



Progression of genres

Narrative <i>Adventure, Mystery, Science Fiction, Fantasy, Historical fiction, Contemporary fiction, Dilemma Stories, Dialogue, Play scripts, film narratives, Myths, Legends, Fairy tales, Fables, Traditional tales</i>	Poetry	Recount <i>Diary Letter News report</i>	Explanation	Report Non-chronological Chronological	Persuasion Letter Advertisement (Poster) Debate Balanced argument	Instructions
Key features of the genre						
Beginning, middle and end Setting description Character description Hook/problem Clear ending First or Third Person	Alliteration Rhyme Personification Metaphor Onomatopoeia Word classification Explore layouts	<u>Diary:</u> Sequence events Time connectives Past tense First person Rhetorical questions Senses <u>Letter:</u> Appropriate address and sign off Facts / detail Paragraphs Cohesive / sequenced First Person <u>News report:</u> Heading and subheading Dates, details, fact Reported / Direct speech Paragraphs Chronological order Third person Past tense	Title Cause and effect Heading and subheadings Present tense Logical steps Conjunctions Specific topic vocab Third Person Conclusion	Title Introduction Heading and subheadings Paragraph Facts Detail Third Person	Present tense Emotive word choices Exaggeration Facts Rhetorical Questions Personal pronouns (I, you, they, we)	Title Numbering Instructions on each line Pictures with captions Imperative verbs Second or Third Person Present tense

Progression of Genres

Narrative

The essential purpose of narrative is to tell a story, but the detailed purpose may vary according to genre. For example, the purpose of a myth is often to explain a natural phenomenon and a legend is often intended to pass on cultural traditions or beliefs.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text structure		<p>Beginning or end of narrative signalled <i>e.g. one day</i></p> <p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. <i>e.g. The wolf was hiding.</i></p> <p>Written in the appropriate tense. (mainly consistent) <i>e.g. Goldilocks was... Jack is...</i></p>	<p>Sentences organised chronologically indicated by time related words <i>e.g. finally</i></p> <p>Divisions in narrative may be marked by sections/paragraphs</p> <p>Connections between sentences make reference to characters <i>e.g. Peter and Jane/ they</i></p> <p>Connections between sentences indicate extra information <i>e.g. but they got bored</i> Or indicate concurrent events <i>e.g. as they were waiting</i></p>	<p>Time and place are referenced to guide the reader through the text <i>e.g. in the morning</i></p> <p>Organised into paragraphs <i>e.g. When she arrived at the bear's house..</i></p> <p>Cohesion is strengthened through relationships between characters <i>e.g. Jack, his, his mother, her</i></p>	<p>Link between opening and resolution</p> <p>Links between sentences help to navigate the reader from one idea to the next <i>e.g. contrasts in mood angry mother, disheartened Jack</i></p> <p>Paragraphs organised correctly to build up to key event</p> <p>Repetition avoided through using different sentence structures and ellipsis</p>	<p>Sequence of plot may be disrupted for effect <i>e.g. flashback</i></p> <p>Opening and resolution shape the story Structural features of narrative are included <i>e.g. repetition for effect</i></p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action <i>e.g. it crept into the woods</i></p>	<p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on who heighten empathy for central character</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text</p>
Sentence structure		<p>Simple sentences, starting with a pronoun and a verb <i>e.g. He went home</i></p> <p>Simple connectives are used to construct simple sentences <i>e.g. and, but, then, so.</i></p>	<p>Subject/verb sentences <i>e.g. He was... They were... It happened...</i></p> <p>Simple connectives <i>and, but, then, so, when link clauses</i></p> <p>Speech-like expressions in dialogue <i>e.g. Chill out!</i></p> <p>Use simple adverbs <i>e.g. quickly, slowly.</i></p> <p>Use simple noun phrases <i>e.g. massive field</i></p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using <i>because, which, where etc.</i></p> <p>Tense consistent <i>e.g. typically past tense for narration, present tense in dialogue</i></p> <p>Dialogue is realistic and conversational in style <i>e.g. Well, I suppose...</i></p> <p>Verbs used are specific for action <i>e.g. rushed, shoved, pushed</i></p> <p>Adverbials <i>e.g. When she reached home...</i></p> <p>Expanded noun phrases <i>e.g. two horrible hours</i></p>	<p>Variation in sentence structures <i>e.g. while, although, until</i></p> <p>Use embedded/relative clauses <i>e.g. Marcus, who grinned slyly at the teacher,....</i></p> <p>Include adverbs to show how often or add subtlety of meaning <i>e.g. exactly, suspiciously</i></p> <p>Tense changes appropriate; verbs may refer to continuous action <i>e.g. will be thinking</i></p>	<p>Sentence length varied <i>e.g. short/long.</i></p> <p>Active and passive voice used deliberately to heighten engagement. <i>e.g. the ring was removed from the drawer</i></p> <p>Wide range of subordinate connectives <i>e.g. whilst, until, despite.</i></p> <p>Embedded subordinate clauses are used for economy or emphasis</p> <p>Figurative language used to build description (sometimes clichéd) <i>e.g. the crowd charged like bulls</i></p> <p>Repetition is used for effect <i>e.g. the boys ran and ran until they could run no more.</i></p>	<p>Viewpoint is well controlled and precise <i>e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</i></p> <p>Modifiers are used to intensify or qualify <i>e.g. insignificant amount, exceptionally</i></p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position <i>e.g. As a consequence of his selfish actions...</i></p> <p>Figurative language used to build up description <i>e.g. everyone charged like a deer pack under threat</i></p> <p>Complex noun phrases used to add detail <i>e.g. The distinctive sapphire ring is slowly removed from her slender hand.</i></p> <p>Prepositional phrases used cleverly. <i>e.g. In the messy scramble for the bag.</i></p>
Vocabulary		<p>Year 1 ambitious vocabulary used</p> <p>Range of size adjectives used <i>e.g. big, small</i></p> <p>Range of colour adjectives used <i>e.g. red, blue</i></p> <p>Range of emotion words used <i>e.g. sad, angry, cross</i></p> <p>Pronouns: <i>I, she, he, they.</i></p>	<p>Year 2 ambitious vocabulary used</p> <p>Time connectives: <i>after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end ultimately,</i></p> <p>Conjunctions: <i>who, because</i></p> <p>Adverbs: <i>suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully</i></p>	<p>Year 3 ambitious vocabulary used</p> <p>Conjunctions: <i>also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as</i></p> <p>Adverbs: <i>very, rather, slightly</i></p>	<p>Year 4 ambitious vocabulary used</p> <p>Conjunctions: <i>in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually</i></p>	<p>Year 5 ambitious vocabulary used</p> <p>Inclusion of previously taught vocabulary</p>	<p>Year 6 ambitious vocabulary used.</p> <p>Inclusion of previously taught vocabulary</p>

		<p>Conjunctions: and, but, then, or, this</p> <p>Prepositions: <i>up, down, in, into, out, to, onto</i></p> <p>Time connectives: <i>first, then, next</i> <i>Once upon a time, one day, happily ever after</i></p>					
Word classes		<p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Conjunctions Use a wide range of conjunctions.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Conjunctions Use a wide range of conjunctions</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number</p>	<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Conjunctions Use a wide range of conjunctions</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>

Recount inc letters

The primary purpose of recounts is to retell events. Their most common intentions are to inform and/or entertain.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text structure		Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we	Brief introduction and conclusion. Written in the past tense e.g. I went... I saw... Main ideas organized in groups. Ideas organized in chronological order using conjunctions that signal time.	Clear introduction. Point about the issue/event Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact. Topic sentences Letter layout when appropriate	Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly around key events. Elaboration is used to reveal the writer's emotions and responses. Letter layout features included when necessary	Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. T The information is organized chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount an experience revealing the writer's perspective	The report is well constructed and answers the readers questions. The writer understands the impact and thinks about the response. Information is prioritized according to importance and a frame of response set up for the reply.
Sentence structure		Simple connectives are used to construct simple sentences e.g. and, but, then, so.	Subject/verb sentences e.g. He was... They were... It happened... I think... We want... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly, yesterday, today Use simple noun phrases e.g. large tiger	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.	Variation in sentence structures e.g. While we watched the sealion show... Use embedded/relative clauses e.g. Penguins, which are very agile, ... Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use emotive language to show personal response e.g. fabulous, showcase inspired me to...	Sentence length varied e.g. short/long. Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure. Wide range of subordinate connectives e.g. whilst, until, despite.	Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position e.g. As a consequence of their actions... Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. Prepositional phrases used cleverly. e.g. In the event of a fire...
Vocabulary		First Next After Finally The best part was The worst part was I liked I didn't like Dear From I like I went I saw It was My favourite They were There was And, but, so, when	Afterwards After that When Suddenly Just then Next Much later Eventually I found it interesting when I found it boring when I didn't expect And, then, but, so, when. Dear Mr/Mrs.. Dear Sir/Madam.. Yours Sincerely Yours faithfully I would like to... We felt...	Last week During our school trip Soon Meanwhile To begin with I was pleased that I didn't expect that It was difficult to While, if, as, when. I would like to inform you that... It has come to my attention that... Thank you for... I hope that...	Later on... Before long.. At that very moment.. At precisely... When this was complete... I was gripped by.. I felt overwhelmed when.. I was personally affected by... This has changed how I feel about...	As it happened As a result of Consequently Subsequently Unlike the rest of the group, I felt... In a flash.. Presently Meanwhile In conclusion The experience overall..	They are unusually They are rarely They are never.. They are very... Generally Be careful if you Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than half Less than half...

<p>Word classes</p>		<p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'.</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Conjunctions Use a wide range of conjunctions.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Conjunctions Use a wide range of conjunctions.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Conjunctions Use a wide range of conjunctions</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>
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Instructions							
To ensure something is done effectively and/or correctly with a successful outcome for the participant(s).							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Text structure		<p>Ideas grouped in sentences in time sequence.</p> <p>Written in the imperative <i>e.g. sift the flour.</i></p> <p>Use of numbers or bullet points to signal order</p>	<p>A goal is outlined – a statement about what is to be achieved.</p> <p>Written in sequenced steps to achieve the goal.</p> <p>Diagrams and illustrations are used to make the process clearer.</p>	<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Organised into clear points denoted by time.</p>	<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Sentences include precautionary advice <i>e.g. Be careful not to over whisk as it will turn into butter.</i></p> <p>Friendly tips/suggestions are included to heighten the engagement. <i>e.g. This dish is served best with a dash of nutmeg.</i></p>	<p>Consolidate work from previous learning.</p> <p>Can write accurate instructions for complicated processes.</p> <p>Can write imaginative instructions using flair and humour.</p>	<p>Consolidate work from previous learning.</p>
Sentence structure		<p>Simple connectives are used to construct simple sentences <i>e.g. and, but, then, so.</i></p> <p>Imperative verbs start sentences <i>e.g. spread, slice, cut.</i></p> <p>Sentences do not include pronouns and are written impersonally</p>	<p>Imperative verbs are used to begin sentences.</p> <p>Use simple adverbs <i>e.g. slowly, quickly.</i></p> <p>Use simple noun phrases <i>e.g. long stick</i></p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using <i>when, if, as etc.</i></p> <p>Adverbials <i>e.g. When the glue dries, attach the paperclip.</i></p>	<p>Variation in sentence structures <i>e.g. While the pastry cooks... As the sauce thickens...</i></p> <p>Include adverbs to show how often <i>e.g. additionally, frequently, rarely.</i></p>	<p>Sentence length varied <i>e.g. short/long.</i></p> <p>Wide range of subordinate connectives <i>e.g. whilst, until, despite.</i></p>	<p>Modifiers are used to intensify or qualify <i>e.g. insignificant amount, exceptionally.</i></p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writers position <i>e.g. If the temperature gets too high...</i></p> <p>Complex noun phrases used to add detail <i>e.g. The golden pastry can be decorated with smaller pastry petals.</i></p> <p>Prepositional phrases used cleverly <i>e.g. In the event of overcooking...</i></p>
Vocabulary		<p>1, 2, 3, 4, 5</p> <p>First</p> <p>Next</p> <p>After</p> <p>Cut</p> <p>Move</p> <p>Fold</p> <p>Stir</p> <p>Colour</p> <p>Paint</p>	<p>First of all</p> <p>To start with</p> <p>Firstly</p> <p>Lastly</p> <p>Finally</p> <p>Carefully</p> <p>Gently</p> <p>Slowly</p> <p>Softly</p>	<p>Afterwards</p> <p>After that</p> <p>To begin with</p> <p>Begin by</p> <p>Secondly</p> <p>The next step is to</p> <p>With a slow movement</p> <p>With a quick pull</p> <p>Try to</p>	<p>Continue by...</p> <p>Carry on...</p> <p>Do this until...</p> <p>Stop when...</p> <p>When you have done this...</p> <p>Try not to..</p> <p>Avoid..</p>	<p>Don't forget to..</p> <p>Be careful of...</p> <p>Don't worry about...</p> <p>Concentrate on...</p> <p>At this point...</p>	<p>Whilst that is...</p> <p>Focus on...</p> <p>Try to make sure that...</p> <p>When you do, don't..</p> <p>I would suggest...</p> <p>Many people at this stage...</p>
Word classes		<p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Conjunctions Use a wide range of conjunctions.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials</p>	<p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Conjunctions Use a wide range of conjunctions.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials</p>	<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Conjunctions Use a wide range of conjunctions.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs</p>

			Adverbs 'ly' added to adjective to form adverb.			Comma after fronted adverbials. Adverbials of time, place and number.	Link ideas across a text using cohesive devices such as adverbials.
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Non-Chronological report inc explanation texts							
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. 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							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Text structure		<p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. <i>e.g. The man was run over.</i></p> <p>Written in the appropriate tense. <i>e.g. Sparrow's nest... Dinosaurs were...</i></p>	<p>Brief introduction and conclusion.</p> <p>Written in the appropriate tense. <i>e.g. Sparrow's nest... Dinosaurs were... .</i></p> <p>Main ideas organized in groups.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Use of sub-headings</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organized correctly into key ideas.</p> <p>Sub-headings are used to organize information. <i>E.g. Qualities, body parts, behaviour.</i></p>	<p>Developed introduction and conclusion using all the layout features.</p> <p>Description of the phenomenon is technical and accurate.</p> <p>Generalized sentences are used to categorise and sort information for the reader</p> <p>Purpose of the report is to inform the reader and to describe the way things are.</p> <p>Formal and technical language used throughout to engage the reader.</p>	<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>
Sentence structure		<p>Simple connectives are used to construct simple sentences <i>e.g. and, but, then, so.</i></p>	<p>Subject/verb sentences <i>e.g. He was... They were... It happened...</i></p> <p>Some modal verbs introduced <i>e.g. would, could, should.</i></p> <p>Use simple adverbs <i>e.g. quickly, slowly.</i></p> <p>Use simple noun phrases <i>e.g. large tiger.</i></p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using <i>when, if, as etc.</i></p> <p>Tense consistent <i>e.g. modal verbs can/will</i></p> <p>Adverbials <i>e.g. When the caterpillar makes a cocoon...</i></p>	<p>Variation in sentence structures <i>e.g. While the eggs hatch female penguins ...</i></p> <p>Use embedded/relative clauses <i>e.g. Penguins, which are very agile,</i></p> <p>Include adverbs to show how often <i>e.g. additionally, frequently, rarely.</i></p> <p>Sentences build from a general idea to more specific.</p> <p>Use technical vocabulary to show the reader the writer's expertise.</p>	<p>Sentence length varied <i>e.g short/long.</i></p> <p>Active and passive voice used deliberately to heighten engagement. <i>e.g. The eggs were removed from the beach.</i></p> <p>Wide range of subordinate connectives <i>e.g. whilst, until, despite.</i></p>	<p>Verb forms are controlled and precise <i>e.g. It would be regrettable if the wild life funds come to an end.</i></p> <p>Modifiers are used to intensify or qualify <i>e.g. insignificant amount, exceptionally</i></p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writers position <i>e.g. As a consequence of their actions...</i></p> <p>Complex noun phrases used to add detail <i>e.g. The fragile eggs are slowly removed from the large mother hen.</i></p> <p>Prepositional phrases used cleverly. <i>e.g. In the event of a fire...</i></p>
Vocabulary		<p>___ are...</p> <p>___ is...</p> <p>They are...</p> <p>The different...</p> <p>This is a ___</p> <p>There are ___</p> <p>These can be grouped ___</p>	<p>They like to</p> <p>They can</p> <p>It can</p> <p>Like many</p> <p>I am going to</p> <p>There are two sorts of</p> <p>They live in</p> <p>The ___ have but the ___ have ___</p>	<p>The following report</p> <p>They don't</p> <p>It doesn't</p> <p>Sometimes</p> <p>Often</p> <p>Most</p>	<p>This report will</p> <p>The following Information</p> <p>Usually</p> <p>Normally</p> <p>Even though</p> <p>Despite the fact</p> <p>As a rule</p>	<p>The purpose of this report/article is to..</p> <p>The information presented will...</p> <p>Some experts believe...</p> <p>This article is designed to</p> <p>Many specialists consider</p> <p>Firstly I will...</p> <p>It can be difficult ___ will enable you to understand.</p> <p>Unlike</p> <p>Despite</p> <p>Although</p>	<p>They are unusually</p> <p>They are rarely</p> <p>They are never..</p> <p>They are very...</p> <p>Generally</p> <p>Be careful if you</p> <p>Frequently they...</p> <p>I will attempt to...</p> <p>This article will frame...</p> <p>It can be difficult to...</p> <p>Each paragraph...</p> <p>More than half</p> <p>Less then half...</p>

						Like many	
Word classes		<p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Conjunctions Use a wide range of conjunctions.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Conjunctions Use a wide range of conjunctions.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Conjunctions Use a wide range of conjunctions.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>

Persuasive writing inc balanced argument							
To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things. 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.							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text structure		Ideas are grouped together for similarity. Writes in first person	Brief introduction and conclusion. Written In the present tense.	Clear introduction. Points about subject/issue	Clear introduction and conclusion.	Developed introduction and conclusion using all the argument or leaflet layout features.	Arguments are well constructed that answer the reader's questions.

			<p>Main ideas organised in groups.</p> <p>Written with an impersonal style</p>	<p>Organised into paragraphs</p> <p>Sub-heading used to organize texts.</p>	<p>Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Subheading</p> <p>Topic sentences</p>	<p>Paragraphs developed with prioritised information.</p> <p>View point is transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p>	<p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>
Sentence structure		<p>Simple connectives are used to construct simple sentences e.g. <i>and, but, then, so.</i></p>	<p>Subject/verb sentences e.g. <i>He was... They were... It happened...</i></p> <p>Some modal verbs introduced e.g. <i>would, could, should.</i></p> <p>Use simple adverbs e.g. <i>yesterday, today.</i></p> <p>Use simple noun phrases e.g. <i>red shoes</i></p> <p>Uses rhetorical questions.</p> <p>Uses ambitious adjectives to grab the reader's attention.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. <i>When they have a problem, we played after tea.</i></p> <p>Start sentences with verbs e.g. <i>imagine, consider, enjoy.</i></p>	<p>Variation in sentence structures e.g. <i>While we were at the park... As we arrived...</i></p> <p>Use embedded/relative clauses e.g. <i>Mrs Holt, who was very angry... The tiger, that was pacing...</i></p> <p>Include adverbs to show how often e.g. <i>additionally, frequently, rarely.</i></p> <p>More complicated rhetorical questions e.g. <i>haven't you always longed for a...?</i></p>	<p>Sentence length varied e.g. short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. <i>the café chairs were broken.</i></p> <p>Wide range of subordinate connectives e.g. <i>whilst, until, despite.</i></p> <p>Complex sentences that use well known economic expression. e.g. <i>Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</i></p> <p>Persuasive statements are used to change the readers opinion. E.g. <i>you will never need to...</i></p>	<p>Verb forms are controlled and precise e.g. <i>It will be a global crisis if people do not take a stand against...</i></p> <p>Modifiers are used to intensify or qualify e.g. <i>insignificant amount, exceptionally</i></p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. <i>As a consequence of your actions...</i></p> <p>Complex noun phrases used to add detail e.g. <i>the phenomenal impact of using showers instead of baths...</i></p> <p>Prepositional phrases used cleverly. e.g. <i>In the event of a blackout...</i></p>
Vocabulary		<p>It was</p> <p>Brilliant</p> <p>Best</p> <p>Exciting</p> <p>The most</p> <p>Super</p> <p>Fantastic</p> <p>Great</p> <p>It will</p> <p>Now you can</p> <p>Try</p> <p>But</p> <p>because</p> <p>some people like...</p> <p>some people feel...</p> <p>some people believe...</p> <p>other people like...</p> <p>other people feel...</p> <p>other people believe...</p>	<p>The biggest</p> <p>The greatest</p> <p>The longest</p> <p>The tallest</p> <p>I think that</p> <p>I believe that</p> <p>Extraordinary</p> <p>Remarkable</p> <p>I am going to...</p> <p>In fact...</p> <p>It seems...</p> <p>To sum this up...</p> <p>The opposite view of this is...</p> <p>Not everyone agrees with this...</p>	<p>Surely</p> <p>Obviously</p> <p>Clearly</p> <p>Don't you think...</p> <p>Firstly</p> <p>Secondly</p> <p>Thirdly</p> <p>My own view is</p> <p>My last point is</p> <p>My final point is</p> <p>Imagine</p> <p>Consider</p> <p>Enjoy</p> <p>I will begin by...</p> <p>Maybe...</p> <p>Firstly...</p> <p>Many people are concerned that...</p> <p>I wonder...</p> <p>Sometimes</p> <p>It could be argued that...</p> <p>Therefore...</p> <p>My overall feeling/opinion is...</p> <p>An example of this is...</p> <p>It is clear that...</p>	<p>I believe that</p> <p>It seems to me that</p> <p>It is clear that</p> <p>Is it any wonder that</p> <p>Furthermore</p> <p>As I see it</p> <p>Tremendous</p> <p>Implore you to consider</p> <p>Extremely significant</p> <p>Inevitably</p> <p>Finally</p> <p>In conclusion</p> <p>In summary</p> <p>The evidence presented...</p> <p>Have you ever thought about...?</p> <p>Do you think that...?</p> <p>Fed up with...?</p> <p>This piece of writing will... ..feel convinced...</p> <p>I intend to...</p> <p>On the other hand...</p> <p>In addition...</p> <p>It is surprising that...</p> <p>On balance...</p> <p>Finally I would like to add...</p> <p>My next point concerns...</p> <p>Furthermore</p> <p>Having looked at both sides, I think...because...</p>	<p>It strikes me that</p> <p>There is no doubt that</p> <p>I am convinced that</p> <p>It appears</p> <p>In my opinion</p> <p>Surely only a fool would consider</p> <p>In addition</p> <p>Furthermore</p> <p>Moreover</p> <p>My evidence to support this is</p> <p>On balance..</p> <p>Just think how...</p> <p>Now you can...</p> <p>For the rest of your life...</p> <p>Unbelievable</p> <p>Outrageous</p> <p>Incredible</p> <p>It strikes me that...</p> <p>My intention is to...</p> <p>To do this I will...</p> <p>As I see it...</p> <p>It appears to me...</p> <p>Naturally...</p> <p>It is precisely because....</p> <p>Subsequently...</p> <p>Doubtless...</p> <p>Nevertheless...</p> <p>In stark contrast...</p>	<p>It appears that...</p> <p>There can be no doubt that..</p> <p>It is critical..</p> <p>Fundamentally...</p> <p>How can anyone believe this to be true?</p> <p>Does anyone really believe that?</p> <p>As everyone knows</p> <p>I cite, for example...</p> <p>I would draw your attention to...</p> <p>I would refer to...</p> <p>On the basis of the evidence presented...</p> <p>Phenomenal</p> <p>Unique</p> <p>Unmissable</p> <p>You will be...</p> <p>Don't..</p> <p>Take a moment to...</p> <p>Isn't it time to...?</p> <p>Worried about...</p> <p>It strikes me that...</p> <p>My intention is to...</p> <p>To do this I will...</p> <p>As I see it...</p> <p>It appears to me...</p> <p>Naturally...</p> <p>It is precisely because....</p>

					Having considered the arguments for and against... Whilst...	Contrary to this position... It would seem logical... Let us consider the impact... In conclusion... The evidence presented leads me to conclude...	Subsequently... Doubtless... Nevertheless... In stark contrast... Contrary to this position... It would seem logical... Let us consider the impact... In conclusion... The evidence presented leads me to conclude...
Word classes		<p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause, then, next, soon</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Conjunctions Use a wide range of conjunctions.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Conjunctions Use a wide range of conjunctions</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Conjunctions Use a wide range of conjunctions.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>

Biography							
The purpose of a biography is to share the life of another person with an audience.							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text structure		<p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focused on individual or group participants <i>e.g. I, we</i></p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense <i>e.g. He went... She travelled</i></p> <p>Main ideas organised in groups.</p> <p>Ideas organised in chronological order using connectives that signal time.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly around key events.</p>	<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about</p>	<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>

					Elaboration is used to reveal the writer's emotions and responses.	time, place and personal response. Purpose of the recount an experience revealing the writer's perspective.	
Sentence structure		Simple connectives are used to construct simple sentences <i>e.g. and, but, then, so.</i>	Subject/verb sentences <i>e.g. He was... They were... It happened...</i> Some modal verbs introduced <i>e.g. would, could, should.</i> Use simple adverbs <i>e.g. quickly, slowly.</i> Use simple noun phrases <i>e.g. large crowd</i>	Simple sentences with extra description. Some complex sentences using <i>when, if, as etc.</i> Tense consistent <i>e.g. modal verbs can/will</i> Adverbials <i>e.g. When she arrived at the scene, the doctors told her exactly what happened.</i>	Variation in sentence structures <i>e.g. While we watched the sea-lion show...</i> Use embedded/relative clauses <i>e.g. Penguins, which are very agile,</i> Include adverbs to show how often <i>e.g. additionally, frequently, rarely.</i> Sentences build from a general idea to more specific. Use emotive language to show personal response <i>e.g. fabulous, showcase inspired me to....</i>	Sentence length varied <i>e.g. short/long.</i> Active and passive voice used deliberately to heighten engagement. <i>e.g. Giraffes left the enclosure.</i> Wide range of subordinate connectives <i>e.g. whilst, until, despite.</i>	Verb forms are controlled and precise <i>e.g. It would be regrettable if the wild life funds come to an end.</i> Modifiers are used to intensify or qualify <i>e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose.</i> Fronted adverbials use to clarify writer's position <i>e.g. As a consequence of their actions...</i> Complex noun phrases used to add detail <i>e.g. The fragile eggs are slowly removed from the large mother hen.</i> Prepositional phrases used cleverly. <i>e.g. In the event of a fire...</i>
Vocabulary		First Next After Finally When he/she was born... When he/she was five years old... An interesting thing about... A fact about... He/she will be remembered for...	As a child... As a teenager... At a young age... Many years later... One of the interesting things about...was... In my view... His/Her life was... I believe... He/She was He/She became...	During his/her early life... Soon afterwards... Sometimes he... Strangely... One of the most remarkable facts about... His/her greatest achievement was...	In his /her early years... By the time he/she had... In his/ her final years... What is clear is that... Even though he/she was not popular at the time, Although feeling ran high in the community, In many ways it wasn't until... He/She might have been... His/Her one regret was that...	In (insert year) at the age of.....he/she... The time came for... In his/her later years... Once he/she had... Nobody is sure why... In spite of... His/Her lasting legacy is that...	They are unusually They are rarely They are never.. They are very... Generally Be careful if you Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than Half Less than half...
Word classes		Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'.	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense.	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Conjunctions Use a wide range of conjunctions Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Conjunctions Use a wide range of conjunctions. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Conjunctions Use a wide range of conjunctions. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.

			Adverbs 'ly' added to adjective to form adverb.			Adverbials of time, place and number.	
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Newspaper							
Its purpose is to provide the readers with information about what's happening in the world. A single newspaper report will usually focus on a specific event that has just happened.							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text structure		Ideas grouped in sentences in time sequence. Attempts at third person writing. <i>e.g. The man was run over.</i> Beginning describes what happened	Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words. A photo with a caption.	Clear introduction. Points about the visit/issue Organised into paragraphs denoted by time/place. Topic sentences. Some newspaper layout features included. A bold eye-catching headline.	Clear introduction and conclusion. Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader. Paragraphs organised correctly into key ideas. All newspaper layout features included.	Developed introduction and conclusion using all the newspaper's layout features. Paragraphs developed with prioritised information into columns. Subheadings are used as an organisational device. Formal language used throughout to engage the reader.	Newspapers well constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply. Headlines include puns.

					Bold eye-catching headline which includes alliteration.	Quotations are succinct/emotive.	
Sentence structure		Simple connectives are used to construct simple sentences e.g. and, but, then, so.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. As the police arrived, the crowd scattered.	Variation in sentence structures e.g. While the witness was distracted... As the police arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely.	Sentence length varied e.g. short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g. Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.	Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of the accident... Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous. Prepositional phrases used cleverly. e.g. In the event of a fire...
Vocabulary		On Monday... The accident... People felt... Happened Angry Upset First Next After When Then So But It was...	It was a terrible... The scene was... Many passers by... Some children were... Shocking Awful Amazing Incredible Afterwards	While, if, as, when. Witnesses felt... He reported that... He also claimed that... She went on to state that... He continued by.. Hours later Unfortunately Fortunately	John Smith (64), a retired community officer said... Within minutes... The school confirmed that... She claimed that.. He continued by informing us that... Police were...	Until this is resolved... Unfortunately... Chaos ensued... Many panicked when... He disputed... She refused to accept that... The parents agreed that... Witnesses... Pupils emphasized... They spoke to... In addition to this...	The impact of... Despite continued efforts... Subsequently... The appointed spokesman... In addition... Mrs Hedges emphasized... Tragic... Crisis situation Epic proportions... Many parents refused to accept... The horror... Politicians also spoke of how...
Word classes		Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'.	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Conjunctions Use a wide range of conjunctions Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Conjunctions Use a wide range of conjunctions. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Conjunctions Use a wide range of conjunctions. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.

			'ly' added to adjective to form adverb.				
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Poetry														
	Acrostic	Shape poems	Riddle	Diamante	Haiku	Clerihew	Limerick	Tetractys	Kenning	Senryu	Renga	Ottava Rima	Irregular ode	Free verse
Type of poem	A type of poetry where the first, last or other letter in a line spell out a particular word or phrase. The most common and simple form is where the first letters of each line spell out the	A Shape Poem is a type of poetry that describes an object and is shaped the same as the object the poem is describing.	A Riddle is a type of poem that describes something without actually naming what it is, leaving the reader to guess. A Riddle is a light hearted type of poetry which involves the reader.	When a diamante poem is written it takes on the shape of a diamond.	A Haiku is a Japanese poem which can also be known as a Hokku. A Haiku poem is similar to a Tanka but has fewer lines. A Haiku is a type of poetry that can be written on many themes,	A comic four-line verse, typically about a person named in one of the lines.	A limerick is often a funny poem with a strong beat. Limericks are very light hearted poems and can sometimes be utter nonsense.	The poetic form of the tetractys is a poem with only five lines. Each line adds another syllable until the last line which has ten.	A Kenning is a two word phrase describing an object often using a metaphor. A Kennings poem is a riddle made up of several lines of kennings to describe something or someone.	A senryu is a 17 syllable poem. It is an unrhymed Japanese verse. A senryu consists of 3 lines and 17 syllables.	Renga, means 'linked poem'. Poets worked in pairs or small groups, taking turns composing the alternating three-line and two-line stanzas.	An Ottava Rima is an Italian poem made up of eight lines that rhyme. Each line consists of eleven syllables.	An Irregular Ode is a poem with meter and rhyme just like all other odes but has no set pattern. Each line rhymes somewhere throughout	A Free Verse is poetry written with rhymed or unrhymed verse that has no set meter to it.

	word or phrase.		Riddles can be about anything, from Riddles about animals to Riddles about objects. There are no rules on how to structure a Riddle poem, a Riddle can be funny or it can rhyme, it depends on the person writing the Riddle.		from love to nature.									
Text and layout	First letter in each line spells out a particular word or phrase. Relates to a theme (any subject)	Set out in the shape of what it is describing. No fixed rules. The poem needs to have impact and be relevant to the shape. Can be around the shape, or inside the shape.	no specific layout	A diamante poem is made up of 7 lines using a set structure: Line 1: Beginning subject Line 2: Two describing words about line 1 Line 3: Three doing words about line 1 Line 4: A short phrase about line 1, a short phrase about line 7 Line 5: Three doing words about line 7 Line 6: Two describing words about line 7	A Haiku consists of 3 lines and 17 syllables. Each line has a set number of syllables see below: Line 1 – 5 syllables Line 2 – 7 syllables Line 3 – 5 syllables Any theme – but traditionally love and nature.	Four lines. Rhyming couplets. A person's name as its first line. Something to say about that person. It should make you smile!	A Limerick consists of five lines. The first line of a limerick poem usually begins with 'There was a...!' and ends with a name, person or place. The last line of a limerick is normally a little farfetched or unusual A limerick should have a rhyme scheme of aabba: This means lines 1,2 and 5 rhyme and lines 3 and 4 rhyme. Also,	A tetractys consists of 5 lines, each line has a set number of syllables see below: Line 1 – 1 syllable Line 2 – 2 syllables Line 3 – 3 syllables Line 4 – 4 syllables Line 5 – 10 syllables	A Kennings poem consists of several stanzas of two describing words. It can be made up of any number of Kennings. Order of phrases in poem to create effect	Each line has a set number of syllables see below: Line 1 – 5 syllables Line 2 – 7 syllables Line 3 – 5 syllables	Each stanza is linked by a theme (the theme can be anything) Each stanza is 3 lines long and 1q7 syllables	ab ab ab cc	Each line follows on from the last – following a theme. They are about a person or a thing. They have a positive tone.	Multiple stanzas Ongoing theme

				Line 7: End subject			lines 1,2 and 5 should have 7 – 10 syllables and lines 3 and 4 should have 5 – 7 syllables. Rhyming words							
Sentence structure	Punctuation as you would normal sentences. Sentence structure can be anything.	none	Often ends in a question.	Each line starts with a capital Commas between adjectives/v erbs. No full stops	Capital letters at the beginning of each line. No punctuation	Usual punctuation	Capital letter at the start of each line.	Capital letters at the beginning of each line. Full stop at the end of the last line.	Use of hyphen	Capital letters at the beginning of each line. No punctuation	Capital letter at the start of each line. Full stop at the end of the stanza.	Use of a question to close the poem (optional) Commas and full stops	Capital letter at the start	Capital letter for each line
Word rule	none	none	none	First and last words to have impact. Adjectives and verbs	Adjectives	None	Rhyming words	none	Precise choice of adjectives and verbs Alliteration	Adjectives	None	Precise word choice	None	None
Rhyming	not essential but increase challenge	not essential but increase challenge	usually	none	possible rhyming in lines 1 and 3	Change the rhyme structure (a), (a), (a) or (a), (b), (c), (b) or (a), (a), (b), (b) or (a), (b), (a), (b)	Rhyming words		None	None	not essential	one octive poem. abababcc two octive poem: abababcc, dededeff three octive poem: abababcc, dededeff, ghghghii	None	None