverbs:** 'ly' is added to an adjective to form an adverb.	(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.	prepositional phrases. **Verbs:** Standard English forms for verbs. **Adjectives:** Choose appropriate adjectives **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.	**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.	**Nouns:** 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 **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.
Non-Chronological Reports Text Structure			**Text level** 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… Dinosaurs were…	**Text level** Brief introduction and conclusion. Written in the appropriate tense. e.g. Sparrow's nest… Dinosaurs were… . Main ideas organised in groups.	**Text level** Clear introduction. Organised into paragraphs shaped around a key topic sentence. Use of subheadings.	**Text level** Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly into key ideas. Sub-headings are used to organise information. E.g. Qualities, body parts, behaviour.	**Text level** Developed introduction and conclusion using all the layout features. Description of the phenomenon is technical and accurate. Generalised 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.	**Text level** 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.

| Non-Chronological Reports

Grammatical Features								
			Sentence level Simple connectives are used to construct simple sentences e.g. and, but, then, so. **Word level** **Nouns:** 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 the root word. **Conjunctions:** Join words and sentences using and/then. **Tense:** Simple past tense 'ed'.	**Sentence level** 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. **Word level** **Nouns:** 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 the root word. **Conjunctions:** Subordination – when, if, that, because Coordination – or, and, but. **Tense:** Correct and consistent use of past and present tense. **Adverbs:** 'ly' is added to an adjective to form an adverb.	**Sentence level** 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… **Word level** **Nouns:** Form nouns using prefixes. Nouns and pronouns used to avoid repetition. **Verbs:** Present perfect forms of verbs instead of 'the' **Adjectives:** Choose appropriate adjectives. **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.	**Sentence level** 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. **Word level** **Nouns:** 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 **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	**Sentence level** 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 connectives e.g. whilst, until, despite. **Word level** **Nouns:** 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 **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.	**Sentence level** 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 are used to clarify writers' positions 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… **Word level** **Nouns:** 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 **Conjunctions:** Use a wide range of connectives. **Tense:**

						adverbials.		Change tense according to features of the genre. **Adverbs:** Link ideas across a text using cohesive devices such as adverbials.
Letters Text Structure			**Text level** Ideas grouped in sentences in time sequence.	**Text level** Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words.	**Text level** Clear introduction. Points about the visit/issue Organised into paragraphs denoted by time/place. Topic sentences. Some letter layout features included.	**Text level** Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. All letter layout features included.	**Text level** Developed introduction and conclusion using all the letter layout features. Paragraphs developed with prioritised information. Purpose of letter clear and transparent for reader. Formal language used throughout to engage the reader.	**Text level** Letter 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.
Letters Grammatical Features			**Sentence level** Sentences using simple pronouns and connectives. **Word level** **Nouns:** 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 the root word. **Conjunctions:** Join words and sentences using and/then. **Tense:**	**Sentence level** 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 **Word level** **Nouns:** 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.	**Sentence level** 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 play after tea. It was scary in the tunnel. **Word level** **Nouns:** Form nouns using prefixes. Nouns and pronouns used to avoid repetition. **Verbs:** Present perfect forms of verbs instead of 'the'	**Sentence level** 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. **Word level** **Nouns:** Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. **Verbs:**	**Sentence level** Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expressions. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. **Word level** **Nouns:** Locate and identify	**Sentence level** 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 writers position e.g. As a consequence of your actions… Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous. Prepositional phrases

			Simple past tense 'ed'.	**Adjectives:** Add 'er' and 'est' to adjectives where no change is needed to the root word. **Conjunctions:** Subordination – when, if, that, because Coordination – or, and, but. **Tense:** Correct and consistent use of past and present tense. **Adverbs:** 'ly' is added to an adjective to form an adverb.	**Adjectives:** Choose appropriate adjectives. **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.	Standard English forms for verbs. **Adjectives:** Choose appropriate adjectives **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.	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 **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.	used cleverly. e.g. In the event of a fire… **Word level** **Nouns:** 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 **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.
Persuasion Text Structure			**Text level** Ideas are grouped together for similarity. Write in the first person.	**Text level** Brief introduction and conclusion. Written In the present tense. Main ideas organised in groups.	**Text level** Clear introduction. Points about subject/issue Organised into paragraphs Subheading used to organise texts.	**Text level** Clear introduction and conclusion. Links between key ideas. Paragraphs organised correctly into key ideas. Subheading Topic sentences	**Text level** 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.	**Text level** Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. View point is transparent for the reader. Emotive language used throughout to engage the reader.
Persuasion			**Sentence level** Simple connectives are used to construct	**Sentence level** Subject/verb sentences e.g. He was… They	**Sentence level** Simple sentences with extra description.	**Sentence level** Variation in sentence structures e.g. While	**Sentence level** Verb forms are controlled and precise	**Sentence level** Sentence length varied e.g short/long.

Grammatical Features							
			simple sentences e.g. and, but, then, so. **Word level** **Nouns:** 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 the root word. **Conjunctions:** Join words and sentences using and/then. **Tense:** Simple past tense 'ed'	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. **Word level** **Nouns:** 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 the root word. **Conjunctions:** Subordination – when, if, that, because Coordination – or, and, but. **Tense:** Correct and consistent use of past and present tense. **Adverbs:** 'ly' is added to an adjective to form an adverb.	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 play after tea. It was scary in the tunnel. Start sentences with verbs e.g. imagine, consider, enjoy. **Word level** **Nouns:** Form nouns using prefixes. Nouns and pronouns used to avoid repetition. **Verbs:** Present perfect forms of verbs instead of 'the' **Adjectives:** Choose appropriate adjectives. **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.	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…? **Word level** **Nouns:** 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 **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.	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… **Word level** **Nouns:** 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 **Conjunctions:** Use a wide range of connectives. **Tense:** Change tense according to features	Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expressions. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. Persuasive statements are used to change the reader's opinion. E.g. you will never need to… **Word level** **Nouns:** 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 **Conjunctions:** Use a wide range of connectives. **Tense:** Change tense according to features of the genre. **Adverbs:** Know what an

							of the genre. **Adverbs:** Link ideas across a text using cohesive devices such as adverbials.	adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.
Biography Text Structure			**Text level** Ideas grouped together in time sequence. Written in the past tense.	**Text level** Brief introduction and conclusion. Written in the past tense e.g. He went… She travelled Main ideas organised in groups. Ideas organised in chronological order using connectives that signal time.	**Text level** Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	**Text level** 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.	**Text level** Developed introduction and conclusion including elaborated personal response. Descriptions 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 an experience revealing the writer's perspective.	**Text level** 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.
Biography Grammatical Features			**Sentence level** Simple connectives are used to construct simple sentences e.g. and, but, then, so. **Word level** **Nouns:** 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 the root word. **Conjunctions:** Join words and	**Sentence level** 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 crowd **Word level** **Nouns:** Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. **Verbs:** Progressive form of verbs in the past and	**Sentence level** 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 she arrived at the scene, the doctors told her exactly what happened. **Word level** **Nouns:** Form nouns using prefixes. Nouns and pronouns used to avoid repetition. **Verbs:** Present perfect forms of verbs instead of 'the'	**Sentence level** 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, 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…. **Word level**	**Sentence level** 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. **Word level** **Nouns:** Locate and identify expanded noun phrases. **Verbs:** Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.	**Sentence level** 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 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.

			sentences using and/then. **Tense:** Simple past tense 'ed'.	present tense. Add 'es', 'ed' and 'ing' to verbs. **Adjectives:** Add 'er' and 'est' to adjectives where no change is needed to the root word. **Conjunctions:** Subordination – when, if, that, because Coordination – or, and, but. **Tense:** Correct and consistent use of past and present tense. **Adverbs:** 'ly' is added to an adjective to form an adverb.	**Adjectives:** Choose appropriate adjectives. **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.	**Nouns:** 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 **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.	Convert adjectives in verbs using suffixes; ate, ise, ify. **Adjectives:** Choose appropriate adjectives **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.	Prepositional phrases used cleverly. e.g. In the event of a fire… **Word level** **Nouns:** Expanded noun phrases to convey complicated information concisely. **Verbs:** Use modal verbs. Prefixes for verbs; dis, de, mis, over. Convert adjectives in verbs using suffixes; ate, ise, ify. **Adjectives:** Choose appropriate adjectives **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.
Balanced Argument Text Structure			**Text level** Ideas are grouped together for similarity. Write in the first person.	**Text level** Brief introduction and conclusion. Written with an impersonal style Main ideas organised in grou-ps.	**Text level** Clear introduction. Points about subject/issue Organised into paragraphs Subheading used to organise texts.	**Text level** Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences	**Text level** Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Both viewpoints are transparent for the reader. Emotive language used throughout to engage the reader.	**Text level** 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.

| Balanced Argument

Grammatical Features | | | **Sentence level**
Simple connectives are used to construct simple sentences e.g. and, but, then, so.

Word level
Nouns:
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 the root word.

Conjunctions: Join words and sentences using and/then.

Tense:
Simple past tense 'ed'. | **Sentence level**
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, last week

Use simple noun phrases e.g. angry mum

Uses rhetorical questions.

Uses ambitious adjectives to grab the reader's attention.

Word level
Nouns:
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 the root word.

Conjunctions:
Subordination – when, if, that, because coordination – or, and, but.

Tense:
Correct and consistent use of past and present tense.

Adverbs: | **Sentence level**
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 have a problem, we play after tea. It was scary in the tunnel.

Start sentences with verbs e.g. imagine, consider, enjoy.

Word level
Nouns:
Form nouns using prefixes.

Nouns and pronouns used to avoid repetition.

Verbs:
Present perfect forms of verbs instead of 'the'

Adjectives:
Choose appropriate adjectives.

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. | **Sentence level**
Variation in sentence structures e.g. While we were at the park… As we arrived…

Use embedded/relative clauses e.g. Mrs Holt, who was very angry…

The angry mob, who had broken the barricade…

Include adverbs to show how often e.g. additionally, frequently, rarely.

More complicated rhetorical questions e.g. Have you ever considered the impact of…?

Word level
Nouns:
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

Conjunctions
Use a wide range of connectives.

Tense:
Correct use of past and present tense.

Adverbs:
Know what an | **Sentence level**
Sentence length varied e.g short/long.

Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.

Wide range of subordinate connectives e.g. whilst, until, despite.

Complex sentences that use well known economic expressions. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.

Persuasive statements are used to change the reader's opinion. E.g. you will never need to…

Word level
Nouns:
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

Conjunctions:
Use a wide range of connectives.

Tense:
Change tense according to features | **Sentence level**
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…

Word level
Nouns:
Expanded noun phrases to convey complicated information concisely.

Verbs:
Use modal verbs. Prefixes for verbs; dis, de, mis, over. Convert adjectives in verbs using suffixes; ate, ise, ify.

Adjectives:
Choose appropriate adjectives

Conjunctions:
Use a wide range of connectives.

Tense:
Change tense |
|---|---|---|---|---|---|---|---|

			Col A	Col B	Col C	Col D	Col E	Col F
				'ly' is added to an adjective to form an adverb.		adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	of the genre. **Adverbs:** Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	according to features of the genre. **Adverbs:** Link ideas across a text using cohesive devices such as adverbials.
Newspaper Text Structure			**<u>Text level</u>** Ideas grouped in sentences in time sequence. Attempts at third person writing. e.g. The man was run over. Beginning describes what happened	**Text level** 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.	**<u>Text level</u>** 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.	**Text level** 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.	**Text level** Developed introduction and conclusion using all the newspaper's layout features. 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.	**Text level** Newspapers are well constructed that answer 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
Newspaper Grammatical Features			**<u>Sentence level</u>** simple connectives are used to construct simple sentences e.g. and, but, then, so. **<u>Word level</u>** **Nouns:** 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:**	**Sentence level** 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 **<u>Word level</u>** **Nouns:** Form nouns using suffixes and compounding. Expanded noun phrases	**<u>Sentence level</u>** 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. **<u>Word level</u>** **Nouns:** Form nouns using prefixes. Nouns and pronouns	**Sentence level** 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.	**Sentence level** Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expressions. e.g Because of their	**Sentence level** 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

			Add 'er' and 'est' to adjectives where no change is needed to the root word. **Conjunctions:** Join words and sentences using and/then. **Tense:** Simple past tense 'ed'.	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 the root word. **Conjunctions:** Subordination – when, if, that, because Coordination – or, and, but. **Tense:** Correct and consistent use of past and present tense. **Adverbs:** 'ly' is added to an adjective to form an adverb.	used to avoid repetition. **Verbs:** Present perfect forms of verbs instead of 'the' **Adjectives:** Choose appropriate adjectives. **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.	<u>**Word level**</u> **Nouns:** 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 **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.	courageous efforts, all the passengers were saved, which was nothing short of a miracle. <u>**Word level**</u> **Nouns:** 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 **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.	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. e.g. In the event of a fire… <u>**Word level**</u> **Nouns:** Expanded noun phrases to convey complicated information concisely. **Verbs** Use modal verbs. Prefixes for verbs; dis, de, mis, over. Convert adjectives in verbs using suffixes; ate, ise, ify. **Adjectives** Choose appropriate adjectives **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.

<u>**Progression in Poetry**</u>

| <u>**Listen discuss and respond**</u> | Listen to and join in with key lines and phrases within a poem or nursery rhyme.

To enjoy listening to poetry. | Listen and join in with key lines of poems Enjoy listening to and joining in with revisited poetry

Join in with nursery rhymes with expression | Appreciate rhymes and poems and recite some by heart.

Listen and discuss a wide range of poems | Listen to, discuss and express views about a wide range of contemporary and classic poetry.

Recognise simple recurring literary | Listen to and discuss a wide range of fiction, poetry

Prepare poems to read aloud and to perform, showing understanding through intonation, | Listen to and discuss a wide range of fiction, poetry

Discuss words and phrases that capture the reader's interest and | Recognise some different forms of poetry (for example, free verse, narrative poetry)

Increase familiarity with a wide range of | Increase familiarity with a wide range of books, (poems) from our literary heritage, and books (poems) from other cultures and traditions |

					language in poetry	tone, volume and action	imagination	poems from our literary heritage, and poems from other cultures and traditions	Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience
		C&L **Learn poems, songs and rhymes**						Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience	
Composition				To create poetry based on senses. To create acrostic poems based around a theme.	To create poetry based on experiences, objects, Places or feelings. Understand the structure of a kenning poem. To create multiple two word phrases to describe an object.	Use themes and issues, to create poetry from for inspiration. To know the structure of a haiku. Understand the structure of a haiku.	To understand the technical term of a stanza. Use playful language to engage the reader To understand the rhyming scheme of a limerick is AABBA.	To be able to convey a clear meaning through poetry writing. Understand that a poem has to be orally practised to ensure that it has pace and rhythm. Can make a decision on whether to include rhyming couplets or not.	To be able to convey a clear meaning through poetry writing. Understand that a poem has to be orally practised to ensure that it has pace and rhythm. Can make a decision on whether to include rhyming couplets or not. To write with flare and style that suits the topic.
Vocabulary, Grammar and punctuation				Generate rhyming couplets. Can use repetition eg I can smell… I can taste …	Use precise adjectives to guide a reader. To use the suffix er to a root word.	Understand the use of syllables and how this helps to create pace in a poem. Use short phrases that create a strong image for the reader. To use punctuation to control the pace of poetry.	Has a clear opening/ closing line To be able to use specific vocabulary to fit a need.	Varies the length of lines for effect e.g atmosphere/ pace. Makes deliberate and precise vocabulary, grammar and punctuation choices that will have an affect on the reader Experiments with language e.g. unexpected word combinations. To be able to organise ideas into stanzas.	Uses similes, metaphor and personification. Makes deliberate and precise vocabulary, grammar and punctuation choices that will have an affect on the reader Experiments with language e.g. unexpected word combinations.