



## Non-Fiction Text Types.

### Non - Fiction Writing Progression Plan

It is our intent that writing across the curriculum will inspire, engage and challenge all pupils, enabling them to develop the skills to effectively communicate their thoughts, ideas and emotions to others. We aim to build the pupils' stamina for writing, vocabulary knowledge and understanding of grammar, by creating a positive approach to an increasingly wide range of text types (including areas of fiction, non-fiction and poetry). We recognise the importance of fostering a culture where pupils take pride in their writing; write clearly and accurately; and modify their structure and language choices to suit a variety of audiences, purposes and contexts. To support pupils in moving towards independent writing at the age-related standard, we provide a wide range of writing stimuli, including the use of film and imagery; modelled, shared and guided writing; peer conferencing; and group discussion. These rich and varied sets of learning opportunities support pupils in becoming confident and enthusiastic learners across all areas of the curriculum. At Calverton Primary School, we want writing to equip our pupils with the necessary tools to communicate effectively and to provide them with the skills to become lifelong creative writers.

	Reception	Year 1	Year 2	Year 3&4	Year 5&6
	<b>Planning</b> <ul style="list-style-type: none"> <li>Say aloud what they are going to write about</li> </ul>	<b>Planning:</b> <ul style="list-style-type: none"> <li>Jot down key words and new vocabulary.</li> <li>Say aloud what they are going to write about.</li> </ul>	<b>Planning:</b> <ul style="list-style-type: none"> <li>Plan or say aloud what they are going to write.</li> <li>Write down ideas/keywords including new</li> </ul>	<b>Planning:</b> <ul style="list-style-type: none"> <li>Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary</li> </ul>	<b>Planning:</b> <ul style="list-style-type: none"> <li>Identify the audience and the purpose of the writing and select the appropriate form.</li> <li>Note and develop initial ideas, drawing on reading</li> </ul>

<b>C O M P O S I T I O N</b>	<p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>• Compose a sentence orally before they write it.</li> </ul>	<p><b>Drafting:</b></p> <ul style="list-style-type: none"> <li>• Compose a sentence orally before writing it.</li> </ul>	<p>vocabulary.</p> <p><b>Drafting:</b></p> <ul style="list-style-type: none"> <li>• Encapsulate what they want to say sentence by sentence.</li> <li>• Write narratives about personal experiences and those of others.</li> </ul>	<p>and grammar.</p> <p><b>Drafting:</b></p> <ul style="list-style-type: none"> <li>• Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures.</li> <li>• Organise paragraphs around a theme.</li> <li>• Create settings, characters and plots.</li> </ul>	<p>and research, where necessary.</p> <p><b>Drafting:</b></p> <ul style="list-style-type: none"> <li>• Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.</li> <li>• Summarise longer passages.</li> <li>• Use a range of devices to build cohesion within and between paragraphs.</li> <li>• Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> </ul>
	<p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>• Discuss what they have written with the teacher and other pupils.</li> </ul>	<p><b>Evaluating and Editing:</b></p> <ul style="list-style-type: none"> <li>• Reread what they have written to ensure it makes sense.</li> <li>• Discuss what they have written with the teacher and other peers.</li> </ul> <p>Read aloud their writing clearly enough to be heard</p>	<p><b>Evaluating and Editing:</b></p> <ul style="list-style-type: none"> <li>• Evaluate their writing with their teacher and peers.</li> <li>• Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently.</li> <li>• Proofread to check for errors in spelling, grammar and punctuation.</li> </ul> <p>Read aloud what they have written so that the</p>	<p><b>Evaluating and Editing:</b></p> <ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and other's writing suggesting improvements.</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns.</li> <li>• Proof-read for spelling and punctuation errors.</li> </ul> <p>Read aloud their own writing, to a group or their whole</p>	<p><b>Evaluating and Editing:</b></p> <ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and others' writing</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>• Ensure consistent and correct use of tense throughout a piece of writing.</li> <li>• Proof -read for spelling and punctuation errors.</li> </ul> <p>Perform their own compositions, using appropriate intonation, volume and movement so that the</p>

		by their peers and teacher.	meaning is clear.	class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	meaning is clear.
H A N D W R I T I N G	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Correctly form all lower-case letter correctly</p> <p>Formation of capitals and digits 0-9 using the correct size and orientation.</p> <p>Use consistent spacing between words</p> <p>Begin to use diagonal and horizontal strokes to join letters.</p>	<p>Horizontal and diagonal strokes needed to join letters.</p> <p>Increase consistency, legibility and quality of handwriting.</p>	<p>Writing legibly, fluently and with increased speed.</p> <p>Choosing writing style for the task.</p>

Instructions -Writing to Inform	Purpose	Types
<p>Rules and procedures, whose aim is to ensure that something is done properly.</p> <p>This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving.</p>	<p>To tell how to do or make something.</p> <p>To give information on how to complete a task.</p> <p>To describe a process in chronological order.</p>	<ul style="list-style-type: none"> <li>• DIY Manual</li> <li>• Sewing or Knitting Pattern</li> <li>• Recipe</li> <li>• Science Experiment</li> <li>• Instructions and Packaging</li> </ul>

Yr grp	Text Organisation	Sentence features	Grammatical Features	Punctuation
<b>R E C E P</b>	<p>Oral retelling of how to make and do something.</p> <p>Simple sentence containing imperative verb at the start spoken and then written.</p>	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop
<b>Y E A R 1</b>	<p>Title or Goal</p> <p>List of Equipment/Materials</p> <p>Numbered Steps</p>	<p>Use of simple sentence structures.</p> <p>Imperative verbs to start sentences.</p> <p>Lists</p>	<p>Noun.</p> <p>Imperative verbs.</p> <p>Present tense verbs.</p> <p>Adjectives.</p> <p>Time conjunctions to show chronological order.</p>	<p>Capital letters and full stops.</p> <p>Spaces to separate words.</p> <p>Capital Letter for start of sentence, names, personal pronoun - I.</p> <p>Exclamation marks.</p>

<p>Y E A R 2</p>	<p>Goal - outline statement about what will be achieved.</p> <p>Sequenced steps to achieve the goal.</p> <p>Diagrams and illustrations to support the process.</p>	<p>Imperative verbs used for clarity.</p> <p>Simple adverbs to express how to do an action.</p> <p>Noun phrases to describe.</p>	<p>Noun and noun phrase.</p> <p>Progressive verb form.</p> <p>Subordinating and Coordinating conjunctions.</p> <p>Consistent use of tense throughout the piece.</p> <p>Adverbs to show when and how.</p> <p>Adding 'er' and 'est' to show comparisons in adjectives.</p> <p>Third person.</p>	<p>Full stops and capital letters.</p> <p>Exclamation marks.</p> <p>Capital Letter names, personal pronoun - I.</p> <p>Apostrophe for contraction.</p> <p>Possessive apostrophe for singular nouns.</p> <p>Commas in a list,</p>
<p>Y E A R 3</p>	<p>Goal - outline statement about what will be achieved.</p> <p>Ingredients and equipment lists are outlined clearly.</p> <p>Tips and suggestions and precautionary advice embedded in the text.</p>	<p>Variation in sentence structures:</p> <ul style="list-style-type: none"> <li>• Prepositional phrases.</li> <li>• Expanded noun phrases.</li> <li>• Subordinate Clauses.</li> </ul>	<p>Adverbs of time.</p> <p>Adverbs of place.</p> <p>Adverbs of manner.</p> <p>Adverbs to show how often.</p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>A wider range of conjunctions.</p> <p>Correct use of simple present, present progressive and present perfect.</p> <p>Fronted adverbials.</p> <p>Implied second person.</p>	<p>Apostrophes to mark singular and plural possession.</p> <p>Commas in a list.</p> <p>Commas after fronted adverbials.</p> <p>Inverted commas if using quotations.</p> <p>Brackets.</p>
<p>y</p>	<p>Goal - outline statement about what will be achieved.</p>	<p>Variation in sentence structures:</p>	<p>Adverbs of time.</p>	<p>Apostrophes to mark singular and plural possession.</p>

<p style="text-align: center;">E A R 4</p>	<p>Ingredients and equipment lists are outlined clearly. Tips and suggestions and precautionary advice embedded in the text.</p>	<ul style="list-style-type: none"> <li>• Prepositional phrases.</li> <li>• Expanded noun phrases.</li> <li>• Subordinate Clauses.</li> </ul>	<p>Adverbs of place. Adverbs of manner. Adverbs to show how often. Nouns and pronouns used for clarity and cohesion. A wider range of conjunctions. Correct use of simple present, present progressive and present perfect. Fronted adverbials. Implied second person.</p>	<p>Commas in a list. Commas after fronted adverbials. Inverted commas if using quotations. Brackets.</p>
<p style="text-align: center;">Y E A R 5</p>	<p>Instructions for more complex processes.</p>	<p>Variation in sentence structures and wider range of examples of:</p> <ul style="list-style-type: none"> <li>• Prepositional phrases.</li> <li>• Expanded noun phrases.</li> <li>• Subordinate Clauses.</li> <li>• Relative Clauses.</li> <li>• Variation in sentence length.</li> <li>• Use of passive and active.</li> </ul>	<p>More complex examples of: Adverbs of time. Adverbs of place. Adverbs of manner. Adverbs to show how often. Nouns and pronouns used for clarity and cohesion. Correct use of simple present, present progressive and present perfect. Fronted adverbials. Implied second person.</p>	<p>Brackets Dashes Colons Semi-colons</p>

			<p>Use of modal verbs.</p> <p>Text changes according to the text type.</p>	
<p>Y E A R  6</p>	<p>Instructions for more complex processes.</p>	<p>Variation in sentence structures and wider range of examples of:</p> <ul style="list-style-type: none"> <li>• Prepositional phrases.</li> <li>• Expanded noun phrases.</li> <li>• Subordinate Clauses.</li> <li>• Relative Clauses.</li> <li>• Variation in sentence length.</li> <li>• Use of passive and active.</li> </ul>	<p>More complex examples of:</p> <p>Adverbs of time.</p> <p>Adverbs of place.</p> <p>Adverbs of manner.</p> <p>Adverbs to show how often.</p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Correct use of simple present, present progressive and present perfect.</p> <p>Fronted adverbials.</p> <p>Implied second person.</p> <p>Use of modal verbs.</p> <p>Text changes according to the text type.</p>	<p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>

Recount - Writing to inform and Entertain		Purpose		Types
<p>This form of writing can be used to inform and entertain but can also be used to persuade. Recounts can be written about the writer or about someone else. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and self-awareness.</p>		<p>To retell events in time order.</p> <p>To give an account of an event or experience</p> <p>To write in chronological order</p>		<ul style="list-style-type: none"> <li>• Letter</li> <li>• Biography/Autobiography</li> <li>• Write up of a trip</li> <li>• Newspaper report</li> <li>• Diary/Journal</li> </ul>
Yr Grp	Poetry Styles	Sentence Features	Grammatical Features	Punctuation
R E C E P T I O N	<p>Oral retelling of events using time words and past tense.</p> <p>Simple sentence recounting the event spoken and then written.</p>	Use of simple sentence structures.	Nouns and verbs are correct.	Capital letter and full stop.
	<p>Title</p> <p>Introductory sentence to show - who, what, when, where and why.</p> <p>Series of sequences demarcating the passing of time.</p> <p>Simple ending.</p>	<p>Use of simple sentence structures.</p> <p>Use of time conjunctions at the start.</p>	<p>Noun.</p> <p>Present tense and past tense.</p> <p>Adjectives.</p> <p>Time conjunctions to show chronological order.</p> <p>Coordinating conjunctions to join</p>	<p>Spaces to separate words.</p> <p>Full stops and capital letters.</p> <p>Exclamation marks.</p> <p>Capital Letter for names, personal pronoun - I.</p>
Y E A R				



1			sentences together.	
Y E A R 2	<p>Title.</p> <p>Clear introduction and conclusion.</p> <p>Ideas organised into chronological paragraphs demonstrating the passing of time.</p>	<p>Subject verb agreement within sentences and throughout.</p> <p>Simple adverbs to express how to do an action.</p> <p>Noun phrases to describe.</p>	<p>Noun and noun phrase.</p> <p>Simple and Progressive past tense verb form.</p> <p>Subordinating and Coordinating conjunctions.</p> <p>Consistent use of tense throughout the piece.</p> <p>Adverbs to show when and how.</p> <p>Causal conjunctions to explain.</p> <p>Adding 'er' and 'est' to show comparisons in adjectives.</p> <p>First and Third person.</p>	<p>Full stops and capital letters.</p> <p>Exclamation marks.</p> <p>Capital Letter for names, personal pronoun - I.</p> <p>Apostrophe for contraction.</p> <p>Possessive apostrophe for singular nouns.</p> <p>Commas in a list.</p>
Y E A R 3	<p>Title.</p> <p>Introduction to give a clear understanding of what the text will be about.</p> <p>Concluding paragraph to summarise the overall impact.</p> <p>Links between sentences and paragraphs to navigate the reader.</p> <p>Paragraphs organised around key events.</p> <p>Elaboration within paragraphs to develop:</p> <ul style="list-style-type: none"> <li>• description</li> </ul>	<p>Variation in sentence structures:</p> <ul style="list-style-type: none"> <li>• Prepositional phrases.</li> <li>• Expanded noun phrases.</li> <li>• Subordinate Clauses.</li> </ul>	<p>Adverbs of time.</p> <p>Adverbs of place.</p> <p>Adverbs of manner.</p> <p>Adverbs to show how often.</p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>A wider range of conjunctions.</p> <p>Correct use of simple past, past progressive and past perfect.</p>	<p>Apostrophes to mark singular and plural possession.</p> <p>Commas in a list.</p> <p>Commas after fronted adverbials.</p> <p>Inverted commas if using quotations and to demonstrate excitement.</p> <p>Brackets.</p>

	<ul style="list-style-type: none"> <li>• action</li> <li>• feelings.</li> </ul>		<p>Fronted adverbials.</p> <p>First and third person.</p>	
<p>Y E A R  4</p>	<p>Title.</p> <p>Introduction to give a clear understanding of what the text will be about.</p> <p>Concluding paragraph to summarise the overall impact.</p> <p>Links between sentences and paragraphs to navigate the reader.</p> <p>Paragraphs organised around key events.</p> <p>Elaboration within paragraphs to develop:</p> <ul style="list-style-type: none"> <li>• description</li> <li>• action</li> <li>• feelings.</li> </ul>	<p>Variation in sentence structures:</p> <ul style="list-style-type: none"> <li>• Prepositional phrases.</li> <li>• Expanded noun phrases.</li> <li>• Subordinate Clauses.</li> </ul>	<p>Adverbs of time.</p> <p>Adverbs of place.</p> <p>Adverbs of manner.</p> <p>Adverbs to show how often.</p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>A wider range of conjunctions.</p> <p>Correct use of simple past, past progressive and past perfect.</p> <p>Fronted adverbials.</p> <p>First and third person.</p>	<p>Apostrophes to mark singular and plural possession.</p> <p>Commas in a list.</p> <p>Commas after fronted adverbials.</p> <p>Inverted commas if using quotations and to demonstrate excitement.</p> <p>Brackets.</p>

<p style="text-align: center;">Y E A R  5</p>	<p>Fully developed introduction and conclusion to include personal responses.</p> <p>Paragraphed events, which are detailed and engaging.</p> <p>Clear chronology throughout the piece by directing the reader to time and place.</p> <p>Information is prioritised to the reader.</p>	<p>Variation in sentence structures and wider range of examples of:</p> <ul style="list-style-type: none"> <li>• Prepositional phrases.</li> <li>• Expanded noun phrases.</li> <li>• Subordinate Clauses.</li> <li>• Relative Clauses.</li> <li>• Variation in sentence length to support cohesion.</li> <li>• Use of passive and active.</li> </ul>	<p>More complex examples of:</p> <p>Adverbs of time.</p> <p>Adverbs of place.</p> <p>Adverbs of manner.</p> <p>Adverbs to show how often.</p> <p>Modifiers used to intensify or qualify.</p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Correct use of simple past, past progressive and past perfect.</p> <p>Fronted adverbials.</p> <p>Implied second person.</p> <p>Use of modal verbs.</p> <p>Tense changes according to the purpose.</p> <p>Reported speech as well as direct speech.</p>	<p>Brackets.</p> <p>Dashes.</p> <p>Colons.</p> <p>Semi-colons.</p>
<p style="text-align: center;">Y E A</p>	<p>Fully developed introduction and conclusion to include personal responses.</p> <p>Paragraphed events, which are detailed and engaging.</p> <p>Clear chronology throughout the piece by directing the reader to time and place.</p> <p>Information is prioritised to the reader.</p>	<p>Variation in sentence structures and wider range of examples of:</p> <p>Prepositional phrases.</p> <p>Expanded noun phrases.</p> <p>Subordinate Clauses.</p> <p>Relative Clauses.</p> <p>Variation in sentence length to support cohesion.</p>	<p>More complex examples of:</p> <p>Adverbs of time.</p> <p>Adverbs of place.</p> <p>Adverbs of manner.</p> <p>Adverbs to show how often.</p> <p>Modifiers used to intensify or qualify.</p> <p>Nouns and pronouns used for clarity</p>	<p>Brackets.</p> <p>Dashes.</p> <p>Colons.</p> <p>Semi-colons.</p>

R  6		Use of passive and active.	and cohesion.  Correct use of simple past, past progressive and past perfect.  Fronted adverbials.  Implied second person.  Use of modal verbs.  Tense changes according to the purpose.  Reported speech as well as direct speech.	
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Non-chronological Report - Writing to Inform	Purpose	Types
This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving.	<p>To describe what things are like (were like).</p> <p>To inform the reader of a specific subject content.</p>	<ul style="list-style-type: none"> <li>• Topic based school project</li> <li>• Letter</li> <li>• Science encyclopaedia</li> <li>• Information Leaflet and Magazine Article</li> </ul>

Yr Grp.	Text Organisation	Sentence Features	Grammatical Features	Punctuation
<b>R E C E P</b>	<p>Oral description of an object/person/place or thing.</p> <p>Simple sentence containing an adjective.</p>	<p>Use of simple sentence structures.</p> <p>Caption Writing - Creating Facts.</p>	Nouns and verbs are correct.	Capital letter and full stop.
<b>Y E A R 1</b>	<p>Introduction.</p> <p>Ideas grouped into similarities.</p> <p>Use of causal conjunctions.</p> <p>Simple sentence with a capital letter and full stop.</p>	<p>Use of simple sentence structures.</p> <p>Use of time conjunctions at the start.</p>	<p>Noun.</p> <p>Past tense verbs.</p> <p>Adjectives.</p> <p>Time conjunctions to show chronological order.</p> <p>Coordinating conjunctions to join sentences together.</p>	<p>Spaces to separate words.</p> <p>Full stops and capital letters.</p> <p>Exclamation marks.</p> <p>Capital Letter for names, personal pronoun - I.</p>
<b>Y E A R 2</b>	<p>Clear introduction to classify the subject of the report.</p> <p>Grouping Information into specific paragraphs:</p> <ul style="list-style-type: none"> <li>• Classification.</li> <li>• Description.</li> <li>• Habitats etc.</li> </ul>	<p>Subject verb agreement within sentences and throughout.</p> <p>Simple adverbs to express how to do an action.</p> <p>Noun phrases to describe.</p>	<p>Noun and noun phrase.</p> <p>Simple and Progressive present and past tense verb form.</p> <p>Subordinating and Coordinating conjunctions.</p> <p>Consistent use of tense throughout the piece.</p> <p>Adverbs to show when and how.</p> <p>Causal conjunctions to explain.</p> <p>Adding 'er' and 'est' to show comparisons in adjectives.</p>	<p>Full stops and capital letters.</p> <p>Exclamation marks.</p> <p>Capital Letter for names, personal pronoun - I.</p> <p>Apostrophe for contraction.</p> <p>Possessive apostrophe for singular nouns.</p> <p>Commas in a list.</p>

			<p>First and Third person.</p> <p>Generalising words - many, most, some.</p> <p>Use of technical vocabulary.</p>	
<p>Y E A R 3</p>	<p>Clear introduction and conclusion.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Subheadings used to organise information.</p>	<p>Variation in sentence structures:</p> <ul style="list-style-type: none"> <li>• Prepositional phrases.</li> <li>• Expanded noun phrases.</li> <li>• Subordinate Clauses.</li> <li>• Sentences contain more than one clause using coordination and subordination.</li> </ul>	<p>Adverbs of time.</p> <p>Adverbs of place.</p> <p>Adverbs of manner.</p> <p>Adverbs to show how often.</p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>A wider range of conjunctions.</p> <p>Correct use of simple past, past progressive and past perfect.</p> <p>Fronted adverbials.</p> <p>First and third person.</p>	<p>Apostrophes to mark singular and plural possession.</p> <p>Commas in a list.</p> <p>Commas after fronted adverbials.</p> <p>Inverted commas if using quotations and to demonstrate excitement.</p> <p>Brackets.</p>
<p>Y E A R 4</p>	<p>Clear introduction and conclusion.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Subheadings used to organise information.</p>	<p>Variation in sentence structures:</p> <ul style="list-style-type: none"> <li>• Prepositional phrases.</li> <li>• Expanded noun phrases.</li> <li>• Subordinate Clauses.</li> <li>• Sentences contain more than one clause using coordination and subordination.</li> </ul>	<p>Adverbs of time.</p> <p>Adverbs of place.</p> <p>Adverbs of manner.</p> <p>Adverbs to show how often.</p> <p>Nouns and pronouns used for clarity and cohesion.</p>	<p>Apostrophes to mark singular and plural possession.</p> <p>Commas in a list.</p> <p>Commas after fronted adverbials.</p> <p>Inverted commas if using quotations and to demonstrate excitement.</p> <p>Brackets.</p>

			<p>A wider range of conjunctions. Correct use of simple past, past progressive and past perfect.</p> <p>Fronted adverbials.</p> <p>First and third person.</p>	
<p><b>Y E A R 5</b></p>	<p>Introduction and conclusion provide detail and give cohesion to the piece.</p> <p>Subheadings and bullet points enhance the organisation.</p> <p>Introductory sentence for each paragraph to explicitly give the main idea.</p>	<p>Variation in sentence structures and wider range of examples of:</p> <ul style="list-style-type: none"> <li>• Prepositional phrases.</li> <li>• Expanded noun phrases.</li> <li>• Subordinate Clauses.</li> <li>• Relative Clauses.</li> <li>• Variation in sentence length to support cohesion.</li> <li>• Use of passive and active.</li> <li>• Comparative sentences.</li> </ul>	<p><b><u>More complex examples of:</u></b></p> <p>Adverbs of time.</p> <p>Adverbs of place.</p> <p>Adverbs of manner.</p> <p>Adverbs to show how often.</p> <p>Modifiers used to intensify or qualify.</p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Correct use of simple past, past progressive and past perfect.</p> <p>Fronted adverbials.</p> <p>Implied second person.</p> <p>Use of modal verbs.</p> <p>Tense changes according to the purpose.</p> <p>Reported speech as well as direct speech.</p>	<p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>

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Introduction and conclusion provide detail and give cohesion to the piece.

Subheadings and bullet points enhance the organisation.

Introductory sentence for each paragraph to explicitly give the main idea.

- Variation in sentence structures and wider range of examples of:
- Prepositional phrases.
  - Expanded noun phrases.
  - Subordinate Clauses.
  - Relative Clauses.
  - Variation in sentence length to support cohesion.
  - Use of passive and active.
  - Comparative sentences.

**More complex examples of:**

Adverbs of time.

Adverbs of place.

Adverbs of manner.

Adverbs to show how often.

Modifiers used to intensify or qualify.

Nouns and pronouns used for clarity and cohesion.

Correct use of simple past, past progressive and past perfect.

Fronted adverbials.

Implied second person.

Use of modal verbs.

Tense changes according to the purpose.

Reported speech as well as direct speech.

Brackets

Dashes

Colons

Semi-colons



Explanation - Writing to Inform		Purpose		Types
This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: enquiry, evaluation, information processing, reasoning and problem solving.		To explain why or how something happens.  To explain cause and effect.  To describe a scientific process sometimes in chronological order.		<ul style="list-style-type: none"> <li>• Encyclopaedia entry</li> <li>• Technical manual</li> <li>• Science investigation</li> <li>• Question and answer section</li> </ul>
Yr. Grp.	Text Organisation	Sentence Features	Grammatical Features	Punctuation
YEAR 2	<p>Clear introduction explaining the process to be explained.</p> <p>Fully developed process steps using time and causal conjunctions to link ideas.</p> <p>Conclusion.</p>	<p>Subject verb agreement within sentences and throughout.</p> <p>Simple adverbs to express how to do an action.</p> <p>Noun phrases to describe the process.</p> <p>Subordinating and Coordinating sentences used to add information and detail.</p>	<p>Noun and noun phrase.</p> <p>Simple and Progressive present tense verb form.</p> <p>Subordinating and Coordinating conjunctions.</p> <p>Consistent use of tense throughout the piece.</p> <p>Adverbs to show when and how.</p> <p>Causal conjunctions to explain.</p> <p>Adding 'er' and 'est' to show comparisons in adjectives.</p> <p>First and Third person.</p> <p>Technical vocabulary.</p>	<p>Full stops and capital letters.</p> <p>Exclamation marks.</p> <p>Capital Letter for names, personal pronoun - I.</p> <p>Apostrophe for contraction.</p> <p>Possessive apostrophe for singular nouns.</p> <p>Commas in a list.</p>
	Clear introduction and conclusion.	Variation in sentence structures:	Adverbs of time.	Apostrophes to mark singular and plural possession.

<p>Y E A R  3</p>	<p>Paragraphs organised around a topic or process.</p> <p>Description of parts.</p> <p>Explanation of how or why something happens.</p> <p>Further detail of the process.</p> <p>Use of subheading to navigate the reader.</p>	<ul style="list-style-type: none"> <li>• Prepositional phrases.</li> <li>• Expanded noun phrases.</li> <li>• Subordinate Clauses.</li> </ul>	<p>Adverbs of place.</p> <p>Adverbs of manner.</p> <p>Adverbs to show how often.</p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>A wider range of conjunctions.</p> <p>Correct use of simple present, present progressive and present perfect.</p> <p>Fronted adverbials.</p> <p>First and third person.</p> <p>Standard English.</p>	<p>Commas in a list.</p> <p>Commas after fronted adverbials.</p> <p>Inverted commas if using quotations and to demonstrate excitement.</p> <p>Brackets.</p>
<p>Y E A R  4</p>	<p>Clear introduction and conclusion.</p> <p>Paragraphs organised around a topic or process.</p> <p>Description of parts.</p> <p>Explanation of how or why something happens.</p> <p>Further detail of the process.</p> <p>Use of subheading to navigate the reader.</p>	<p>Variation in sentence structures:</p> <ul style="list-style-type: none"> <li>• Prepositional phrases.</li> <li>• Expanded noun phrases.</li> <li>• Subordinate Clauses.</li> </ul>	<p>Adverbs of time.</p> <p>Adverbs of place.</p> <p>Adverbs of manner.</p> <p>Adverbs to show how often.</p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>A wider range of conjunctions.</p> <p>Correct use of simple present, present</p>	<p>Apostrophes to mark singular and plural possession.</p> <p>Commas in a list.</p> <p>Commas after fronted adverbials.</p> <p>Inverted commas if using quotations and to demonstrate excitement.</p> <p>Brackets.</p>

			<p>progressive and present perfect.</p> <p>Fronted adverbials.</p> <p>First and third person.</p> <p>Standard English.</p>	
<p>Y E A R 5</p>	<p>Introduction and conclusion provide detail and give cohesion to the piece.</p> <p>Subheadings and bullet points enhance the organisation.</p> <p>Description of the phenomenon is technical and accurate.</p>	<p>Variation in sentence structures and wider range of examples of:</p> <ul style="list-style-type: none"> <li>• Prepositional phrases.</li> <li>• Expanded noun phrases.</li> <li>• Subordinate Clauses.</li> <li>• Relative Clauses.</li> <li>• Variation in sentence length to support cohesion.</li> <li>• Use of passive and active.</li> <li>• Sentences are generalised to categories the information.</li> </ul>	<p><b><u>More complex examples of:</u></b></p> <p>Adverbs of time.</p> <p>Adverbs of place.</p> <p>Adverbs of manner.</p> <p>Adverbs to show how often.</p> <p>Modifiers used to intensify or qualify.</p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Verb forms are controlled and precise.</p> <p>Fronted adverbials.</p> <p>Implied second person.</p> <p>Use of modal verbs.</p> <p>Tense changes according to the purpose.</p> <p>Reported speech as well as direct speech.</p>	<p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>

Y E A R  6	Introduction and conclusion provide detail and give cohesion to the piece.	<p>Variation in sentence structures and wider range of examples of:</p> <ul style="list-style-type: none"> <li>• Prepositional phrases.</li> <li>• Expanded noun phrases.</li> <li>• Subordinate Clauses.</li> <li>• Relative Clauses.</li> <li>• Variation in sentence length to support cohesion.</li> <li>• Use of passive and active.</li> <li>• Sentences are generalised to categories the information.</li> </ul>	<b><u>More complex examples of:</u></b>	<p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>
	Subheadings and bullet points enhance the organisation.		Adverbs of time.	
	Description of the phenomenon is technical and accurate.		Adverbs of place.	
			Adverbs of manner.	
	Adverbs to show how often.			
	Modifiers used to intensify or qualify.			
	Nouns and pronouns used for clarity and cohesion.			
	Verb forms are controlled and precise.			
	Fronted adverbials.			
	Implied second person.			
	Use of modal verbs.			
	Tense changes according to the purpose.			
	Reported speech as well as direct speech.			

Persuasive - Writing to Persuade	Purpose	Types
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and Entertain				
<p>This form of writing provides the writer with the opportunity to encourage the reader/listener towards seeing things the same way as them. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.</p>		<p>To make a case for a particular point of view.</p> <p>To motivate, move or convince someone towards a certain opinion.</p>	<ul style="list-style-type: none"> <li>• Advertisements</li> <li>• Travel Brochure</li> <li>• Political Pamphlet</li> <li>• Complaint Letter</li> <li>• Magazine Article</li> </ul>	
Yr. Grp.	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Y E A R  2	Posters and Letters using key language features.	<p>Subject verb agreement within sentences and throughout.</p> <p>Simple adverbs to express how to do an action.</p> <p>Noun phrases to describe the process.</p> <p>Subordinating and Coordinating sentences used to add information and detail.</p>	<p>Noun and noun phrase.</p> <p>Simple and Progressive present tense verb form.</p> <p>Subordinating and Coordinating conjunctions.</p> <p>Consistent use of tense throughout the piece.</p> <p>Adverbs to show when and how.</p> <p>Causal conjunctions to explain.</p> <p>Adding 'er' and 'est' to show comparisons in adjectives.</p> <p>First and Third person.</p> <p>Technical vocabulary.</p>	<p>Full stops and capital letters.</p> <p>Exclamation marks.</p> <p>Capital Letter for names, personal pronoun - I.</p> <p>Apostrophe for contraction.</p> <p>Possessive apostrophe for singular nouns.</p> <p>Commas in a list.</p>

<p>Y E A R  3</p>	<p>Clear introduction and conclusion.</p> <p>Paragraphs organised around key ideas/subject and issue.</p> <p>Use of subheading to navigate the reader.</p> <p>Topic sentences to navigate the paragraph.</p>	<p>Variation in sentence structures:</p> <ul style="list-style-type: none"> <li>• Prepositional phrases.</li> <li>• Expanded noun phrases.</li> <li>• Subordinate Clauses.</li> <li>• Rhetorical questions.</li> <li>• Turning opinion into fact.</li> <li>• Emotive language.</li> </ul>	<p>Adverbs of time.</p> <p>Adverbs of place.</p> <p>Adverbs of manner.</p> <p>Adverbs to show how often.</p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>A wider range of conjunctions.</p> <p>Correct use of simple present, present progressive and present perfect.</p> <p>Fronted adverbials.</p> <p>First and third person.</p> <p>Standard English.</p>	<p>Apostrophes to mark singular and plural possession.</p> <p>Commas in a list.</p> <p>Commas after fronted adverbials.</p> <p>Inverted commas if using quotations and to demonstrate excitement.</p> <p>Brackets.</p>
<p>Y E A R  4</p>	<p>Clear introduction and conclusion.</p> <p>Paragraphs organised around key ideas/subject and issue.</p> <p>Use of subheading to navigate the reader.</p> <p>Topic sentences to navigate the paragraph.</p>	<p>Variation in sentence structures:</p> <ul style="list-style-type: none"> <li>• Prepositional phrases.</li> <li>• Expanded noun phrases.</li> <li>• Subordinate Clauses.</li> <li>• Rhetorical questions.</li> <li>• Turning opinion into fact.</li> <li>• Emotive language.</li> </ul>	<p>Adverbs of time.</p> <p>Adverbs of place.</p> <p>Adverbs of manner.</p> <p>Adverbs to show how often.</p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>A wider range of conjunctions.</p> <p>Correct use of simple present, present progressive and present perfect.</p> <p>Fronted adverbials.</p>	<p>Apostrophes to mark singular and plural possession.</p> <p>Commas in a list.</p> <p>Commas after fronted adverbials.</p> <p>Inverted commas if using quotations and to demonstrate excitement.</p> <p>Brackets.</p>

			First and third person. Standard English.	
Y E A R 5	<p>Introduction and conclusion provide detail and give cohesion to the piece.</p> <p>Paragraphs organised to prioritise the most important argument.</p> <p>Arguments are well-constructed.</p> <p>Viewpoint of the writer is evident throughout.</p>	<p>Variation in sentence structures and wider range of examples of:</p> <ul style="list-style-type: none"> <li>• Prepositional phrases.</li> <li>• Expanded noun phrases.</li> <li>• Subordinate Clauses.</li> <li>• Relative Clauses.</li> <li>• Variation in sentence length to support cohesion.</li> <li>• Use of passive and active.</li> <li>• Concession and condescension are used to impact the reader.</li> <li>•</li> </ul>	<p><b>More complex examples of:</b></p> <p>Adverbs of time.</p> <p>Adverbs of place.</p> <p>Adverbs of manner.</p> <p>Adverbs to show how often.</p> <p>Modifiers used to intensify or qualify.</p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Verb forms are controlled and precise. Fronted adverbials.</p> <p>Implied second person.</p> <p>Use of modal verbs.</p> <p>Tense changes according to the purpose.</p> <p>Reported speech as well as direct speech.</p>	<p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>
Y E A R	<p>Introduction and conclusion provide detail and give cohesion to the piece.</p> <p>Paragraphs organised to prioritise the most important argument.</p> <p>Arguments are well-constructed.</p>	<p>Variation in sentence structures and wider range of examples of:</p> <ul style="list-style-type: none"> <li>• Prepositional phrases.</li> <li>• Expanded noun phrases.</li> <li>• Subordinate Clauses.</li> <li>• Relative Clauses.</li> <li>• Variation in sentence length to</li> </ul>	<p><b>More complex examples of:</b></p> <p>Adverbs of time.</p> <p>Adverbs of place.</p> <p>Adverbs of manner.</p>	<p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>

<b>6</b>	Viewpoint of the writer is evident throughout.	<p>support cohesion.</p> <ul style="list-style-type: none"> <li>• Use of passive and active.</li> <li>• Concession and condescension are used to impact the reader.</li> </ul>	<p>Adverbs to show how often.</p> <p>Modifiers used to intensify or qualify.</p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Verb forms are controlled and precise.</p> <p>Fronted adverbials.</p> <p>Implied second person.</p> <p>Use of modal verbs.</p> <p>Tense changes according to the purpose.</p> <p>Reported speech as well as direct speech.</p>	
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<b>Discursive - Writing to Discuss</b>		<b>Purpose</b>		<b>Types</b>	
This form of writing allows for a reasoned and balanced overview to discuss an issue or controversial topic. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.		To present arguments and information from different viewpoints.  To show for and against.		<ul style="list-style-type: none"> <li>• Write up of a debate</li> <li>• Newspaper Article</li> <li>• Leaflet giving balance argument</li> <li>• Essay</li> </ul>	
Yr Grp	Text Organisation	Sentence Features	Grammatical Features	Punctuation	



<p>Y E A R 5</p>	<p>Introduction and conclusion provide detail and give cohesion to the piece.</p> <p>Paragraphs organised to prioritise the most important argument.</p> <p>Arguments on both sides are well-constructed.</p> <p>Formal language is used throughout to show a balanced viewpoint.</p>	<p>Variation in sentence structures and wider range of examples of:</p> <ul style="list-style-type: none"> <li>• Prepositional phrases.</li> <li>• Expanded noun phrases.</li> <li>• Subordinate Clauses.</li> <li>• Relative Clauses.</li> <li>• Variation in sentence length to support cohesion.</li> <li>•</li> </ul>	<p><b><u>More complex examples of:</u></b></p> <p>Adverbs of time.</p> <p>Adverbs of place.</p> <p>Adverbs of manner.</p> <p>Adverbs to show how often.</p> <p>Modifiers used to intensify or qualify.</p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Verb forms are controlled and precise.</p> <p>Fronted adverbials.</p> <p>Implied second person.</p> <p>Use of modal verbs. Tense changes according to the purpose.</p> <p>Reported speech as well as direct speech.</p> <p>Abstract nouns.</p>	<p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>
<p>Y E A</p>	<p>Introduction and conclusion provide detail and give cohesion to the piece.</p> <p>Paragraphs organised to prioritise the most important argument.</p> <p>Arguments on both sides are well-</p>	<p>Variation in sentence structures and wider range of examples of:</p> <ul style="list-style-type: none"> <li>• Prepositional phrases.</li> <li>• Expanded noun phrases.</li> <li>• Subordinate Clauses.</li> <li>• Relative Clauses.</li> </ul>	<p><b><u>More complex examples of:</u></b></p> <p>Adverbs of time.</p> <p>Adverbs of place.</p> <p>Adverbs of manner.</p>	<p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>

<p>R  6</p>	<p>constructed.  Formal language is used throughout to show a balanced viewpoint.</p>	<ul style="list-style-type: none"><li>• Variation in sentence length to support cohesion.</li></ul>	<p>Adverbs to show how often.  Modifiers used to intensify or qualify.  Nouns and pronouns used for clarity and cohesion.  Verb forms are controlled and precise.  Fronted adverbials.  Implied second person.  Use of modal verbs.  Tense changes according to the purpose.  Reported speech as well as direct speech.  Abstract nouns.</p>	
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