



							SHI CHARLES SCL
Genre		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Instructions	Knowledge	Sentence	Sentence	Sentence	Sentence	Sentence	Sentence
	0	Simple conjunction are	Imperative verbs are	Simple sentences with	Variation in sentence	Sentence length varied	Modifiers are used to
		used to construct	used to begin	extra description.	structures e.g. While	e.g short/long.	intensify or qualify e.g.
		simple sentences e.g.	sentences.	Some complex	the pastry cooks As	Wide range of	insignificant amount,
		and, but, then, so.	Use simple adverbs	sentences using when,	the sauce thickens	subordinate	exceptionally.
		Imperative verbs start	e.g. slowly, quickly.	if, as etc. Adverbials	Include adverbs to	connectives e.g. whilst,	Sentence length and
		sentences e.g. spread,	Use simple noun	e.g. When the glue	show how often e.g.	until, despite.	type varied according
		slice, cut.	phrases e.g. long stick.	dries, attach the	additionally,		to purpose.
		Sentences do not		paperclip.	frequently, rarely.	Word Class	Fronted adverbials use
		include pronouns and	Word Class			<u>Noun</u>	to clarify writer's
		are written	Noun	Word Class	Word Class	Locate and identify	position e.g. If the
		impersonally	Form nouns using	<u>Noun</u>	<u>Noun</u>	expanded noun	temperature gets too
			suffixes and	Form nouns using	Nouns and pronouns	phrases. <u>Verbs</u>	high Complex noun
		Word Class	compounding.	prefixes.	used for clarity and	Use modal verbs.	phrases used to add
		<u>Noun</u>	Expanded noun	Nouns and pronouns	cohesion.	Prefixes for verbs; dis,	detail e.g. The golden
		What a noun is.	phrases for	used to avoid	Noun phrases	de, mis, over, ise, ify.	pastry can be
		Regular plural nouns	description.	repetition. <u>Verbs</u>	expanded by the	Convert adjectives in	decorated with smaller
		with 'er'	Add 'es' to nouns.	Present perfect forms	addition of modifying	verbs using suffixes;	pastry petals.
		<u>Verbs</u>	<u>Verbs</u>	of verbs instead of	adjectives, nouns and	ate, ise, ify.	Prepositional phrases
		Third person, first	Progressive form of	'the' Adjectives	prepositional phrases.	<u>Adjectives</u>	used cleverly e.g. In
		person singular.	verbs in the past and	Choose appropriate	<u>Verbs</u>	Choose appropriate	the event of
		Ending added to verbs	present tense.	adjectives.	Standard English forms	adjectives	overcooking
		where there is change	Add 'es', 'ed' and 'ing'	<u>Conjunctions</u>	for verbs.	Conjunctions	
		to root.	to verbs.	Express time and cause	<u>Adjectives</u>	Use a wide range of	Word Class
		Simple past tense 'ed'	<u>Adjectives</u>	(when, so, before,	Choose appropriate	conjunctions.	<u>Noun</u>
		<u>Adjectives</u>	Add 'er' and 'est' to	after, while, because)	adjectives.	<u>Tense</u>	Expanded noun
		Add 'er' and 'est' to	adjectives where no	<u>Tense</u>	Conjunctions	Change tense	phrases to convey
		adjectives where no	change is needed to	Correct and consistent	Use a wide range of	according to features	complicated
		change is needed to	root word.	use of past and	connectives. <u>Tense</u>	of the genre.	information concisely.
		root word.	Conjunctions	present tense.	Correct use of past and	<u>Adverbs</u>	<u>Verbs</u>
		Conjunctions	Subordination – when,	<u>Adverbs</u>	present tense.	Know what an	Use modal verbs.
		Join words and	if, that, because	Introduce/revise	<u>Adverbs</u>	adverbial phrase is.	Prefixes for verbs; dis,
		sentences using and/	Coordination – or, and,	adverbs. Express time	Know what an	Fronted adverbials	de, mis, over, ise, ify.
		then.	but. <u>Tense</u>	and cause; then, next,	adverbial phrase is.	Comma after fronted	Convert adjectives in
		<u>Tense</u>	Correct and consistent	soon.	Fronted adverbials	adverbials. Adverbials	verbs using suffixes;
		Simple past tense 'ed'.	use of past and		Comma after fronted	of time, place and	ate, ise, ify.
			present tense.		adverbials	number.	<u>Adjectives</u>
			<u>Adverbs</u>				Choose appropriate
			'ly' added to adjective				adjectives
			to form adverb.				<u>Conjunctions</u>





Commas to separate items in lists.     Continue by     Don't forget to       Vocabulary     1, 2, 3, 4, 5     First of all     Afterwards     Continue by     Don't forget to     Whilst that is	Skills	<b>Text Structure</b> 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. <b>Punctuation</b> Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.	<b>Text Structure</b> 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. <b>Punctuation</b> Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for	<b>Text Structure</b> A set of ingredients and equipment needed are outlined clearly. Organised into clear points denoted by time. <b>Punctuation</b> Introduce possessive apostrophes for plural nouns. Introduce inverted commas.	<b>Text Structure</b> 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. <b>Punctuation</b> Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech	<b>Text Structure</b> Consolidate work from previous learning. Can write accurate instructions for complicated processes. Can write imaginative instructions using flair and humour. <b>Punctuation</b> Consolidate all previous learning. Brackets Dashes Colons Semi colons	Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials. <b>Text Structure</b> Consolidate work from previous learning. <b>Punctuation</b> Use a wide range of punctuation accurately throughout.
Final Talahan Markey Athan that Commence Description of	Vocabulary	1, 2, 3, 4, 5 First	items in lists.	Afterwards After that	Continue by Carry on	Don't forget to Be careful of	Whilst that is Focus on





		Next After Cut Move Fold Stir Colour Paint	Lastly Finally Carefully Gently Slowly Softly	To begin with Begin by Secondly The next step is to With a slow movement With a quick pull Try to	Do this until Stop when When you have done this Try not to Avoid	Don't worry about Concentrate on At this point	Try to make sure that When you do, don't I would suggest Many people at this stage
Recount – experiences, diary, police reports, sports reports	Knowledge	Sentence Simple connectives are used to construct simple sentences e.g. and, but, then, so. Word Class Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join words and sentences using and/then. <u>Tense</u> Simple past tense 'ed'.	Sentence Subject/verb sentences e.g. He was They were It happened Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger. Word Class Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to	Sentence 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 Class Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Express time and cause (when, so, before,	Sentence 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 <b>Word Class</b> <u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.	Sentence 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 Class Noun Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u>	Sentence 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
			adjectives where no change is needed to root word.	after, while, because) <u>Tense</u>	<u>Verbs</u> Standard English forms for verbs.	Change tense according to features of the genre.	phrases to convey complicated











	Vocabulary	First Next After Finally The best part was The worst part was I liked I didn't like	Afterwards After that When Suddenly Just then Next Much later I found it interesting when I found it boring when I didn't expect	Last week During our school trip Soon Meanwhile To begin with I was pleased that I didn't expect that It was difficult to	Later on Before long At that very moment At precisely When this was complete I was gripped by I felt overwhelmed when I was personally affected by This has changed how I feel about	As it happened As a result of Consequently Subsequently Unlike the rest of the group, I felt In a flash Presently Meanwhile In conclusion The experience overall	They are unusually They are rarely They are never They are very Generally Be careful if you Frequently they I will attempt to This article will frame It can be difficult to Each paragraph More than half Less then half
Non- Chronological Reports	Knowledge	Sentence Simple connectives are used to construct simple sentences e.g. and, but, then, so. Word Class Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join words and sentences using and/then. <u>Tense</u>	Sentence Subject/verb sentences e.g. He was They were It happened Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger. Word Class Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.	Sentence 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 Class <u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs instead of 'the' <u>Adjectives</u> Choose appropriate adjectives. <u>Conjunctions</u>	Sentence 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 Class Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the	Sentence 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 Class <u>Noun</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u>	Sentence 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. Prepositional phrases used cleverly. e.g. In the event of a fire





	Cimple post torge (a-V	Adjactives	Everyon time and server	addition of modify in -	Chaosa annuariata	Noun
	Simple past tense 'ed'.	Adjectives	Express time and cause	addition of modifying	Choose appropriate	Noun
		Add 'er' and 'est' to	(when, so, before,	adjectives, nouns and	adjectives	Expanded noun
		adjectives where no	after, while, because)	prepositional phrases.	<u>Conjunctions</u>	phrases to convey
		change is needed to	Tense	<u>Verbs</u>	Use a wide range of	complicated
		root word.	Correct and consistent	Standard English forms	conjunctions.	information concisely.
		Conjunctions	use of past and	for verbs.	<u>Tense</u>	<u>Verbs</u>
		Subordination – when,	present tense.	<u>Adjectives</u>	Change tense	Use modal verbs.
		if, that, because	<u>Adverbs</u>	Choose appropriate	according to features	Prefixes for verbs; dis,
		Coordination – or, and,	Introduce/revise	adjectives	of the genre.	de, mis, over, ise, ify.
		but.	adverbs.	Conjunctions	<u>Adverbs</u>	Convert adjectives in
		<u>Tense</u>	Express time and	Use a wide range of	Know what an	verbs using suffixes;
		Correct and consistent	cause; then, next,	conjunctions.	adverbial phrase is.	ate, ise, ify.
		use of past and	soon.	<u>Tense</u>	Fronted adverbials	<u>Adjectives</u>
		present tense.		Correct use of past and	Comma after fronted	Choose appropriate
		<u>Adverbs</u>		present tense.	adverbials. Adverbials	adjectives
		'ly' added to adjective		<u>Adverbs</u>	of time, place and	Conjunctions
		to form adverb.		Know what an	number.	Use a wide range of
				adverbial phrase is.		conjunctions.
				Fronted adverbials		<u>Tense</u>
				Comma after fronted		Change tense
				adverbials.		according to features
						of the genre.
						Adverbs
						Link ideas across a text
						using cohesive devices
						such as adverbials.
Skills	Text Structure	Text Structure	Text Structure	Text Structure	Text Structure	Text Structure
Skins	Ideas grouped	Brief introduction and	Clear introduction.	Clear introduction and	Developed	The report is well
	together for similarity.	conclusion. Written in	Organised into	conclusion. Links	introduction and	constructed and
	Attempts at third	the appropriate tense.	paragraphs shaped	between sentences	conclusion using all the	answers the reader's
	person writing. e.g.	e.g. Sparrow's nest	around a key topic	help to navigate the	layout features.	questions.
	The man was run over.	Dinosaurs were Main	sentence.	reader from one idea	Description of the	The writer
	Written in the	ideas organized in	Use of sub-headings.	to the next.	phenomenon is	understands the
	appropriate tense. e.g.	groups.		Paragraphs organized	technical and accurate.	impact and thinks
	Sparrow's nest	0 9 9 9 9 9 9		correctly into key	Generalized sentences	about the response.
	Dinosaurs were			ideas. Sub-headings	are used to categorise	Information is
				are used to organize	and sort information	prioritised according to
				information. E.g.	for the reader Purpose	importance and a
				Qualities, body parts,	of the report is to	frame of response set
				behaviour.	inform the reader and	up for the reply.
				benaviour.	inform the reduct allu	ap for the reply.





	Vocabulary	are is They are The different This is a There are These can be grouped	They like to They can It can Like many I am going to There are two sorts of They live in The have but the have	The following report They don't It doesn't Sometimes Often Most	This report will The following Information Usually Normally Even though Despite the fact As a rule	to describe the way things are. Formal and technical language used throughout to engage the reader. The purpose of this report/article is to The information presented will Some experts believe This article is designed to Many specialists consider Firstly I will It can be difficult will enable you to understand. Unlike Despite Although Like many	They are unusually They are rarely They are never They are very Generally Be careful if you Frequently they I will attempt to This article will frame It can be difficult to Each paragraph More than half Less then half
Letters	Knowledge	Sentence Sentences using simple pronouns and connectives Word Classes Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives	Sentence 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 Classes Noun Form nouns using suffixes and compounding. Expanded noun	Sentence Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel Word Classes <u>Noun</u> Form nouns using prefixes. Nouns and	Sentence Variation in sentence structures e.g. While we were at the park As we arrived Use embedded/relative clauses e.g. Mrs Holt, who was very angry The tiger, that was pacing Include adverbs to show how often e.g. additionally, frequently, rarely. Word Classes <u>Noun</u> Nouns and pronouns used for clarity and	Sentence Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was	Sentence 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











					r	
	Ideas grouped in sentences in time sequence. <b>Punctuation</b> Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.	Brief introduction and conclusion. Written in the past tense. Main ideas organized in groups. Using sequencing techniques – time related words. Punctuation Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns.	visit/issue Organised into paragraphs denoted by time/place. Topic sentences. Some letter layout features included <b>Punctuation</b> Introduce possessive apostrophes for plural nouns. Introduce inverted commas	between key ideas in the letter. Paragraphs organized correctly into key ideas. All letter layout features included. <b>Punctuation</b> Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech	conclusion using all the letter layout features. Paragraphs developed with prioritized information. Purpose of letter clear and transparent for reader. Formal language used throughout to engage the reader. <b>Punctuation</b> Consolidate all previous learning. Brackets Dashes Colons Semi colons.	reader's questions. The writer understands the impact and thinks about the response. Information is prioritized according to importance and a frame of response set up for the reply. <b>Punctuation</b> Use a wide range of punctuation throughout the writing.
Vocabulary	Dear From I like I went I saw It was My favourite They were There was next, then, first after, and, but, so, when	Commas to separate items in lists. And, then, but, so, when. Dear Mr/Mrs Dear Sir/Madam Yours Sincerely Yours faithfully Later Afterwards After that Eventually I would like to We felt	While, if, as, when. I would like to inform you that It has come to my attention that Thank you for I hope that	As I stated earlier Referring to This is an unfortunate It is with regret I would be grateful if It is with regret that I look forward to hearing from you in due course. Use modal verbs to hint future action or possibilities e.g. should, would, could.	I appreciate Whilst we were waiting Your concern Until this is resolved Despite speaking to the duty manager This is a disgrace Unfortunately Many other people also I am delighted to inform you that	Please do not hesitate to contact me An early response would be greatly appreciated Please accept my I wish to express The impact of Despite continued efforts Subsequently





Balanced Knowledge Argument – Purpose: speech, essay, letter



		Add 'er' and 'est' to	and cause; then, next, soon.	Tense Correct use of past and	Choose appropriate adjectives	<u>Tense</u> Change tense
		adjectives where no	50011.	present tense.	Conjunctions	according to features
		change is needed to		Adverbs	Use a wide range of	of the genre.
		root word.		Know what an	conjunctions.	Adverbs
		<u>Conjunctions</u>		adverbial phrase is.	Tense	Link ideas across a text
		Subordination –		Fronted adverbials	Change tense	using cohesive devices
		when, if, that,		Comma after fronted	according to features	such as adverbials.
		because		adverbials.	of the genre.	
		coordination – or,			Adverbs	
		and, but.			Know what an	
		Tense			adverbial phrase is.	
		Correct and			Fronted adverbials	
		consistent use of			Comma after fronted	
		past and present			adverbials.	
		tense.			Adverbials of time,	
		Adverbs			place and number.	
		'ly' added to				
		adjective to form				
		adverb.				
Skills	Text Structure	Text Structure	Text Structure	Text Structure	Text Structure	Text Structure
JKIIIS						
	Ideas are grouped	Brief introduction and	Clear introduction.	Clear introduction and	Developed	Arguments are well
	Ideas are grouped	Brief introduction and conclusion.	Clear introduction. Points about	Clear introduction and conclusion.	Developed introduction and	Arguments are well constructed that
	together for			conclusion. Links between key ideas	•	-
	together for similarity.	conclusion.	Points about	conclusion. Links between key ideas in the letter.	introduction and	constructed that
	together for similarity. Writes in first	conclusion. Written with an	Points about subject/issue	conclusion. Links between key ideas in the letter. Paragraphs organised	introduction and conclusion using all the	constructed that answer the reader's
	together for similarity.	conclusion. Written with an impersonal style	Points about subject/issue Organised into	conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas.	introduction and conclusion using all the argument or leaflet	constructed that answer the reader's questions.
	together for similarity. Writes in first person.	conclusion. Written with an impersonal style Main ideas organised	Points about subject/issue Organised into paragraphs	conclusion. Links between key ideas in the letter. Paragraphs organised	introduction and conclusion using all the argument or leaflet layout features.	constructed that answer the reader's questions. The writer understands the impact or the emotive
	together for similarity. Writes in first person. <b>Punctuation</b>	conclusion. Written with an impersonal style Main ideas organised in groups. <b>Punctuation</b>	Points about subject/issue Organised into paragraphs Sub-heading used to	conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic	introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information.	constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks
	together for similarity. Writes in first person. <b>Punctuation</b> Use spaces to separate	conclusion. Written with an impersonal style Main ideas organised in groups. <b>Punctuation</b> Use spaces that reflect	Points about subject/issue Organised into paragraphs Sub-heading used to organise texts. Punctuation	conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic	introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Both viewpoints are	constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response.
	together for similarity. Writes in first person. <b>Punctuation</b> Use spaces to separate words.	conclusion. Written with an impersonal style Main ideas organised in groups. <b>Punctuation</b> Use spaces that reflect the size of the letters.	Points about subject/issue Organised into paragraphs Sub-heading used to organise texts. Punctuation Introduce possessive	conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences <b>Punctuation</b> Apostrophe to mark	introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Both viewpoints are transparent for reader.	constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is
	together for similarity. Writes in first person. <b>Punctuation</b> Use spaces to separate	conclusion. Written with an impersonal style Main ideas organised in groups. <b>Punctuation</b> Use spaces that reflect the size of the letters. Use full stops	Points about subject/issue Organised into paragraphs Sub-heading used to organise texts. <b>Punctuation</b> Introduce possessive apostrophes for plural	conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences <b>Punctuation</b> Apostrophe to mark singular and plural	introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Both viewpoints are transparent for reader. Emotive language used	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
	together for similarity. Writes in first person. <b>Punctuation</b> Use spaces to separate words. Begin to use full stops.	conclusion. Written with an impersonal style Main ideas organised in groups. <b>Punctuation</b> Use spaces that reflect the size of the letters. Use full stops correctly.	Points about subject/issue Organised into paragraphs Sub-heading used to organise texts. <b>Punctuation</b> Introduce possessive apostrophes for plural nouns.	conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences <b>Punctuation</b> Apostrophe to mark singular and plural possession.	introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Both viewpoints are transparent for reader. Emotive language used throughout to engage	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
	together for similarity. Writes in first person. <b>Punctuation</b> Use spaces to separate words. Begin to use full stops. Begin to use	conclusion. Written with an impersonal style Main ideas organised in groups. <b>Punctuation</b> Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks	Points about subject/issue Organised into paragraphs Sub-heading used to organise texts. <b>Punctuation</b> Introduce possessive apostrophes for plural nouns. Introduce inverted	conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences Punctuation Apostrophe to mark singular and plural possession. Commas after fronted	introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Both viewpoints are transparent for reader. Emotive language used	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
	together for similarity. Writes in first person. <b>Punctuation</b> Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks.	conclusion. Written with an impersonal style Main ideas organised in groups. <b>Punctuation</b> Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly.	Points about subject/issue Organised into paragraphs Sub-heading used to organise texts. <b>Punctuation</b> Introduce possessive apostrophes for plural nouns.	conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences Punctuation Apostrophe to mark singular and plural possession. Commas after fronted adverbials.	introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Both viewpoints are transparent for reader. Emotive language used throughout to engage the reader.	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.
	together for similarity. Writes in first person. <b>Punctuation</b> Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start	conclusion. Written with an impersonal style Main ideas organised in groups. <b>Punctuation</b> Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks	Points about subject/issue Organised into paragraphs Sub-heading used to organise texts. <b>Punctuation</b> Introduce possessive apostrophes for plural nouns. Introduce inverted	conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences <b>Punctuation</b> Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas	introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Both viewpoints are transparent for reader. Emotive language used throughout to engage the reader. <b>Punctuation</b>	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. <b>Punctuation</b>
	together for similarity. Writes in first person. <b>Punctuation</b> Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names,	conclusion. Written with an impersonal style Main ideas organised in groups. <b>Punctuation</b> Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly.	Points about subject/issue Organised into paragraphs Sub-heading used to organise texts. <b>Punctuation</b> Introduce possessive apostrophes for plural nouns. Introduce inverted	conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences <b>Punctuation</b> Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation	introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Both viewpoints are transparent for reader. Emotive language used throughout to engage the reader. <b>Punctuation</b> Consolidate all	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. <b>Punctuation</b> Use a wide range of
	together for similarity. Writes in first person. <b>Punctuation</b> Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns.	conclusion. Written with an impersonal style Main ideas organised in groups. <b>Punctuation</b> Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters	Points about subject/issue Organised into paragraphs Sub-heading used to organise texts. <b>Punctuation</b> Introduce possessive apostrophes for plural nouns. Introduce inverted	conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences Punctuation Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct	introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Both viewpoints are transparent for reader. Emotive language used throughout to engage the reader. <b>Punctuation</b>	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. <b>Punctuation</b> Use a wide range of punctuation
	together for similarity. Writes in first person. <b>Punctuation</b> Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names,	conclusion. Written with an impersonal style Main ideas organised in groups. <b>Punctuation</b> Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly.	Points about subject/issue Organised into paragraphs Sub-heading used to organise texts. <b>Punctuation</b> Introduce possessive apostrophes for plural nouns. Introduce inverted	conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences <b>Punctuation</b> Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation	introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Both viewpoints are transparent for reader. Emotive language used throughout to engage the reader. <b>Punctuation</b> Consolidate all	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. <b>Punctuation</b> Use a wide range of





	Vocabulary	but because some people like some people feel other people like other people feel other people believe	Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists. I am going to In fact It seems To sum this up The opposite view of this is Not everyone agrees with this	I will begin by Maybe Firstly Many people are concerned that I wonder Sometimes It could be argued that Therefore My overall feeling/opinion is An example of this is It is clear that	This piece of writing will feel convinced I intend to On the other hand In addition It is surprising that On balance Finally I would like to add My next point concerns Furthermore Having looked at both sides, I think because Having considered the arguments for and against Whilst	Brackets Dashes Colons Semi colons It strikes me that My intention is to To do this I will As I see it It appears to me Naturally It is precisely because Subsequently Doubtless Nevertheless In stark contrast Contrary to this position It would seem logical Let us consider the impact In conclusion The evidence presented leads me to conclude	
Persuasion - Purpose: advert, leaflet, argument	Knowledge	Sentence Simple connectives are used to construct simple sentences e.g. and, but, then, so. Word Classes Noun What a noun is. Regular plural nouns with 'er' Verbs	Sentence Subject/verb sentences e.g. He was They were It happened Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes Uses rhetorical questions.	Sentence Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel. Start sentences	Sentence Variation in sentence structures e.g. While we were at the park As we arrived Use embedded/relative clauses e.g. Mrs Holt, who was very angry The tiger, that was pacing Include adverbs to show how often e.g. additionally, frequently, rarely.	Sentence 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	Sentence 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





Thind memory first					
Third person, first	Uses ambitious	with verbs e.g.	More complicated	used to clarify writer's	expression. e.g
person singular. Ending	adjectives to grab the	imagine, consider,	rhetorical questions	position e.g. As a	Because of their
added to verbs where	reader's attention.	enjoy	e.g. haven't you always	consequence of your	courageous efforts, all
there is change to			longed for a?	actions Complex	the passengers were
root. Simple past tense	Word Classes	Word Classes		noun phrases used to	saved, which was
'ed'	Noun	Noun	Word Classes	add detail e.g. the	nothing short of a
Adjectives	Form nouns using	Form nouns using	Noun	phenomenal impact of	miracle. Persuasive
Add 'er' and 'est' to	suffixes and	prefixes. Nouns and	Nouns and pronouns	using showers instead	statement are used to
adjectives where no	compounding.	pronouns used to	used for clarity and	of baths	change the readers
change is needed to	Expanded noun	avoid repetition.	cohesion. Noun	Prepositional phrases	opinion. E.g. you will
root word.	phrases for	<u>Verbs</u>	phrases expanded by	used cleverly. e.g. In	never need to
<u>Conjunctions</u>	description. Add 'es' to	Present perfect forms	the addition of	the event of a	
Join words and	nouns.	of verbs instead of	modifying adjectives,	blackout	Word Classes
sentences using	<u>Verbs</u>	'the'	nouns and		<u>Noun</u>
and/then.	Progressive form of	Adjectives	prepositional phrases.	Word Classes	Locate and identify
<u>Tense</u>	verbs in the past and	Choose appropriate	<u>Verbs</u>	Noun	expanded noun
Simple past tense 'ed'	present tense. Add	adjectives.	Standard English forms	Expanded noun	phrases.
	'es', 'ed' and 'ing' to	<u>Conjunctions</u>	for verbs. Adjectives	phrases to convey	<u>Verbs</u>
	verbs.	Express time and cause	Choose appropriate	complicated	Use modal verbs.
	Adjectives	(when, so, before,	adjectives	information concisely.	Prefixes for verbs; dis,
	Add 'er' and 'est' to	after, while, because)	<u>Conjunctions</u>	<u>Verbs</u>	de, mis, over, ise, ify.
	adjectives where no	<u>Tense</u>	Use a wide range of	Use modal verbs.	Convert adjectives in
	change is needed to	Correct and consistent	conjunctions.	Prefixes for verbs; dis,	verbs using suffixes;
	root word.	use of past and	<u>Tense</u>	de, mis, over, ise, ify.	ate, ise, ify.
	Conjunctions	present tense.	Correct use of past and	Convert adjectives in	Adjectives
	Subordination – when,	<u>Adverbs</u>	present tense. <u>Adverbs</u>	verbs using suffixes;	Choose appropriate
	if, that, because	Introduce/revise	Know what an	ate, ise, ify.	adjectives
	Coordination – or, and,	adverbs. Express time	adverbial phrase is.	<u>Adjectives</u>	<u>Conjunctions</u>
	but.	and cause; then, next,	Fronted adverbials	Choose appropriate	Use a wide range of
	<u>Tense</u>	soon.	Comma after fronted	adjectives	conjunctions.
	Correct and consistent		adverbials.	<u>Conjunctions</u>	<u>Tense</u>
	use of past and			Use a wide range of	Change tense
	present tense.			conjunctions.	according to features
	<u>Adverbs</u>			<u>Tense</u>	of the genre.
	'ly' added to adjective			Change tense	<u>Adverbs</u>
	to form adverb.			according to features	Know what an
				of the genre.	adverbial phrase is.
				<u>Adverbs</u>	Fronted adverbials
				Link ideas across a text	Comma after fronted
				using cohesive devices	adverbials. Adverbials
				such as adverbials.	of time, place and
					number.





Skills	Text Structure	Text Structure	Text Structure	Text Structure	Text Structure	Text Structure
	Ideas are grouped	Brief introduction and	Clear introduction.	Clear introduction and	Arguments are well	Developed
	together for similarity.	conclusion. Written In	Points about	conclusion. Links	constructed that	introduction and
	Writes in first person.	the present tense.	subject/issue	between key ideas in	answer the reader's	conclusion using all the
		Main ideas organised	Organised into	the letter. Paragraphs	questions. The writer	argument or leaflet
	Punctuation	in groups.	paragraphs Sub-	organised correctly	understands the	layout features.
	Use spaces to separate		heading used to	into key ideas.	impact or the emotive	Paragraphs developed
	words. Begin to use	Punctuation	organize texts.	Subheading Topic	language and thinks	with prioritised
	full stops. Begin to use	Use spaces that reflect		sentences.	about the response.	information. View
	exclamation marks.	the size of the letters.	Punctuation		Information is	point is transparent for
	Begin to use	Use full stops	Introduce possessive	Punctuation	prioritised according to	reader. Emotive
	exclamation marks.	correctly. Use question	apostrophes for plural	Apostrophe to mark	the writer's point of	language used
	Capital letters for start	marks correctly. Use	nouns. Introduce	singular and plural	view.	throughout to engage
	of sentence, names,	exclamation marks	inverted commas.	possession. Commas		the reader.
	personal pronouns.	correctly. Use capital		after fronted	Punctuation	
	Read words with	letters correctly.		adverbials. Use	Use a wide range of	Punctuation
	contractions.	Apostrophes for		inverted commas and	punctuation	Consolidate all
		contractions.		other punctuation to	throughout the	previous learning.
		Possessive		indicate direct speech.	writing.	Brackets Dashes
		apostrophes for				Colons Semi colons
		singular nouns.				
		Commas to separate				
		items in lists				
Vocabulary	It was, brilliant, best,	The biggest	surely, obviously,	I believe that, It seems	It appears that There	It strikes me that There
,	exciting	The greatest	clearly, don't you	to me that, It is clear	can be no doubt that	is no doubt that I am
	The most super,	The longest	think firstly,	that, Is it any wonder	It is critical	convinced that It
	fantastic, great	The tallest	secondly, thirdly, my	that, Furthermore, As I	Fundamentally How	appears In my opinion
	It will	I think that	own view is my last	see it, Tremendous,	can anyone believe	Surely only a fool
	Now you can try	I believe that	point is my final point	Implore you to	this to be true? Does	would consider In
		Extraordinary	is imagine, consider,	consider, Extremely	anyone really believe	addition Furthermore
		Remarkable	enjoy	significant, Inevitably,	that? As everyone	Moreover My evidence
				Finally, In conclusion,	knows I cite, for	to support this is On
				In summary, The	example I would	balance Just think
				evidence presented	draw your attention	how Now you can
				Have you ever thought	to I would refer to	For the rest of your
				about? Do you think	On the basis of the	life Unbelievable
				that? Fed up with?	evidence presented	Outrageous Incredible
					Phenomenal Unique	
					Unmissable You will	
					be Don't Take a	
					moment to Isn't it	





						time to? Worried	
						about	
Piography	Knowledge	Sentence	Sentence	Sentence	Sentence	Sentence	Sentence
Biography	Kilowieuge	Simple connectives are	Subject/verb	Simple sentences with	Variation in sentence	Sentence length varied	Verb forms are
		used to construct	sentences e.g. He	extra description.	structures e.g. While	e.g short/long. Active	controlled and precise
		simple sentences e.g.	was They were It	Some complex	we watched the	and passive voice used	e.g. It would be
		and, but, then, so.	happened Some	sentences using when,	sealion show Use	deliberately to	regrettable if the wild
			modal verbs	if, as etc. Tense	embedded/relative	heighten engagement.	life funds come to an
		Word Classes	introduced e.g. would,	consistent e.g. modal	clauses e.g. Penguins,	e.g. Giraffes left the	end. Modifiers are
		Noun	could, should. Use	verbs can/will	which are very agile,	enclosure. Wide range	used to intensify or
		What a noun is.	simple adverbs e.g.	Adverbials e.g. When	Include adverbs to	of subordinate	qualify e.g.
		Regular plural nouns	quickly, slowly. Use	she arrived at the	show how often e.g.	connectives e.g. whilst,	insignificant amount,
		with 'er'	simple noun phrases	scene, the doctors told	additionally,	until, despite	exceptionally Sentence
		Verbs	e.g. large crowd	her exactly what	frequently, rarely.		length and type varied
		Third person, first		happened.	Sentences build from a	Word Classes	according to purpose.
		person singular. Ending	Word Classes		general idea to more	Noun	Fronted adverbials use
		added to verbs where	Noun	Word Classes	specific. Use emotive	Locate and identify	to clarify writer's
		there is change to	Form nouns using	Noun	language to show	expanded noun	position e.g. As a
		root. Simple past tense	suffixes and	Form nouns using	personal response e.g.	phrases.	consequence of their
		'ed'	compounding.	prefixes. Nouns and	fabulous, showcase	Verbs	actions Complex
		Adjectives	Expanded noun	pronouns used to	inspired me to	Use modal verbs.	noun phrases used to
		Add 'er' and 'est' to	phrases for	avoid repetition.		Prefixes for verbs; dis,	add detail e.g. The
		adjectives where no	description. Add 'es' to	Verbs	Word Classes	de, mis, over, ise, ify.	fragile eggs are slowly
		change is needed to	nouns.	Present perfect forms	Noun	Convert adjectives in	removed from the
		root word.	<u>Verbs</u>	of verbs instead of	Nouns and pronouns	verbs using suffixes;	large mother hen.
		<u>Conjunctions</u>	Progressive form of	'the'	used for clarity and	ate, ise, ify.	Prepositional phrases
		Join words and	verbs in the past and	Adjectives	cohesion. Noun	Adjectives	used cleverly. e.g. In
		sentences using	present tense. Add	Choose appropriate	phrases expanded by	Choose appropriate	the event of a fire
		and/then.	'es', 'ed' and 'ing' to	adjectives.	the addition of	adjectives	
		<u>Tense</u>	verbs.	<b>Conjunctions</b>	modifying adjectives,	<b>Conjunctions</b>	Word Classes
		Simple past tense 'ed'.	Adjectives	Express time and cause	nouns and	Use a wide range of	Noun
			Add 'er' and 'est' to	(when, so, before,	prepositional phrases.	connectives.	Expanded noun
			adjectives where no	after, while, because)	<u>Verbs</u>	<u>Tense</u>	phrases to convey
			change is needed to	<u>Tense</u>	Standard English forms	Change tense	complicated
			root word.	Correct and consistent	for verbs.	according to features	information concisely.
			Conjunctions	use of past and	<u>Adjectives</u>	of the genre.	<u>Verbs</u>
			Subordination – when,	present tense.	Choose appropriate	<u>Adverbs</u>	Use modal verbs.
			if, that, because	<u>Adverbs</u>	adjectives	Know what an	Prefixes for verbs; dis,
			Coordination – or, and,	Introduce/revise	Conjunctions	adverbial phrase is.	de, mis, over, ise, ify.
			but.	adverbs. Express time		Fronted adverbials	Convert adjectives in





		Tense Correct and consistent use of past and present tense. <u>Adverbs</u> 'ly' added to adjective to form adverb.	and cause; then, next, soon.	Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	Comma after fronted adverbials. Adverbials of time, place and number.	verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of connectives. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.
Skills	<b>Text Structure</b> Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we	<b>Text Structure</b> 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 Structure Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	<b>Text Structure</b> 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 Structure Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organised chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount an experience revealing the writer's perspective.	<b>Text Structure</b> The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply.
Vocabulary	First Next After Finally When he/she was born When he/she was five years old An interesting thing	As a child As a teenager At a young age Many years later One of the interesting things	During his/her early life Soon afterwards Sometimes he Strangely One of the	In his /her early years By the time he/she had In his/ her final years What is clear is that Even though	In (insert year) at the age ofhe/she The time came for In his/her later years Once he/she had	They are unusually They are rarely They are never They are very Generally Be careful if you
	about A fact about	aboutwas In my	most remarkable facts	he/she was not	Nobody is sure why	Frequently they I will





		He/she will be remembered for	view His/Her life was I believe He/She was He/She became	about His/her greatest achievement was	popular at the time, Although feeling ran high in the community, In many ways it wasn't until He/She might have been His/Her one regret was that	In spite of His/Her lasting legacy is that	attempt to This article will frame It can be difficult to Each paragraph More than Half Less than half
Newspaper	Knowledge	Sentence Simple connectives are used to construct simple sentences e.g. and, but, then, so. Word Class <u>Noun</u> What a noun is. Regular plural nouns with 'er' <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join words and sentences using and/then. Tense Simple past tense 'ed'.	Sentence Subject/verb sentences e.g. He was They were It happened Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes Word Class Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u>	Sentence 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. Word Class Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs instead of 'the' <u>Adjectives</u> Choose appropriate adjectives. <u>Conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense.	Sentence 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. Word Class <u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives	Sentence Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. Word Class Noun Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.	Sentence Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of the accident Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous. Prepositional phrases used cleverly. e.g. In the event of a fire





		Subordination – when, if, that, because Coordination – or, and, but. <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> 'ly' added to adjective to form adverb.	Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.	Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	Adjectives Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of connectives. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.
Skills	Text StructureIdeas grouped insentences in timesequence.Attempts at thirdperson writing. e.g.The man was run over.Beginning describeswhat happened.PunctuationUse spaces to separatewords.Begin to use full stops.Begin to useexclamation marks.Begin to useexclamation marks.	Text Structure 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. Punctuation Use spaces that reflect the size of the letters. Use full stops correctly.	Text Structure 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. Punctuation Introduce possessive apostrophes for plural nouns.	Text Structure 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 Structure 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 Structure Newspapers well- constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply. Headlines include puns.











			•		
What a noun is.	Use simple adverbs	and conversational in	e.g. exactly,	until, despite.	Sentence length and
Regular plural nouns	e.g. quickly, slowly.	style e.g. Well, I	suspiciously	Embedded	type varied according
with 'er' Verbs	Use simple noun	suppose	Tense changes	subordinate clauses	to purpose. Fronted
Third person, first	phrases e.g. massive	Verbs used are specific	appropriate; verbs may	are used for economy	adverbials used to
person singular.	field	for action e.g. rushed,	refer to continuous	or emphasis	clarify writer's position
Ending added to verbs		shoved, pushed	action e.g. will be	Figurative language	e.g. As a consequence
where there is change	Word Class	Adverbials e.g. When	thinking	used to build	of his selfish actions
to root.	<u>Noun</u>	she reached home		description	Figurative language
Simple past tense 'ed'	Form nouns using	Expanded noun	Word Class	(sometimes clichéd)	used to build up
Adjectives	suffixes and	phrases e.g. two	<u>Noun</u>	e.g. the crowd charged	description e.g.
Add 'er' and 'est' to	compounding.	horrible hours	Nouns and pronouns	like bulls	everyone charged like
adjectives where no	Expanded noun		used for clarity and	Repetition is used for	a deer pack under
change is needed to	phrases for	Word Class	cohesion.	effect e.g. the boys ran	threat
root word.	description.	<u>Noun</u>	Noun phrases	and ran until they	Complex noun phrases
<u>Conjunctions</u>	Add 'es' to nouns.	Form nouns using	expanded by the	could run no more.	used to add detail e.g.
Join words and	<u>Verbs</u>	prefixes.	addition of modifying		The distinctive
sentences using	Progressive form of	Nouns and pronouns	adjectives, nouns and	Word Class	sapphire ring is slowly
and/then. Tense	verbs in the past and	used to avoid	prepositional phrases.	<u>Noun</u>	removed from her
Simple past tense 'ed'.	present tense.	repetition. <u>Verbs</u>	<u>Verbs</u>	Locate and identify	slender hand.
	Add 'es', 'ed' and 'ing'	Present perfect forms	Standard English forms	expanded noun	Prepositional phrases
	to verbs.	of verbs instead of	for verbs.	phrases. <u>Verbs</u>	used cleverly. e.g. In
	Adjectives	'the' Adjectives	<u>Adjectives</u>	Use modal verbs.	the messy scramble for
	Add 'er' and 'est' to	Choose appropriate	Choose appropriate	Prefixes for verbs; dis,	the bag.
	adjectives where no	adjectives.	adjectives	de, mis, over, ise, ify.	-
	change is needed to	Conjunctions	Conjunctions	Convert adjectives in	Word Class
	root word.	Express time and cause	Use a wide range of	verbs using suffixes;	Noun
	Conjunctions	(when, so, before,	connectives.	ate, ise, ify.	Expanded noun
	Subordination – when,	after, while, because)	Tense	Adjectives	phrases to convey
	if, that, because	Tense	Correct use of past and	Choose appropriate	complicated
	Coordination – or, and,	Correct and consistent	present tense.	adjectives	information concisely.
	but.	use of past and	Adverbs	Conjunctions	Verbs
	Tense	present tense.	Know what an	Use a wide range of	Use modal verbs.
	Correct and consistent	Adverbs	adverbial phrase is.	connectives.	Prefixes for verbs; dis,
	use of past and	Introduce/revise	Fronted adverbials	Tense	de, mis, over, ise, ify.
	present tense.	adverbs.	Comma after fronted	Change tense	Convert adjectives in
	Adverbs	Express time and	adverbials.	according to features	verbs using suffixes;
	'ly' added to adjective	cause; then, next,		of the genre.	ate, ise, ify.
	to form adverb.	soon.		Adverbs	Adjectives
				Know what an	Choose appropriate
				adverbial phrase is.	adjectives
				Fronted adverbials	Conjunctions
					conjunctions





	Skills	Text Structure Beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity. Attempts at third person writing. e.g. The wolf was hiding. Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was Jack is	<b>Text Structure</b> Sentences organised chronologically indicated by time related words e.g. finally Divisions in narrative may be marked by sections/paragraphs Connections between sentences make reference to characters e.g. Peter and Jane/ they Connections between	Text Structure Time and place are referenced to guide the reader through the text e.g. in the morning Organised into paragraphs e.g. When she arrived at the bear's house Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her	<b>Text Structure</b> Link between opening and resolution Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack Paragraphs organised correctly to build up to key event Repetition avoided through using different	Comma after fronted adverbials. Adverbials of time, place and number.	Use a wide range of connectives. <u>Tense</u> Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials. <b>Text Structure</b> The story is well constructed and raises intrigue. Dialogue is used to move the action on who heighten empathy for central character Deliberate ambiguity is set up in the mind of the reader until later in the text. <b>Punctuation</b> Use a wide range of
		Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.	sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting <b>Punctuation</b> Use spaces that reflect the size of the letters. Use full stops correctly.	Punctuation Introduce possessive apostrophes for plural nouns. Introduce inverted commas	sentence structures and ellipsis <b>Punctuation</b> Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct	e.g. it crept into the woods <b>Punctuation</b> Consolidate all previous learning. Brackets Dashes Colons Semi colons	punctuation throughout the writing.
			Use question marks correctly. Use exclamation marks correctly.		speech.		





Vocabular	<ul> <li>vocabulary used</li> <li>Range of size</li> <li>adjectives used e.g.</li> <li>big, small</li> <li>Range of colour</li> <li>adjectives used e.g.</li> <li>red, blue</li> <li>Range of emotion</li> <li>words used e.g. sad,</li> <li>angry, cross</li> <li>Pronouns: I, she, he,</li> <li>they.</li> <li>Conjunctions: and,</li> <li>but, then, or, this</li> <li>Prepositions: up,</li> <li>down, in, into, out, to,</li> <li>onto</li> <li>Time adverbials: first,</li> <li>then, next Once upon</li> <li>a time, one day,</li> </ul>	Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists. Year 2 ambitious vocabulary used <b>Time adverbials</b> : after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise <b>Conjunctions</b> : who, because <b>Adverbs</b> : suddenly, quickly, slowly, carefully, nervously, excitedly, happily,	Year 3 ambitious vocabulary used <b>Conjunctions</b> : also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as <b>Adverbs</b> : very, rather, slightly	Year 4 ambitious vocabulary used <b>Conjunctions</b> : in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually	Year 5 ambitious vocabulary used	Year 6 ambitious vocabulary used.
		••• ••				