



## Literacy Curriculum - Writing

### Purpose of teaching writing

At Hollymount Primary School, we aim to deliver a high-quality and meaningful education that will help pupils gain a coherent knowledge and understanding of writing for different purposes and audiences. In order to do so effectively, pupils will be taught the tools needed so that they can begin to understand and select what grammatical tools they need for a particular purpose. They will be able to analyse and write texts, both fiction and non-fiction, evaluating and using grammar effectively to show an appropriate understanding of purpose and audience when writing.

### Progress of skills and knowledge

## EXPLANATION TEXT

**Purpose:** To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is. **Suggested contexts:** captions, leaflets, observations, flowcharts

Explanatory texts generally go beyond simple 'description' in that they include information about causes, motives or reasons.

Generic structure	Language features	Key elements to achieve progression	
<ul style="list-style-type: none"> <li>• <b>A general statement to introduce the topic being explained. (In the winter some animals hibernate.)</b></li> <li>• <b>The steps or phases in a process are explained logically, in order.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Generally (but not always) written in simple present tense.</li> <li>• Use of time/ sequencing adverbs, e.g. first, then, after that, finally.</li> <li>• Use of reinforcing and opposing adverbs to link ideas between and paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking and listening before reading and writing.</li> <li>• Teacher modelling, scribing and shared writing before children's independent attempt.</li> <li>• Increased understanding by the children of the form and features of discussion writing and then increasing ability to manipulate elements of writing to present a balanced argument, with or without a personal conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing complexity, subtlety, challenge of task (for example, moving from simple for-and-against arguments to those with multiple viewpoints; moving from clear cut issues into those eliciting more subtle differences in views).</li> <li>• Increasing ability to recognise discussion and understand the devices used in the writing of others; in their own writing to discuss effectively as appropriate to their purpose and audience.</li> </ul>



## Explanations in Key Stage 1

Suggested contexts: leaflets, science experiments, newspaper reports, letters, diary

Year 1	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"> <li>Regular plural noun suffixes –s &amp; - es</li> <li>Use of the prefix un- to change the meaning of verbs and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Oral rehearsal of sentence structure</li> <li>Joining words and joining clauses using ‘and’ and ‘because’</li> <li>Third person</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing sentences to form short passages e.g. <i>Chicks have a spike on their beak. This is called the egg tooth</i></li> </ul>	<ul style="list-style-type: none"> <li>Separating words with spaces</li> <li>Use of capital letters and full stops to demarcate sentences</li> <li>Introduction to use of question marks and exclamation marks to demarcate sentences</li> <li>Use of capital letters for names and the pronoun I</li> </ul>
Year 2	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"> <li>Formation of nouns using suffixes (-ness, -er)</li> <li>Formation of adjectives using suffixes (-ful, -less)</li> <li>Use of –er and –est in adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Functions of sentence types: statement, command, exclamation or question</li> <li>explore titles of explanations texts and identify that they usually begin with ‘how’ or ‘why’</li> <li>write general statements to introduce topics being explained e.g. In the winter some animals hibernate</li> <li>Expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun) e.g some hibernating animals, the adult male frog in the pond</li> <li>Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because)</li> </ul>	<ul style="list-style-type: none"> <li>Correct choice and use of present tense or past tense throughout writing</li> </ul>	<ul style="list-style-type: none"> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. practice generating their own titles for explanations texts, for example, How do hedgehogs survive the winter? Why do we use bricks to build houses?</li> <li>Commas to separate items in a list</li> <li>Apostrophes for singular possession</li> </ul>



## Explanations in Lower Key Stage 2

Suggested contexts: leaflets, science experiments, newspaper reports, letters, diary

Year 3	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"><li>• Formation of nouns using a range of prefixes (super-, anti-, auto-)</li><li>• Use of 'a' or 'an' according to whether the next word starts with a vowel</li><li>• Word families based on common words showing how words are related in form and meaning</li></ul>	<ul style="list-style-type: none"><li>• Use of prepositions (during, in, because of, before, after,) to express time, cause and place e.g. Hedgehogs make their nests under hedges and at the base of tree trunks. Hedgehogs build up their stores of fat during autumn.</li><li>• Use of adverbs to express time, place and cause ( then, next, soon, therefore) e.g. to show sequence, first, then, after that, finally</li><li>• Use of coordinating and subordinating conjunctions (when, while, after, because, soon, while) to express time and cause e.g.' ...because the temperature begins to drop', '...so the hedgehog looks for a safe place to sleep.'</li><li>• Formation of subordinate clauses using subordinating conjunctions</li></ul>	<ul style="list-style-type: none"><li>• Introduction of paragraphs as a way to group related information</li><li>• Headings and subheadings to aid presentation and guide the reader</li><li>• Use of present perfect instead of simple past (it has grown over two years rather than it grew over two years)</li></ul>	<ul style="list-style-type: none"><li>• Consolidation of all KS1 punctuation</li></ul>
Year 4	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"><li>• Standard forms of English verb inflections (we were rather than we was, I did rather than I done)</li><li>• Use of articles (a, an, the) and possessive pronouns (my, his, her, their etc) as determiners</li></ul>	<ul style="list-style-type: none"><li>• Use of a wider range of subordinating conjunctions</li><li>• Noun phrases further expanded by adding adjectives and prepositions to modify the noun (e.g. When an animal dies, the soft part of the animal rots away. Millions of years</li></ul>	<ul style="list-style-type: none"><li>• Use of paragraphs to organise ideas around a theme e.g. use the first paragraph to introduce what you will be explaining. Organise following paragraphs according to the stages of the process. Conclude by addressing the reader.</li></ul>	<ul style="list-style-type: none"><li>• Use of commas after fronted adverbials</li><li>• Apostrophes for plural possession</li></ul>



	<ul style="list-style-type: none"> <li>Grammatical difference between plural and possessive –s.</li> </ul>	<p>later, the rock surrounding the skeleton rises to the Earth's surface)</p> <ul style="list-style-type: none"> <li>Use of preposition phrases, subordinate clauses and noun phrases as fronted adverbials to indicate time, place, manner or frequency e.g. Millions of years later,... , When an animal or plant dies..., Consequently,...</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition. Decide on an appropriate balance between nouns and pronouns to aid clarity.</li> </ul>	
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## Explanations in Upper Key Stage 2

Suggested contexts: science conclusions, newspaper reports, eye witness reports, letters

Year 5	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"> <li>Converting nouns or adjectives into verbs using suffixes (-ate, -ify, -ise)</li> <li>Verb prefixes (dis-, de-, mis-, over-, re-)</li> </ul>	<ul style="list-style-type: none"> <li>Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun e.g. use relative clauses to add an extra layer of information,</li> <li>Use of modal verbs to indicate degree of certainty</li> <li>Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency.</li> </ul>	<ul style="list-style-type: none"> <li>Devices to build cohesion within a paragraph (then, after, that, this, firstly)</li> <li>Linking ideas across paragraphs using adverbials of time, place and number or tense choices</li> </ul>	<ul style="list-style-type: none"> <li>Brackets, dashes and commas to indicate parenthesis</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul>
Year 6	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"> <li>Difference between formal and informal vocabulary and structures</li> </ul>	<ul style="list-style-type: none"> <li>Use of the passive voice</li> <li>Use of subjunctive form for formal writing</li> <li>Use modal verbs to recommend and assert e.g. it might be advisable...it should be relatively easy to...there</li> </ul>	<ul style="list-style-type: none"> <li>Use of a wider range of cohesive devices to link ideas across paragraphs               <ul style="list-style-type: none"> <li>repetition of a word or phrase</li> <li>use of a wider range of adverbials</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use of semi-colon, colon or dash to mark the boundary between independent clauses</li> <li>Use of bullets, colons &amp; semi-colons to punctuate lists</li> </ul>



		<p>may be an opportunity to...</p> <ul style="list-style-type: none"> <li>• Precise use of a range of sentence structures for effect e.g. Use embedded phrases and clauses for succinctness e.g. The final stage, to be completed by June, will involve...</li> </ul>	<ul style="list-style-type: none"> <li>○ ellipsis</li> <li>• Use of a range of layout devices to structure text <ul style="list-style-type: none"> <li>○ headings &amp; subheadings</li> <li>○ columns &amp; bullet points</li> <li>○ tables &amp; diagrams</li> </ul> </li> </ul>	
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## PERSUASION TEXTS

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

Generic structure	Language features	Knowledge for the writer	Key elements to achieve progression
<ul style="list-style-type: none"> <li>○ A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.)</li> </ul>	<ul style="list-style-type: none"> <li>○ Written in simple present tense. May include present perfect verb form eg. Residents have been affected for many weeks.</li> <li>○ Often refers to generic rather than specific participants. (Vegetables are good for you. They ...)</li> <li>○ Uses reinforcing and opposing adverbs rather than sequencing adverbs to link ideas between sentences and paragraphs. (This proves that ... As a result of ... Therefore ...)</li> <li>○ Tends to move from general to specific when key points are being presented. (The hotel is</li> </ul>	<ul style="list-style-type: none"> <li>○ Decide on the viewpoint you want to present and carefully select the information that supports it.</li> <li>○ Organise the main points to be made in the best order and decide which persuasive information you will add to support each.</li> <li>○ Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list.</li> <li>○ Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or</li> </ul>	<ul style="list-style-type: none"> <li>○ Speaking and listening preceding reading and writing.</li> <li>○ Teacher modelling, scribing and shared writing before children's independent attempt.</li> <li>○ Increased understanding by the children of the form and features of persuasive writing and then increasing ability to manipulate elements of writing to persuade others.</li> <li>○ Increasing complexity, subtlety, challenge of task (persuading a reader to change their mind), and/or adding additional features such as multi-modal elements (visual images, video, vox clips,</li> </ul>





# Persuasion in Key Stage 1

Suggested contexts: role play, points of view, posters, letters

Year 1	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"><li>• Use of the prefix un- to change the meaning of verbs and adverbs</li><li>• First &amp; second person</li></ul>	<ul style="list-style-type: none"><li>• Introduce commands as sentence type</li><li>• Oral rehearsal of sentence structure</li><li>• Joining words and joining clauses using 'and' and 'because'</li></ul>	<ul style="list-style-type: none"><li>• Sequencing sentences to form short passages</li></ul>	<ul style="list-style-type: none"><li>• Separating words with spaces</li><li>• Use of capital letters and full stops to demarcate sentences</li><li>• Introduction to question marks and exclamation marks to demarcate sentences</li><li>• Use of capital letters for names and the personal pronoun 'I'</li></ul>
Year 2	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"><li>• Formation of adjectives using suffixes (-ful, -less)</li><li>• Use of -er and -est in adjectives</li><li>• First, second &amp; third person</li></ul>	<ul style="list-style-type: none"><li>• Functions of sentence types: statement, command, exclamation or question (rhetorical) e.g. inclusion of an opening statement that presents the persuasive point of view,</li><li>• Expanded noun phrases to describe and specify</li><li>• Power of 3 adjectives</li><li>• Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because) e.g. extend reasoning using subordination, for example, Vote for me because...</li></ul>	<ul style="list-style-type: none"><li>• Correct choice and use of present tense</li><li>• Use of progressive forms in present and past tense</li><li>• Imperative verbs</li></ul>	<ul style="list-style-type: none"><li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li><li>• Commas to separate items in a list</li><li>• e.g. list persuasive arguments, for example, I think I should be school councillor because I like speaking in public, I have lots of good ideas and I listen to other people's ideas.</li><li>• Apostrophes for singular possession</li></ul>



## Persuasion in Lower Key Stage 2

Suggested contexts: role play, points of view, letters, tv & radio adverts

Year 3	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"><li>• Use of 'a' or 'an' according to whether the next word starts with a vowel</li></ul>	<ul style="list-style-type: none"><li>• Formation of subordinate clauses using subordinating conjunctions</li><li>• Use of prepositions (<i>during, in, because of, before, after</i>), adverbs (<i>next, soon, therefore</i>) and conjunctions (<i>when, while, after, because, soon, while</i>) to express time and cause<ul style="list-style-type: none"><li>➤ Use of subordinating conjunctions as adverbials to express time and cause</li><li>➤ Use of preposition phrases as adverbials to express time, cause or place</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Introduction of paragraphs as a way to group related information<ul style="list-style-type: none"><li>➤ generate several reasons for a point of view</li><li>➤ group related persuasive points together</li></ul></li><li>• Use of present perfect instead of simple past (<i>Residents have complained over several weeks</i> or <i>Doctors have discovered how damaging it can be.</i>)</li></ul>	<ul style="list-style-type: none"><li>• Consolidation of all KS1 punctuation</li></ul>
Year 4	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"><li>• Standard forms of English verb inflections (we were rather than we was, I did rather than I done)</li><li>• Use of articles (a, an, the) and possessive pronouns (my, his, her, their etc) as determiners</li></ul>	<ul style="list-style-type: none"><li>• Use of a wider range of subordinating conjunctions</li><li>• use connecting adverbs to link persuasive points together and provide further justification, e.g. I think that we should be allowed to keep the dragon as a pet because... Furthermore...Additionally....</li><li>• use adverbs which show cause and effect rather than adverbs of time /conjunctions to offer justification of a point of view, for example,<ul style="list-style-type: none"><li>➤ You should buy this product so that you are the envy of all your friends</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Use of paragraphs to organise ideas around a theme, .e.g. Consider organising paragraphs around persuasive points, and counter-arguments</li><li>• e.g. analyse how a particular view can most convincingly be presented,<ul style="list-style-type: none"><li>➤ Ordering points to link them together so that one follows from another</li><li>➤ how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments</li><li>➤ how a closing statement repeats and reinforces the</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Use of commas after fronted adverbials</li><li>• Apostrophes for plural possession</li></ul>



		<ul style="list-style-type: none"> <li>➤ The trainer is brightly coloured, therefore you will be seen in the dark.</li> <li>• Use of preposition phrases, subordinate clauses and noun phrases as fronted adverbials to indicate time, place, manner or frequency.</li> <li>• Noun phrases expanded by adding adjectives and prepositions to modify the noun e.g. explore the use of expanded noun phrases in advertising,             <ul style="list-style-type: none"> <li>➤ the beach with its mile long stretch of golden white sand...</li> <li>➤ rich, velvety chocolate harvested from the heart of the Amazonian rainforest...</li> </ul> </li> </ul>	<p>original/opening statement or viewpoint, for example, All the evidence shows that...It's quite clear that...Having seen all that we offer you, there can be no doubt that we are the best.</p> <ul style="list-style-type: none"> <li>➤ Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition</li> </ul>	
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## Persuasion in Upper Key Stage 2

Suggested contexts: role play, editorials, formal & informal letters , magazine articles, debate

Year 5	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"> <li>• Converting nouns or adjectives into verbs using suffixes (-ate, -ify, -ise)</li> <li>• Verb prefixes (dis-, de-, mis-, over-, re-)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun,             <ul style="list-style-type: none"> <li>➤ investigate examples of complex sentences, where information is layered up to add additional persuasive detail, and use in own writing, for</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Devices to build cohesion within a paragraph (then, after, that, this, firstly)</li> <li>• Use of adverbs of time (soon, later, after), place (nearby) and number (secondly) to link ideas across paragraphs</li> <li>• Use of reinforcing and opposing connecting adverbs to link ideas between</li> </ul>	<ul style="list-style-type: none"> <li>• Brackets, dashes and commas to indicate parenthesis</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> <li>• e.g. explore how much additional information can be added to a sentence, without compromising meaning, and how these sentences can be used to overwhelm the</li> </ul>



		<p>example, The exquisite silk, which has been hand-stitched by expert weavers from India, glows with rainbow colours.</p> <ul style="list-style-type: none"> <li>➤ Experiment with removing relative clauses from example texts and consider the effect</li> <li>• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] e.g.             <ul style="list-style-type: none"> <li>➤ explore the use of adverbs of possibility and modal verbs in forming rhetorical questions, for example, Surely you would not want...? Can you imagine...?</li> <li>➤ Explore which modal verbs are most commonly used in persuasive writing, for example, those that express certainly and offer a promise or commitment (must, can, will)</li> <li>➤ Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency</li> </ul> </li> </ul>	<p>sentences and across paragraphs</p> <ul style="list-style-type: none"> <li>• Precise tense choice to link ideas (e.g. he had seen her before – past perfect)</li> <li>• Use of correlating conjunctions (e.g. not only... but also...)</li> </ul>	<p>reader's senses, for example, 'This decadent chocolate treat, flavoured with bitter- sweet cherry liquor - which is made with care in the Alps - will not only satisfy your hunger, but will no doubt wake up your taste buds, giving them a well-earned break from their usual, boring flavours'.</p>
Year 6	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"> <li>• Difference between formal and informal vocabulary and</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the passive to affect the presentation of information in a</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a wider range of cohesive devices to link ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Use of semi-colon, colon or dash to mark the boundary</li> </ul>



	structures	<p>sentence e.g.</p> <ul style="list-style-type: none"><li>➤ explore how the passive can be used to gain support of an audience without dictating who should be responsible for making that action happen, therefore making the action seem less daunting, for example, 'the invaders must be stopped'</li><li>➤ consider how the alternative version (in the active voice) might not be so effective in harnessing the support of the audience, for example, 'we (or 'you') must stop the invaders'</li></ul> <ul style="list-style-type: none"><li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he? or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech], e.g. If I were prime minister, I would...</li></ul>	<p>across paragraphs</p> <ul style="list-style-type: none"><li>○ repetition of a word or phrase</li><li>○ use of a wider range of adverbials</li><li>○ ellipsis</li><li>• Apply persuasive skills in a range of contexts/ structures</li><li>• Vary and manage paragraphs in a way that support whole structure of the text e.g. single sentence paragraphs to secure an argument, movement of focus from the general to the specific</li></ul>	<p>between independent clauses</p> <ul style="list-style-type: none"><li>• Use of bullets, colons &amp; semi-colons to punctuate lists</li></ul>
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## DISCUSSION TEXTS

Purpose: To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples.

Discussions contrast with persuasion texts which generally only develop one viewpoint and may present a biased view, often the writer's own. Like all text types, discussion texts vary widely and elements of discussion writing are often found within other text types.

Generic structure	Language features	Knowledge for the writer	Key elements to achieve progression
<p>The most common structure includes:</p> <ul style="list-style-type: none"> <li>○ a statement of the issues involved and a preview of the main arguments;</li> <li>○ arguments for, with supporting evidence and examples;</li> <li>○ arguments against or alternative views, with supporting evidence and examples.</li> </ul> <p>Another common structure presents the arguments 'for' and 'against' alternatively. Discussion texts usually end with a summary and a statement of recommendation or conclusion. The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided.</p>	<ul style="list-style-type: none"> <li>○ Written in <b>simple present tense</b> as commonly accepted facts.</li> <li>○ Generalises the participants and things it refers to using <b>uncountable noun phrases</b> (some people, most dogs), <b>nouns that categorise</b> (vehicles, pollution) and abstract nouns (power).</li> <li>○ Uses <b>reinforcing and opposing adverbs</b> to link ideas between sentences and paragraphs (therefore, however, in addition to, as a result of, furthermore).</li> <li>○ Generic statements are often followed by specific examples (Most vegetarians disagree. Dave Smith, a vegetarian for 20 years, finds that ...)</li> <li>○ Sometimes combined with diagrams, illustrations, moving images and sound to provide additional information or give evidence</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Rhetorical questions</b> often make good titles. (Should everyone travel less to conserve global energy?)</li> <li>○ Use the introduction to show why you are debating the issue. (There is always a lot of disagreement about x and people's views vary a lot.)</li> <li>○ Make sure you show both/all sides of the argument fairly.</li> <li>○ Support each viewpoint you present with reasons and evidence</li> <li>○ If you opt to support one particular view in the conclusion, give reasons for your decision.</li> <li>○ Don't forget that discussion texts can be combined with other text types depending on your audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>○ Speaking and listening before reading and writing.</li> <li>○ Teacher modelling, scribing and shared writing before children's independent attempt.</li> <li>○ Increased understanding by the children of the form and features of discussion writing and then increasing ability to manipulate elements of writing to present a balanced argument, with or without a personal conclusion</li> <li>○ Increasing complexity, subtlety, challenge of task (for example, moving from simple for-and-against arguments to those with multiple viewpoints; moving from clear cut issues into those eliciting more subtle differences in views).</li> <li>○ Increasing ability to recognise discussion and understand the devices used in the writing of others; in their own writing to discuss effectively as appropriate</li> </ul>



## Discussion in Key Stage 1

Suggested contexts: role play, drama, points of view

Year 1	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"> <li>• First &amp; third person</li> </ul>	<ul style="list-style-type: none"> <li>• Oral rehearsal of sentence structure</li> <li>• Joining words and joining clauses using 'and' and 'because'</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing sentences to form short passages</li> </ul>	<ul style="list-style-type: none"> <li>• Separating words with spaces</li> <li>• Use of capital letters and full stops to demarcate sentences</li> <li>• Use of capital letters for names and the personal pronoun 'I'</li> </ul>
Year 2	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"> <li>• Formation of nouns using suffixes (-ness, -er)</li> <li>• Use of -er and -est in adjectives</li> <li>• Use of -er and -est in adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Functions of sentence types: statement, command, exclamation or question</li> <li>• Expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun) – selecting adjectives thoughtfully for additional information they provide.</li> <li>• Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because) e.g. use 'because' to extend reasoning, for example, 'I think that the wolf is naughty because he scares the little pigs'.</li> </ul>	<ul style="list-style-type: none"> <li>• Correct choice and use of present tense throughout writing, presenting information as commonly accepted facts.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Commas to separate items in a list</li> <li>• Apostrophes for singular possession</li> </ul>

## Discussion in Lower Key Stage 2

Suggested contexts: letters, debate, role play



Year 3	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"><li>• Formation of nouns using a range of prefixes (super-, anti-, auto-)</li><li>• Use of 'a' or 'an' according to whether the next word starts with a vowel</li></ul>	<ul style="list-style-type: none"><li>• Use of prepositions (<i>during, in, because of, before, after</i>), adverbs (<i>next, soon, therefore, after, because, soon, while</i>) to express time and cause</li><li>• Formation of subordinate clauses using subordinating conjunctions</li><li>• Use of rhetorical questions</li></ul>	<ul style="list-style-type: none"><li>• Introduce paragraphs as a way to group related information, e.g.<ul style="list-style-type: none"><li>➤ write an introduction to show why you are debating the issue, for example, 'There is always a lot of disagreement about x and people's views vary a lot.'</li><li>➤ group arguments for and arguments against in separate paragraphs</li></ul></li><li>• Use of subheadings e.g. use headings to present arguments for and arguments against</li></ul>	<ul style="list-style-type: none"><li>• Use of inverted commas to punctuate direct quotes</li></ul>
Year 4	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"><li>• Standard forms of English verb inflections (<i>we were rather than we was, I did rather than I done</i>)</li><li>• Use of articles (a, an, the) and possessive pronouns (my, his, her, their etc) as determiners</li></ul>	<ul style="list-style-type: none"><li>• Use of a wider range of subordinating conjunctions</li><li>• Use of preposition phrases, subordinate clauses and noun phrases as fronted adverbials to indicate time, place, manner or frequency</li><li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'most people with a reasonable knowledge of the subject...', 'all dogs with a history of violence...', 'all the sporty girls in the class...'</li></ul>	<ul style="list-style-type: none"><li>• Use of paragraphs to organise ideas around a theme e.g. consider different sides of an argument, presenting them in separate paragraphs, and decide on a course of action/personal stance, summarising reasons in a final paragraph</li><li>• Appropriate choice of pronoun (person or possessive) or noun,</li><li>• within and across sentences to aid cohesion and avoid repetition, e.g. use a range of nouns referring to the same subject e.g. many dog-owners argue that...they go on to state that...these animal lovers also make the point that...</li></ul>	<ul style="list-style-type: none"><li>• Use of commas after fronted adverbials e.g. use connecting adverbs/adverbials to present further justification of a point of view, for example, furthermore, in addition, also</li><li>• Apostrophes for plural possession</li></ul>



## Discussion in Upper Key Stage 2

Suggested contexts: formal & informal letters , balanced arguments, debate, newspaper reports

Year 5	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"><li>• Converting nouns or adjectives into verbs using suffixes (-ate, -ify, -ise)</li><li>• Verb prefixes (dis-, de-, mis-, over-, re-)</li></ul>	<ul style="list-style-type: none"><li>• Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li><li>• e.g. follow generic statements with more specific examples, for example, ' There are those however who disagree. Mr T Rexus, who is a well-respected palaeontologist, has argued instead that...'</li><li>• Indicating degrees of possibility using adverbs [for example, perhaps, surely] e.g. use adverbs of possibility to help express a personal opinion in the final paragraph, for example, 'With the growing amount of evidence in this area, perhaps now is the time to accept the argument that...'</li></ul>	<ul style="list-style-type: none"><li>• Devices to build cohesion within a paragraph (then, after, that, this, firstly)</li><li>• Use of adverbs of time (soon, later, after), place (nearby) and number (secondly) to link ideas across paragraphs</li><li>• Tense choice to link <i>ideas</i> (<i>he had seen her before</i>)</li><li>• Use of correlating conjunctions</li></ul>	<ul style="list-style-type: none"><li>• Brackets, dashes and commas to indicate parenthesis</li><li>• Use of commas to clarify meaning or avoid ambiguity</li></ul>
Year 6	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"><li>• Difference between formal and informal vocabulary and structures</li><li>• Formal verb inflections</li></ul>	<ul style="list-style-type: none"><li>• Use of modal verbs to indicate degree of certainty</li><li>• Use of the passive voice</li><li>• Use of subjunctive form</li></ul>	<ul style="list-style-type: none"><li>• Use of a wider range of cohesive devices to link ideas across paragraphs e.g. build and use a range of connecting adverbs to move between opposing views, for example, on the other hand, in contrast, alternatively, conversely, on the contrary, in opposition.<ul style="list-style-type: none"><li>○ repetition of a word or</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Use of the semi-colon, colon and dash to mark the boundary between independent clauses e.g. use colons to: introduce questions for discussion, for example, 'the pressing issue now is: what should happen to....?'; introduce a quotation to support a viewpoint, for example, 'supporters of this</li></ul>



			phrase <ul style="list-style-type: none"> <li>○ use of a wider range of adverbials</li> <li>○ ellipsis</li> <li>○ paired arguments vs grouped arguments</li> </ul>	view often refer to the well-known proverb: 'treat others as you would wish to be treated'; to prepare the reader for a revelation of the author's opinion in the final paragraph, for example, 'The final conclusion is therefore clear in my mind: animal testing must be banned immediately'.
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## NON-CHRONOLOGICAL/INFORMATION TEXTS

Purpose: To provide detailed information about the way things are or were; To help readers/listeners understand what is being described by organising or categorising information

Generic structure	Language features	Knowledge for the writer	Key elements to achieve progression
<p>In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes:</p> <ul style="list-style-type: none"> <li>○ an opening statement, often a general classification (Sparrows are birds);</li> <li>○ sometimes followed by a more detailed or technical classification (Their Latin name is ...);</li> <li>○ a description of whatever is the subject of the report organised in some way to help the reader make sense of the information:             <ul style="list-style-type: none"> <li>➤ its qualities (Like most birds,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Often written in the <b>third person</b> and <b>present tense</b>. (They like to build their nests ... It is a cold and dangerous place to live.)</li> <li>○ Sometimes written in the <b>past tense</b>, as in a historical report. (Children were poorly fed and clothed and they did dangerous work.)</li> <li>○ The <b>passive voice</b> is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing. (Sparrows are found in ... Sharks are hunted ... Gold is highly valued ...)</li> <li>○ Tends to focus on generic subjects (Dogs) rather than</li> </ul>	<ul style="list-style-type: none"> <li>○ Plan how you will organize the information you want to include, e.g. use <b>paragraph headings</b>, a spidergram or a grid.</li> <li>○ Gather information from a wide range of sources and collect it under the headings you've planned.</li> <li>○ Consider using a question in the title to interest your reader (Vitamins – why are they so important?).</li> <li>○ Try to find a new way to approach the subject and compose an opening that will attract the reader or capture their interest. Use the opening to make very clear what you are writing about.</li> <li>○ Include <b>tables, diagrams or images</b> (e.g. imported</li> </ul>	<ul style="list-style-type: none"> <li>○ Speaking and listening preceding reading and writing.</li> <li>○ Teacher modelling, scribing and shared writing before children's independent attempt.</li> <li>○ Increased understanding by the children of the form and features of the text type and then increasing ability to manipulate elements of various text-types to fulfil a writing purpose.</li> <li>○ Increasing complexity, such as length, obscurity of task, adding additional features such as diagrams.</li> <li>○ Increasing ability to evaluate texts and their own work.</li> </ul>



<p>sparrows have feathers.);</p> <ul style="list-style-type: none"> <li>○ its parts and their functions (The beak is small and strong so that it can ...);             <ul style="list-style-type: none"> <li>➤ its habits/behaviour/uses (Sparrows nest in ...).</li> </ul> </li> </ul>	<p>specific subjects (My dog Ben).</p> <ul style="list-style-type: none"> <li>○ Description is usually an important feature, including the language of comparison and contrast. (Polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal.)</li> <li>○ Description is generally used for precision rather than to create an emotional response so imagery is not heavily used.</li> </ul>	<p>photographs or drawings) that add or summarise information.</p> <ul style="list-style-type: none"> <li>○ Find ways of making links with your reader, addressing them personally.</li> <li>○ Re-read the report as if you know nothing about its subject. Check that information is logically organised and clear.</li> <li>○ Use other text-types within your report to make it more effective for your purpose and audience.</li> </ul>	
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Information in Key Stage 1				
Suggested contexts: spider grams, labelled diagrams, note taking, class books on a theme, leaflets				
Year 1	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"> <li>• Use of regular plural noun suffixes</li> <li>• Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> <li>• Use of the prefix un- to change the meaning of verbs and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Oral rehearsal of sentence structure</li> <li>• Joining words and joining clauses using 'and' and 'because'</li> <li>• Third person</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing sentences to form short passages</li> </ul>	<ul style="list-style-type: none"> <li>• Separating words with spaces</li> <li>• Use of capital letters and full stops to demarcate sentences</li> <li>• Introduction of question marks and exclamation marks</li> <li>• Use of capital letters for names and for the personal pronoun I</li> </ul>
Year 2	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"> <li>• Formation of nouns using suffixes (-ness, -er)</li> <li>• Formation of adjectives using suffixes (-ful, -less)</li> <li>• Use of -er and -est in adjectives</li> <li>• Formation of nouns by</li> </ul>	<ul style="list-style-type: none"> <li>• Functions of sentence types: <u>statement</u>, <u>command</u>, <u>exclamation</u> or <u>question</u> (rhetorical)</li> <li>• Expanded noun phrases to describe and specify (use of adjectives before the noun or</li> </ul>	<ul style="list-style-type: none"> <li>• Correct choice and use of present tense or past tense throughout writing</li> </ul>	<ul style="list-style-type: none"> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Explore the use of capitalization for common and proper nouns in the context of</li> </ul>



<ul style="list-style-type: none"> <li>compounding</li> <li>identify the use of factual adjectives to give significant detail, often clarifying colour, position or size e.g. scaly bodies</li> <li>explore the inappropriateness of 'empty' adjectives which do not help the reader to learn more about the topic e.g. pretty wings</li> </ul>	<ul style="list-style-type: none"> <li>preposition phrase after the noun)</li> <li>collect and use examples of noun phrases to generalise</li> <li>e.g. most butterflies, some insects, all hedgehogs, and consider their meaning</li> <li>Explore the difference between proper nouns and general nouns, and identify their use in this text type</li> <li>Use of collective nouns</li> <li>Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because)</li> </ul>			<ul style="list-style-type: none"> <li>reports, for example, Bees belong to a larger family of insects known as Apoidea.</li> <li>Commas to separate items in a list</li> <li>Apostrophes for singular possession</li> </ul>
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## Information in Lower Key Stage 2

Suggested: leaflets, page for information book, letters, guide books, descriptions

Year 3	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"> <li>Use of 'a' or 'an' according to whether the next word starts with a vowel</li> <li>Use of 'a' or 'an' according to whether the next word starts with a vowel</li> <li>Word families based on common words showing how words are related in form and meaning</li> </ul>	<ul style="list-style-type: none"> <li>Use of prepositions (<i>instead of, because of</i>) adverbs (<i>therefore, however</i>) and conjunctions (<i>also, consequently, likewise,</i>) to express cause and place</li> <li>Use of preposition phrases as adverbials to express cause or place</li> <li>Collect and use examples of prepositional phrases to clarify physical features, for example, Ants do not have lungs. They have tiny holes all over their body which they breathe through.</li> </ul>	<ul style="list-style-type: none"> <li>Use of present perfect verb form – Hedgehogs have lived in this area for many years</li> <li>introduce paragraphs as a way to group related information e.g. organise information about a topic into obvious groupings, for example, appearance, feeding habits etc</li> <li>Headings and sub headings to aid presentation</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation of all KS1 punctuation</li> </ul>



		<ul style="list-style-type: none"> <li>• Include exploration of prepositions to clarify position, for example, <i>Ants build their mounds in sand or soil.</i></li> <li>• Include exploration of similes (using 'as' and 'like') and consider how these are used to specify rather than for literary effect, for example,               <ul style="list-style-type: none"> <li>➤ Bees have tubes instead of mouths. The tube is like a straw.</li> </ul> </li> <li>• Use of subordinating conjunctions as adverbials to express cause</li> <li>• Formation of subordinate clauses using subordinating conjunctions</li> <li>• Note the lack of use of 'adverbs of time' in this text type, drawing attention to the difference between recounts (which are structured chronologically) and non-chronological reports</li> </ul>		
Year 4	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"> <li>• Standard forms of English verb inflections (<i>we were</i> rather than <i>we was</i>, <i>I did</i> rather than <i>I done</i>)</li> <li>• Draw attention to importance of subject verb agreements</li> <li>• e.g. family is..., people are...</li> <li>• Use of articles (a, an, the) and possessive pronouns (my, his, her, their etc) as determiners</li> <li>• Note how writing often moves from general to more specific</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a wider range of subordinating conjunctions (although, however, despite, therefore) Explore how subordination and co-ordination can help the writer move from the general to the more specific within one sentence, for example, Most bees are black or grey, but/however some are bright red, yellow or metallic green.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition</li> <li>• Use of paragraphs to organise ideas around a theme e.g. begin to explore more subtle paragraph breaks, or paragraph breaks within headed sections of reports and consider how the author</li> </ul>	<ul style="list-style-type: none"> <li>• Use of commas after fronted adverbials</li> <li>• Apostrophes for plural possession</li> </ul>



	<p>detail, exploring how determiners are used to indicate this shift in focus e.g. Dogs have an exceptional sense of smell. A dog can pick up a scent from a significant distance away. The (breed of dog) is known to have the most sensitive sense of smell.</p>	<ul style="list-style-type: none"> <li>• Use of preposition phrases and subordinate clauses as fronted adverbials to indicate place, manner or frequency</li> <li>• Fronted adverbials e.g. collect and use a range of adverbials that can be used to draw similarities, for example, 'Like most birds, swallows like to...', 'As well as honeybees, ...', 'On the whole,...', 'Just like honeybees, bumble bees like to...'</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. continue building banks of noun phrases used to generalise (see year 2)</li> </ul>	<p>organised the information</p>	
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Information in Upper Key Stage 2				
Suggested contexts: descriptions, projects, guide book for visit, prospectus, formal & informal letters				
Year 5	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"> <li>• Converting nouns or adjectives into verbs using suffixes (-ate, -ify, -ise)</li> <li>• Verb prefixes (dis-, de-, mis-, over-, re-)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun               <ul style="list-style-type: none"> <li>➤ explore how noun phrases are most commonly expanded using the pronouns 'which' and 'that' in this text type, for example, They have a long thin proboscis which is inserted into small flowers,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Devices to build cohesion within a paragraph (then, after, that, this, firstly)</li> <li>• Use of adverbials of place (nearby) and number (secondly) to link ideas across paragraphs</li> <li>• Use of addition, reinforcing and opposing adverbs</li> <li>• Indicating degrees of possibility using adverbs e.g. explore the use of adverbs and adverbials to</li> </ul>	<ul style="list-style-type: none"> <li>• Brackets, dashes and commas to indicate parenthesis e.g. explore when the author chooses to parenthesise information using brackets and when the author uses a dash/comma instead and draw generalisations from this</li> <li>• Explore when commas are used to parenthesise relative clauses and when they are not</li> <li>• Use of commas to clarify</li> </ul>



		<p>such as Primroses, to drink nectar.</p> <ul style="list-style-type: none"> <li>➤ explore the impact on clarity when these relative clauses are omitted</li> <li>• Fronted adverbials e.g. collect and use a range of adverbials that can be used to draw similarities and differences</li> </ul>	<p>provide generalised information (these can provide a 'get-out clause' for the writer), for example, usually, commonly, mostly</p>	<p>meaning or avoid ambiguity</p>
Year 6	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"> <li>• Difference between formal and informal vocabulary and structures</li> <li>• Formal verb inflections</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the passive to affect the presentation of information in a sentence e.g. explore how the passive can be used to: avoid personalisation; avoid naming the agent of a verb; add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing, for example, Sparrows are found in ... Sharks are hunted ... Gold is highly valued</li> <li>• Use of subjunctive form</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a wider range of cohesive devices to link ideas across paragraphs               <ul style="list-style-type: none"> <li>○ repetition of a word or phrase</li> <li>○ use of a wider range of adverbials</li> <li>○ ellipsis</li> </ul> </li> <li>• Use of a range of layout devices to structure text               <ul style="list-style-type: none"> <li>○ headings &amp; subheadings</li> <li>○ columns &amp; bullet points</li> <li>○ tables &amp; diagrams</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use of semi-colon, colon or dash to mark the boundary between independent clauses</li> <li>• Use of bullet points, semi-colons &amp; colons to punctuate lists</li> <li>• Use of the semi-colon, colon and dash to mark the boundary between independent clauses, for example, explore how the colon can be used to create different effects               <ul style="list-style-type: none"> <li>➤ to lead the reader to a revelation of information e.g. The relationship between these eco-systems is complex: each depends on the survival of the other. There is a major advantage to this feature: it allows the...</li> <li>➤ to introduce a quote/motto e.g. There is an old, much-loved saying: 'A dog is a man's best friend.'</li> </ul> </li> </ul>



# RECOUNTS

Purpose: The primary purpose of recounts is to retell events. Their most common intentions are to inform and/or entertain but they may also be written in a style so as to persuade.

Generic structure	Language features	Knowledge for the writer	Key elements to achieve progression
<p>Structure often includes:</p> <ul style="list-style-type: none"><li>○ Orientation/ introduction such as scene-setting or establishing context</li><li>○ An account of the events that took place, often but not always, in chronological order. This will often include direct quotes or reported speech;</li><li>○ some additional detail about each event;</li><li>○ Reorientation, e.g. a closing statement/ conclusion that may include elaboration.</li></ul> <p>Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time but these strategies are more often used in fiction recounts</p>	<ul style="list-style-type: none"><li>○ Usually written in the <b>past tense</b>. Some parts may use <b>present tense</b>.</li><li>○ Events being recounted may have a chronological order so sequencing adverbs are common (then, next, first, afterwards, just before that, at last, meanwhile).</li><li>○ The subject of a recount tends to focus on individual or group participants or an event (third person: they all shouted, she crept out, it looked like an animal of some kind).</li><li>○ Reported speech or direct quotes may be used. These can include the use of perfect and progressive verb forms.</li></ul>	<ul style="list-style-type: none"><li>○ Plan how you will organise the way you retell the events. You could use a timeline to help you plan.</li><li>○ Details are important to create a recount rather than a simple list of events in order. Try using When? Where? Who? What? Why? questions to help you plan what to include.</li><li>○ Decide how you will finish the recount. You'll need a definite ending, perhaps a summary or a comment on what happened</li><li>○ Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when?</li><li>○ Is the style right for the genre you are using? (<b>Technical/formal language</b> to recount a science experiment, powerful verbs and vivid description to recount an adventure, impersonal when writing a news report, informal, personal language to tell your friends about something funny that happened to you.)</li></ul>	<ul style="list-style-type: none"><li>○ Speaking and listening preceding reading and writing</li><li>○ Teacher modelling, scribing and shared writing before children's independent attempt.</li><li>○ increased understanding by the children of the form and features of the text type and then increasing ability to manipulate elements of various text-types to fulfil a writing purpose</li><li>○ increasing complexity, such as length, obscurity of task, adding additional features such as diagrams</li><li>○ increasing ability to evaluate texts and their own work</li></ul>



## Recounts in Key Stage 1

Suggested contexts: interviews, eye witness accounts, diary entries

Year 1	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"><li>• Regular plural noun suffixes –s or</li><li>• –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</li></ul>	<ul style="list-style-type: none"><li>• Oral rehearsal of sentence structure</li><li>• Joining words and joining clauses using ‘and’ and ‘because’</li><li>• First person</li></ul>	<ul style="list-style-type: none"><li>• Sequencing sentences to form short passages</li></ul>	<ul style="list-style-type: none"><li>• Separating words with spaces</li><li>• Use of capital letters and full stops to demarcate sentences</li><li>• Use of capital letters for names and the pronoun I</li></ul>
Year 2	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"><li>• Formation of nouns by compounding</li></ul>	<ul style="list-style-type: none"><li>• Functions of sentence types: statement, command, exclamation or question</li><li>• Expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun) e.g. experiment with expanding noun phrases to provide factual detail for the reader, for example, old toys, large room, enormous machines</li><li>• Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because)</li><li>• First &amp; third person</li><li>• Subject/ verb agreements</li></ul>	<ul style="list-style-type: none"><li>• Correct choice and use of present tense or past tense throughout writing</li><li>• Use of past progressive form to report events</li><li>• Use of present progressive in direct speech</li></ul>	<ul style="list-style-type: none"><li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li><li>• e.g. explore the use of capitalisation for proper nouns used in recount texts, for example, Butterfly Village, Merton, Chaucer Centre</li><li>• Use commas to separate items in a list e.g. explore how commas are used to separate adjectives in lists, for example, a tall, grand building</li><li>• Apostrophes for singular possession</li></ul>



## Recounts in Lower Key Stage 2

Suggested contexts: newspaper reports, diary entries in role, biography & autobiography

Year 3	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes (super-, anti-, auto-)</li> <li>• Use of 'a' or 'an' according to whether the next word starts with a vowel</li> </ul>	<ul style="list-style-type: none"> <li>• Use of prepositions (<i>during, in, because of, before, after</i>), e.g. provide further detail through giving examples beginning with 'such as', 'like' e.g. The class learned about lots of new butterflies such as Tortoiseshell and Emperor.</li> <li>• Use of adverbs (<i>next, soon, therefore</i>) and conjunctions (<i>when, while, after, because, soon, while</i>) to express time and cause</li> <li>• Formation of subordinate clauses using subordinating conjunctions</li> <li>• Use of rhetorical questions</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce paragraphs as a way to group related information               <ul style="list-style-type: none"> <li>➤ explore the content of introductory paragraphs, identifying answers to the questions: What? Who? When? Where? Include this information concisely in own recounts e.g. Last week, class 3c travelled to Butterfly Village to find out more about these fascinating creatures.</li> <li>➤ Write finishing lines for a final paragraph that indicate the conclusion of the recount, and include a simple summary e.g. The day ended with a talk by a butterfly expert. The whole class enjoyed a great day.</li> </ul> </li> <li>• Use of present and past perfect verb forms to reports events or quote direct speech</li> <li>• Headlines and subheadings</li> </ul>	<ul style="list-style-type: none"> <li>• Use of inverted commas to punctuate direct quotes</li> </ul>
Year 4	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"> <li>• Standard forms of English verb inflections (<i>we were</i> rather than <i>we was, I did</i> rather than <i>I done</i>)</li> <li>• Use of articles (a, an, the) and possessive pronouns (my, his,</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a wider range of subordinating conjunctions</li> <li>• Use of prepositions (<i>during, in, because of, before, after</i>), adverbs (<i>next, soon, therefore</i>) and conjunctions (<i>when, while,</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use of paragraphs to organise ideas around a theme               <ul style="list-style-type: none"> <li>➤ develop the final paragraph as a way of summarising the event in greater detail, for example, not simply</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use of commas after fronted adverbials</li> <li>• Use of inverted commas where speech is preceded by the speaker. Explore how direct speech is used in recount to</li> </ul>



	<p>her, their etc) as determiners</p>	<p>after, because, soon, while) to express time and cause</p> <ul style="list-style-type: none"> <li>• Use of subordinate clauses as adverbials to express time and cause</li> <li>• Explore and manage the shift between past and present tense in recounts e.g. present tense to describe on-going events/topics/things, compared with past tense to recount the actual event e.g. Butterfly Village houses a vast array of butterfly species, some of which are very rare (present). Class 4G visited this intriguing attraction last week and were stunned by the number of natural wonders waiting to be discovered there (past).</li> </ul>	<p>stating the final event in the timeline, but providing an insight into the impact of the event on participants, or offering an insight into the future e.g. 'No doubt, year 5 children will continue to be amazed by this fascinating attraction for years to come.'</p> <ul style="list-style-type: none"> <li>➤ support pupils to begin selecting some words and phrases that support the 'theme' of the recount e.g. a positive event will use positive imagery/word choices throughout (to be developed in year 5)</li> <li>• Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition</li> <li>• Headlines and subheadings</li> </ul>	<p>engage the reader, and explore where the speech is used within the text e.g. as the opening line (draw the reader in immediately); in the conclusion to support summarising, for example, One year 4 pupil summed up the day on behalf of the whole class, 'That was the best school trip ever!'</p> <ul style="list-style-type: none"> <li>• Apostrophes for plural possession</li> </ul>
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## Recounts in Upper Key Stage 2

Suggested contexts: application across a range of subject areas and contexts - biography & autobiography, newspaper reports, formal & informal letters

Year 5	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"> <li>• Verb prefixes (dis-, de-, mis-, over-, re-)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>• Use of modal verbs to indicate degree of certainty, adverbs of</li> </ul>	<ul style="list-style-type: none"> <li>• Devices to build cohesion within a paragraph (then, after, that, this, firstly)</li> <li>• Use of adverbs of time (soon, later, after), place (nearby) and number (secondly) to link ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Brackets, dashes and commas to indicate parenthesis               <ul style="list-style-type: none"> <li>➤ explore how dashes are less commonly used in more formal texts</li> <li>➤ experiment with moving</li> </ul> </li> </ul>



		<p>degree</p> <ul style="list-style-type: none"> <li>• Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency.</li> <li>• Explore the use of reported versus direct speech and compare the effect e.g. reported – for summing up opinions and glossing over detail; direct speech – for impact e.g. sharing a pertinent view or influential quote</li> <li>• Explore the use of personal versus impersonal writing and decide when each is appropriate</li> <li>• Explore the balance of long, complicated sentence constructions within this text type, compared with shorter,</li> <li>• Explore the use of short, simple sentences to summarise; orientate the reader; dramatic impact</li> <li>• Explore the use of longer, complex sentences (with multiple clauses) to convey complex information</li> </ul>	<p>across paragraphs</p> <ul style="list-style-type: none"> <li>• Tense choice to link ideas (perfect and progressive forms, simple past &amp; present tense)</li> <li>• Explore recounts where the chronology is indicated by layout, paragraphing and ordering, rather than more obvious chronology words and phrases</li> </ul>	<p>clauses and phrases around in the text, considering the impact on engaging the reader</p> <ul style="list-style-type: none"> <li>• Use of commas to clarify meaning or avoid ambiguity</li> </ul>
Year 6	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"> <li>• Difference between formal and informal vocabulary and structures</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the passive voice to affect the presentation of information in a sentence , for example, explore how passives can be used to create dramatic cliff hangers e.g. It was at that point that his life was thrown</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a wider range of cohesive devices to link ideas across paragraphs               <ul style="list-style-type: none"> <li>○ repetition of a word or phrase</li> <li>○ use of a wider range of adverbials for effect</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use of semi-colon, colon or dash to mark the boundary between independent clauses               <ul style="list-style-type: none"> <li>➤ Explore how colons can be used to increase the impact of key quotations which give an insight into</li> </ul> </li> </ul>



		<p>out of control.</p> <ul style="list-style-type: none"> <li>• Use of subjunctive form for formal speech and structures</li> <li>• Reported speech</li> </ul>	<ul style="list-style-type: none"> <li>○ ellipsis</li> <li>○ use connectives to create contrast concisely summarising the complexity of certain situations (e.g. of a negative experience with a positive)</li> <li>• e.g. His life was sent into turmoil, yet despite all of the uncertainty and danger surrounding him, he managed to stay positive.</li> <li>• Opening and closing lines of paragraphs support movement across the text e.g. The encounter affected him deeply and so he decided to focus his efforts on helping destitute children. In 1870, Barnardo opened his first shelter for homeless boys in Stepney Causeway...</li> <li>• Use of a range of layout devices to structure text <ul style="list-style-type: none"> <li>○ headings &amp; subheadings</li> <li>○ columns &amp; captions</li> </ul> </li> </ul>	<p>a person's motives and life choices e.g. Throughout her life, her father's words remained with her: 'Reach for the stars!'</p> <ul style="list-style-type: none"> <li>➤ Explore how colons can be used to lead to a 'big reveal' of a person's actions e.g. It was then that she made her most important decision: she quit university and established her own company.</li> </ul>
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## INSTRUCTIONS TEXTS

Purpose: Instructions, rules and procedures aim to ensure something is done correctly and a successful outcome achieved. If there is a process to be undertaken this is given in the order in which it needs to be undertaken to achieve a successful outcome -usually a series of sequenced steps.

Generic structure	Language features	Knowledge for the writer	Key elements to achieve progression
<ul style="list-style-type: none"> <li>○ Begin by defining the goal or desired outcome. (How to make a board game.)</li> </ul>	<ul style="list-style-type: none"> <li>○ Use of imperative verbs (commands), e.g. Cut the card ... Paint your design ...</li> </ul>	<ul style="list-style-type: none"> <li>○ Use the title to show what the instructions are about. (How to look after goldfish.)</li> </ul>	<ul style="list-style-type: none"> <li>○ Speaking and listening before reading and writing.</li> <li>○ Teacher modelling, scribing and</li> </ul>





		<p>you haven't missed out any important stages or details and check that the language is as simple and clear as possible.</p> <ul style="list-style-type: none"> <li>○ Use procedural texts within other text types when you need a set of rules, guidelines or instructions to make something really clear for the reader.</li> </ul>	
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## Instruction Texts in Key Stage 1

Suggested contexts: recipes & familiar games

Year 1	Word	Sentence	Text	Punctuation
	<p><i>Note: Many of the year 2 statements will need to be addressed in year 1 in order to ensure progression from FS in the context of this text type.</i></p>	<ul style="list-style-type: none"> <li>• Oral rehearsal of sentence structure</li> <li>• Joining words and joining clauses using 'and' and 'because'</li> <li>• First person</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing sentences to form short passages</li> </ul>	<ul style="list-style-type: none"> <li>• Separating words with spaces</li> <li>• Use of capital letters and full stops to demarcate sentences</li> <li>• Introduction to exclamation marks and question marks</li> <li>• Use of capital letters for names and the pronoun I</li> </ul>
Year 2	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"> <li>• Formation of nouns by compounding</li> <li>• Generate synonyms for over-used imperative verbs, for example, chop, slice, cut</li> </ul>	<ul style="list-style-type: none"> <li>• Functions of sentence types: statement, command, exclamation or question</li> <li>• Write titles to show what the instructions are about, for example, how to look after goldfish</li> <li>• explore and generate negative commands, for example, Do not open the oven door</li> <li>• Expanded noun phrases to describe and specify (use of adjectives before the noun or</li> </ul>	<ul style="list-style-type: none"> <li>• Correct choice and use of present tense or past tense throughout writing</li> <li>• Use of past progressive form to report events</li> <li>• Use of present progressive in direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Use commas to separate items in a list e.g. use commas to separate items in the 'materials/equipment needed' list</li> <li>• Apostrophes for singular possession</li> </ul>



		<p>preposition phrase after) e.g. use expanded noun phrases to be specific about materials needed</p> <ul style="list-style-type: none"> <li>• Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because) instructions using subordination, for example, Take the cake</li> <li>• First&amp;thirdperson</li> <li>• Subject/verb agreements</li> </ul>		
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## Instruction Texts in Lower Key Stage 2

Suggested contexts: procedural texts in science & DT, instructions in computing

Year 3	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes (super-, anti-, auto-)</li> <li>• Use of 'a' or 'an' according to whether the next word starts with a vowel</li> </ul>	<ul style="list-style-type: none"> <li>• Use of prepositions (<i>during, in, because of, before, after</i>), e.g. through reading instructions written to give directions, build up and use a wide range of prepositions used to indicate and clarify position, for example, under the bridge, around the pond, through the deep, dark woods</li> <li>• Use of adverbs (<i>next, soon, therefore</i>) e.g. through reading, build up and use a wide range of adverbs used to sequence instructions</li> <li>• Use of conjunctions (<i>when, while, after, because, soon, while</i>) to express time and cause e.g. build on the range of conjunctions used in year 2 to</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce paragraphs as a way to group related information e.g. explore instructions that have clear sections, for examples, introduction, equipment needed, procedure, additional advice, conclusions.</li> <li>• Use of present and past perfect verb forms to reports events or quote direct speech</li> <li>• Headlines and subheadings to organise information and aid presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidation of Key stage 1 punctuation</li> </ul>



		<p>extend instructions</p> <ul style="list-style-type: none"><li>• Formation of subordinate clauses using subordinating conjunctions</li></ul>		
Year 4	Word	Sentence	Text	Punctuation



	<ul style="list-style-type: none"><li>• Standard forms of English verb inflections (<i>we were</i> rather than <i>we was</i>, <i>I did</i> rather than <i>I done</i>) e.g. investigate instructions with differing levels of formality and decide on an appropriate register when writing their own, for example, 'Cook for 20 mins' compared with 'Pop the cheesecake in the oven for 20 minutes'</li><li>• Use of articles (a, an, the) as determiners</li></ul>	<ul style="list-style-type: none"><li>• Use of preposition phrases as adverbials to express time, cause or place</li><li>• Use of Fronted adverbials<ul style="list-style-type: none"><li>➤ Use of subordinate clauses as adverbials to express time and cause e.g. once the mixture has settled</li><li>➤ use the conjunction 'if' to start complex sentences which give additional advice, for example, 'If the mixture separates, ...'</li><li>➤ compare the clarity of the instruction when the adverbial or subordinate clause is fronted, for example, 'Remove the cake from the oven when it turns golden brown' compared with 'When the cake turns golden brown, remove it from the oven'</li></ul></li><li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. investigate noun phrases in instruction texts and decide when noun phrases can be pared down to avoid unnecessary complexity, and when additional detail is essential</li></ul>	<ul style="list-style-type: none"><li>• Use of paragraphs to organise ideas around a theme e.g. write instructions that have clear sections, for example, introduction, equipment needed, procedure, additional advice, conclusions</li><li>• Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition e.g. investigate the use of nouns and pronouns in instructional texts and support the children to realise that nouns are often repeated (rather than replaced with pronouns) to ensure greater clarity</li><li>• Headlines and subheadings</li></ul>	<ul style="list-style-type: none"><li>• Standard forms of English verb inflections (<i>we were</i> rather than <i>we was</i>, <i>I did</i> rather than <i>I done</i>) e.g. investigate instructions with differing levels of formality and decide on an appropriate register when writing their own, for example, 'Cook for 20 mins' compared with 'Pop the cheesecake in the oven for 20 minutes'</li><li>• Use of articles (a, an, the) as determiners</li></ul>
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## Instruction Texts in Upper Key Stage 2

Suggested contexts: application across a range of subject areas and contexts – build into explanatory or report texts, cross genre texts (e.g. a recipe for an adventure...)

Year 5	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"> <li>Verb prefixes (dis-, de-, mis-, over-, re-)</li> </ul>	<ul style="list-style-type: none"> <li>Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency.</li> <li>Explore the balance of long, complicated sentence constructions within this text type, compared with shorter, simple sentence constructions, noting the need for both</li> </ul>	<ul style="list-style-type: none"> <li>Devices to build cohesion within a paragraph (then, after, that, this, firstly)</li> <li>Use of adverbs of time (soon, later, after), place (nearby) and number (secondly) to link ideas across paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Brackets, dashes and commas to indicate parenthesis</li> <li>Use of commas to clarify meaning or avoid ambiguity                             <ul style="list-style-type: none"> <li>➤ identify effective examples of instructions and use these to study the nature of the sentence construction used</li> <li>➤ note the use of relatively simple sentence constructions, which include a limited number of additional clauses and phrases</li> <li>➤ note where sentences could have been combined to create a more sophisticated, complex construction, but where the author has chosen a more simplistic construction to aid the reader in following the steps</li> <li>➤ practise simplifying overly complicated instructions by reducing the complexity of the sentence construction</li> </ul> </li> </ul>
Year 6	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"> <li>Difference between formal and</li> </ul>	<ul style="list-style-type: none"> <li>Precise use of preposition</li> </ul>	<ul style="list-style-type: none"> <li>Use of a wider range of</li> </ul>	<ul style="list-style-type: none"> <li>Use of semi-colon, colon or</li> </ul>



	informal vocabulary and structures	phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency.	<p>cohesive devices to link ideas across paragraphs e.g. further explore the repetition of subject nouns in effective instructional texts (see year 4), rather than the use of pronouns which may cause confusion</p> <ul style="list-style-type: none"> <li>• Use of a range of layout devices to structure text             <ul style="list-style-type: none"> <li>○ headings &amp; subheadings</li> <li>○ columns &amp; captions</li> <li>○ bullet points &amp; tables</li> </ul> </li> <li>• Experiment with using different layout devices and evaluate the effectiveness of these</li> </ul>	<p>dash to mark the boundary between independent clauses</p> <ul style="list-style-type: none"> <li>• Use of the colon to introduce a list and use of semi-colons within lists e.g. further explore the simplistic nature of sentence constructions in this text type (see year 5)</li> </ul>
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## POETRY

Purpose: Poems can have many different purposes, e.g. to amuse, to entertain, to reflect, to convey information, to tell a story, to share knowledge or to pass on cultural heritage. Some forms of poetry are associated with certain purposes, e.g. prayers to thank, celebrate, praise; advertising jingles to persuade; limericks to amuse. Although a poem may share the same purpose as the text type it is related to (e.g. to recount), the context for writing does not always mean that a poem is the most appropriate choice of text type.

**Reading and writing poetry should form part of the curriculum in every year group, exploring vocabulary and structural choices as well as encouraging children to experiment with language for effect. A range of forms should be covered through each key stage as appropriate to the task.**

Generic structure	Language features	Knowledge for the writer
<ul style="list-style-type: none"> <li>○ Poems are often grouped for learning and teaching by theme, structure, form or language features.</li> <li>○ Themes: poetry selections or anthologies often group poems by their content or subject matter and include different examples of structures.</li> <li>○ Structure: Poetry has an extremely wide range of structural variety, from poems that follow a rigid textual structure to those that have only a</li> </ul>	<ul style="list-style-type: none"> <li>○ Poems use the same language features as other text types but each feature is often used more intensively to achieve a concentrated effect, e.g. of mood, humour, and musicality: frequent alliteration, use of imagery or repetitive rhythm. Rhyme is used almost exclusively by poetic text. The language features used depend on context, purpose and audience and also on the intended style of a poem. Different poetic</li> </ul>	<p>Depending on the kind of poetry being written:</p> <ul style="list-style-type: none"> <li>○ observe carefully and include detail, drawing on all your senses;</li> <li>○ when writing from memory or imagination, create a detailed picture in your mind before you begin writing;</li> <li>○ be creative about the way you use words – use powerful or unusual vocabulary, or even create new words and phrases;</li> </ul>





When a poem does not use rhyme at all, it is often the distinct combination of metre, imagery and vocabulary that distinguishes it from prose. The language effects found in poems can be different across time and cultures because poems reflect the way that language is used by people

Poetry in Key Stage 1				
Year 1	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"> <li>• First &amp; third person</li> <li>• Regular plural noun suffixes –s or – es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</li> <li>• How the prefix –un changes the meaning of verbs and adjectives</li> <li>• Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> </ul>	<ul style="list-style-type: none"> <li>• Oral rehearsal of sentence structure</li> <li>• Joining words and joining clauses using ‘and’ and ‘because’</li> <li>• Begin to use noun phrases for description e.g. with adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing sentences to form short passages</li> </ul>	<ul style="list-style-type: none"> <li>• Separating words with spaces</li> <li>• Use of capital letters and full stops to demarcate sentences</li> <li>• Use of capital letters for names and the personal pronoun ‘I’</li> </ul>
Year 2	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"> <li>• Formation of nouns using suffixes (-ness, -er) (e.g. kennings) and by compounding [for example, whiteboard, superman]</li> <li>• formation of adjectives using suffixes such as –ful, –less</li> <li>• Use of –er and –est in adjectives</li> <li>• Use of –ly to turn adjectives into adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Functions of sentence types: statement, command, exclamation or question</li> <li>• Expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun) e.g. the blue butterfly, the man in the moon</li> <li>• Use of coordinating (and, or, but) and subordinating</li> </ul>	<ul style="list-style-type: none"> <li>• Use of progressive form of verbs in past and present tense</li> </ul>	<ul style="list-style-type: none"> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Commas to separate items in a list</li> <li>• Apostrophes for singular possession</li> </ul>



		conjunctions (when, if, that, because)		
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## Poetry in Lower Key Stage 2

Year 3	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"><li>• Formation of nouns using a range of prefixes (super-, anti-, auto-)</li><li>• Use of 'a' or 'an' according to whether the next word starts with a vowel</li><li>• word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</li><li>• Recognition of abstract, concrete &amp; collective nouns</li></ul>	<ul style="list-style-type: none"><li>• Use of prepositions (<i>during, in, because of, before, after</i>) to express time, place and cause</li><li>• Use of rhetorical questions</li></ul>	<ul style="list-style-type: none"><li>• Organisation of related information into verses</li><li>• ?</li></ul>	<ul style="list-style-type: none"><li>• Consolidation of all KS1 punctuation</li></ul>
Year 4	Word	Sentence	Text	Punctuation



<ul style="list-style-type: none"> <li>• Standard forms of English verb inflections (<i>we were</i> rather than <i>we was</i>, <i>I did</i> rather than <i>I done</i>)</li> <li>• Use of articles (a, an, the) and possessive pronouns (my, his, her, their etc) as determiners</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a wider range of subordinating conjunctions</li> <li>• Use of prepositions (during, in, because of, before, after), adverbs (next, soon, therefore) and conjunctions (when, while, after, because, soon, while) to express time and cause</li> <li>• Use of preposition phrases as adverbials to express time, cause or place</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (build on from Year 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of paragraphs to organise ideas around a theme</li> <li>• Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition</li> <li>• Headlines and subheadings</li> </ul>	<ul style="list-style-type: none"> <li>• ?</li> </ul>
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Poetry in Upper Key Stage 2				
Year 5	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"> <li>• Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</li> </ul>	<ul style="list-style-type: none"> <li>• Use of relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or an omitted relative pronoun</li> <li>• Use of modal verbs or adverbs to indicate degrees of</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different poetic structures and the ways that poets group information</li> </ul>	<ul style="list-style-type: none"> <li>• Use of semi-colons, colons or dashes to mark boundaries between independent clauses</li> </ul>
Year 6	Word	Sentence	Text	Punctuation
	<ul style="list-style-type: none"> <li>• how words are related by meaning as synonyms and antonyms [for example, big, large, little]</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how known poets break the sentence rules and the impact this has on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Explore use of structures by known poets to organise information and impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Explore use of the full range of punctuation marks and the impact they have on clarity of meaning</li> </ul>

**FEATURES OF NARRATIVE TEXTS**



	<b>Oral story telling</b>	<b>Composition</b>	<b>Key grammar opportunities</b>
R	Turn stories into play using puppets, toys, costumes and props; imagine and re- create roles; re-tell narratives using patterns from listening and reading; tell a story about a central character; experiment with story language by using familiar words and phrases from stories in re-telling and play	Attempt own writing for various purposes, using features of different forms, including stories. Attempts to write own texts that show understanding of features typically found in books read .e.g. Dear Black beard, you are very mean./The wicked witch was bad. Retells aspects of well – known stories e.g. Once upon a time. / I'll puff and I'll puff.	Begins to break the flow of speech into words Write simple sentences that can be read by themselves and others. Attempts to write short sentences in meaningful contexts Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books e.g. once upon a time
Year 1	Innovate on patterns from a familiar story orally including some story language. Re- tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organize events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives	Write own version of a familiar story using a series of sentences to sequence events. Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set, include good and bad characters and use ideas from reading for some incidents and events.	How words can combine to make sentences Joining words and joining clauses using and Sequencing sentences to form short narratives Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I



Year 2	<p>Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; Dramatise parts of own stories for class. Read aloud with appropriate intonation to make the meaning clear.</p>	<p>Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Include descriptions of characters and setting and some dialogue. Use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.</p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling Apostrophes to mark singular possession in nouns [e.g. the girl's name]</p>
Year 3	<p>Plan and tell stories, varying voice and intonation to create effects and sustain interest. Role play include dialogue to set the scene and present characters; Discuss writing models similar to those they will use in their own writing to learn from its structure grammar and vocabulary. Explore moral dilemmas for characters using drama</p>	<p>Write stories that have a problem and resolution and are organised into paragraphs using adverbs of time. Include description of a typical setting and characters. Use written dialogue to move the plot on. Consolidate vocabulary and grasp of sentence structure.</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Introduction to paragraphs as a way to group related material Introduction to inverted commas to punctuate direct speech Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play], specifically in direct speech</p>



Year 4	<p>Work in role to 'interview' story characters. Use improvisation to explore alternative actions and outcomes to a particular issue. Explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character.</p>	<p>Write in role as a character from a story. Plan and write a longer story where the central character faces a problem that needs to be resolved. Use a clear story structure. Use different ways to introduce or connect paragraphs, ( e.g.) Sometime later..., Suddenly..., Inside the castle...; develop settings using adjectives and figurative language to evoke time, place and mood. Include character descriptions designed to provoke sympathy or dislike in the reader and try using some figurative or expressive language to build detail. Monitor whether their writing makes sense.</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials</p>
Year 5	<p>Use improvisation and role-play to explore different characters' points of view. Re-tell a familiar story from the point of view of another character, using spoken language imaginatively to entertain and engage the listener.</p>	<p>Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, e.g. parallel narratives. (e.g.) portray events happening simultaneously (Meanwhile...); extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; Experiment with the order of chapters or paragraphs to achieve different effects. Try varying pace by using direct and reported speech. Use dialogue to build character. Develop characterisation by showing the reader</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] or tense choices [for example, he had seen her before] Brackets, dashes or commas to indicate parenthesis e.g. in asides to the reader</p>



Year 6	<p>Use improvisation and role play to explore typical characters, setting and events in a particular fiction genre. Tell short stories in a particular genre to engage and entertain an audience.</p>	<p>Plan and write an extended story. Enhance the effectiveness of writing as well as accuracy. Use paragraphs to vary pace and emphasis. Describe a setting by referring to all the senses; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Reflect an understanding of how the selection of appropriate grammar and vocabulary can change and enhance meaning. Use techniques learned from reading, e.g. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds; create mood and atmosphere by describing a character's response to a particular setting; use changes of scene to move the plot on or to create a break in the action; vary the pace by using sentences of different length and direct or reported speech. Create convincing characters and gradually reveal more as the story unfolds, through the way that they talk, act and interact with others. Understand nuances in vocabulary choice.</p>	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists</p>
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