

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Class	<p>Use expanded noun phrases in writing, adding an adjective to describe the noun e.g. The blue butterfly</p> <p>Add a preposition to describe where the noun is in time or space e.g. The butterfly is in the garden.</p> <p>Know and use the term adjective for describing words.</p> <p>Identify an adjective within a simple sentence.</p> <p>Use simple prepositions in writing - inside, outside, towards, across, under...</p> <p>Correct use of some determiners in writing - the, a, an, my, your, this, that, his, her, their, some, all, lots of, many, more, those, these</p> <p>Use words to describe actions (adverbs) in writing. - I ran to the shop quickly.</p> <p>Know the term plural means 'more than one' and that sometimes plural nouns can have different endings.</p> <p>Add suffix 's' or 'es' to regular plurals (eg dogs)</p> <p>Use the pronouns I, he and she to avoid repeating nouns. e.g. My best friend is Katie. <u>She</u> likes swimming.</p> <p>Suffixes - where no change in root word spelling is needed (helping, helped, helper) Prefix un - changes to meaning of verbs and adjectives to negative (unkind, untie)</p>	<p>Use expanded noun phrases which modify the noun to describe and specify. - adding an adjective to describe the noun (The blue butterfly)</p> <p>Begin to identify adverbial phrases which modifies and makes verbs more specific. - the bus leaves in five minutes (modifies leaves) Priscilla complained constantly (modifies complains) -Alex forgot to buy easter eggs (modifies forgot)</p> <p>Know and use the term 'common' and 'proper' nouns - identify common nouns in sentences (The pencil was on the floor). - identify proper nouns in sentences (Kate went to America).</p> <p>Know and use the term 'verb', identifying it in a sentence. - know that every sentence has a verb and spot it (Tom ran quickly up the hill).</p> <p>Investigate the effect of adding 'ly' to an adjective. - know that adding 'ly' to an adjective can change it into a word describing an action (adverb) (beautiful / beautifully) (and that not all adjectives can become adverbs by adding 'ly' e.g. fast/ fastly)</p> <p>Investigate the effect of adding 'ness' to adjectives as suffix. - know that some adjectives can be changed to a noun by adding 'ness' (happy/happiness)</p> <p>Investigate the effect of adding 'er' 'est' as suffix. - to create comparison (big/bigger/biggest)</p> <p>Investigate the effect of adding suffixes such as 'ful' 'less'</p> <p>Begin to use a wider range of pronouns including our, it, mine.</p>	<p>Recognise and use adverbs/adverbials of time and manner with greater precision.</p> <p>Use adverbs of time (when) (Suddenly, the door swung open.)</p> <p>Use adverbs of manner (how) (The man shouted ferociously at the children.)</p> <p>Use the correct determiner 'an'/'a' according to the noun. A determiner is a word with no grammatical purpose in a sentence and precedes a noun, eg. an elephant, a bag, the man</p> <p>Know and use the term pronoun - identify and use a range of pronouns in sentences e.g. It was late when <u>they</u> left.</p> <p>Know what words have been replaced by pronoun</p> <p>Know and use the terms collective noun, common noun, proper noun (touch on abstract noun).</p> <p>Identify collective nouns in a sentence, including less well-known ones e.g. The troop of monkeys swung through the trees.</p> <p>Identify word families based on common words - solve, solution, dissolve, insoluble</p> <p>Formation of nouns using a range of prefixes. - super-, anti-, auto</p> <p>Standard English forms for verb inflections instead of spoken forms - we were NOT we was - I did NOT I done</p>	<p>Use the term suffix and identify groups of words with the same suffix.</p> <p>Know how suffixes can be grouped into those that make a word plural, change its tense or are a derivative of the root word (teach/teacher)</p> <p>Know some suffixes change the word class whilst others do not (walk/walked/walking are verbs. Walker is a noun and therefore a derivative).</p> <p>Use the term homophone and identify homophones. - know and use correctly common homophones (their, they're, there and sea/see)</p> <p>Identify and use words that fit into all four noun categories, and know and use the term 'abstract noun'. e.g. I was filled with happiness when school ended.</p> <p>Know how to change adjectives into abstract nouns both by adding suffix 'ness' and removing suffix (beautiful / beauty, happiness / happy)</p> <p>Use the term synonym and antonym correctly and identify less common synonyms and antonyms. Synonyms are words with similar meaning (dispute/conflict) Antonyms are words with the opposite meaning (happy/sad)</p>	<p>Identify and use adverbs that indicate degree of possibility. Children should know that not all adverbs end in 'ly' and that they have different purposes (time, place, manner)</p> <p>Children should know that some adverbs indicate degrees of possibility (perhaps, maybe)</p> <p>Identify and use modal verbs - could, should, would</p> <p>Identify prepositions of time, place, cause. - prepositions of time include at (at 12 o'clock), on (on the 12th of January) and in for months/years (in 2016) Group verbs into those that are countable and non-countable.</p> <p>Countable nouns are those preceded by a number (1 table, 2 tables) Non countable nouns cannot be preceded by a number (bread, air, ballet)</p> <p>Converting nouns or adjectives into verbs using suffixes. - ate, -ise, -ify</p>	<p>Know and identify the different types of pronouns. Personal replaces a name (I, he, she, they, we) - Possessive indicates ownership (mine, her, his our...)</p> <p>Relative clauses relates information back to the noun (Michael, who was young, loved football).</p> <p>Identify and use adverbial phrases in writing. An adverbial phrase is a group of words with no verb which describes a verb e.g. With fear and dread, I opened the door. Running as fast as he could, Tom succeeded in capturing the robber).</p> <p>Identify and use prepositions (in phrases) in writing. - a prepositional phrase contains a preposition and a noun phrase e.g. We will be back in a few days. In is the preposition and a few days is the noun phrase).</p> <p>Know and identify determiners . Easy to identify as they come before a noun (phrase) e.g. the salt, those lovely flowers, whose coat...</p> <p>Know that adverbs can be grouped into those of time, place, manner and degree. - adverbs of time indicate when something happened (suddenly, tomorrow, later). Adverbs of place indicate where something happened e.g.I ran outside - adverbs of manner describe how something is done (I ran quickly/as fast as I could)</p>
Sentence Objectives	<p>How words can combine to make simple sentences. - write simple, grammatically correct sentences e.g. The princess lives in a huge castle.</p> <p>Joining words and joining clauses using co-ordinating conjunctions and to make compound sentences. e.g. Spiders can be small <u>or</u> they can be large.</p> <p>Join nouns or adjectives using 'and' (I have fish and chips for supper).</p> <p>words sentence noun verb</p>	<p>Use sentences with different forms: questions (ending with a question mark) statements (a sentence containing an observation) command (starts with a verb and ends in . or !)</p> <p>Use adjectives, expanded noun phrases and adverbs to add detail to sentences e.g. The huge, majestic castle in the forest hadn't been lived in for years. Snow fell gently and covered the cottage in the wood.</p> <p>Use the past and present tense correctly including irregular forms Regular forms adding suffix ed (Today I play, yesterday I played) Common irregular forms (run/ran, go/went, am/was)</p>	<p>Continue to choose and use a wider range of subordinating conjunctions. - (when, after, if, although until....)</p> <p>Use complex sentences to express time, place, cause. - using conjunctions (when, so, because, before, after, while), adverbs (then, next, soon, therefore) and prepositions (before, after, during, in, because of) e.g. Long ago, in a dark prison, a prince was held captive because he refused to marry the evil queen.</p> <p>Use the perfect present form. e.g. He has gone out to play.</p> <p>conjunctions - <i>when, before, after, while, so, because,</i></p> <p>adverbs for time - <i>then, next, soon, therefore,</i></p>	<p>Use subordinate clauses to create complex sentences.</p> <p>Children should now be using subordinate clauses at the beginning, middle and end of sentences as appropriate/effective - children should be aware of why a clause is subordinate or main (eg it may be subordinate because it doesn't contain a subject. Sprinting along the path at high speed.... Does not specify who or what is sprinting). - include ly/ing/ starters</p> <p>Use noun phrases, including those containing a preposition. - a group of words that describe a noun, what it looks like, its position etc (eg, The teacher ... expanded to ...The strict teacher with the curly brown hair)</p> <p>Use both direct and reported speech.</p>	<p>Use relative clauses to create complex sentences, using commas to punctuate. - The old wizard, whose name was Gandalf, lifted his wand and pointed.</p> <p>Manipulate the order of sentences. - 'ing' powerful openers (Snapping its jaws, the shark lunged). - 'ed' powerful openers (Saddened by the loss of his dog, Jack walked home slowly.)</p> <p>Create sentences Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Relative clauses - <i>who, which, where, when, whose, that,</i></p> <p>adverbs for degrees of possibility <i>perhaps,</i></p>	<p>Use multiple clauses in sentences. e.g. Through the dark night, which was cloudless and starless, a dark shape, cloaked in mystery, slithered towards the timbered hall.</p> <p>Use the active and passive form for effect. - active (subject before verb) The man walked to the shop. - passive (verb comes before subject) The shop was walked to by the man.</p> <p>Use and identify the personal and impersonal form. - the personal form contains a personal pronoun (I, we, they, ours, his, mine) - impersonal contains no personal pronoun (It takes a lot of time to decide what trainers to wear.) Use the subjunctive form. - If I were... Were they to come in ...(used in very formal writing/speech).</p> <p>passive and active - <i>I broke the window versus</i></p>

		<p>Use sentences with different forms: questions (ending with a question mark) statements (a sentence containing an observation) command (starts with a verb and ends in . or !) exclamation (ending with !)</p> <p>Conjunctions (co-ordinating/subordinating)- when, if, that, because; or, and, but</p> <p>Expanded noun phrases adjectives</p> <p>statement, question, exclamation or command</p> <p>subject, object</p>	<p>prepositions - before, after, during, in, because of</p>	<p>Direct speech are exact words spoken and contain speech punctuation (“Where are you going on holiday?”)</p> <p>Reported speech summarises the words spoken and is often used to keep the text pacy (Tom asked his friend where he was going on holiday).</p> <p>Use and manipulate a greater variety of adverbials to open a sentences including: ly openers e.g. Cautiously, she opened the door.); ing starters (Sighing, she went home); conjunctions of time (Later that day, she saw him); prepositions (In a forest, lived a giant); adverbial phrases showing where, when, how (A few days ago.... At the back.... With a furious glance...)</p> <p>Children also now need to recognise this is a phrase (ie no subject doing a verb) - All of a sudden, I jumped in the air.</p> <p>Fronted adverbials</p> <p>determiners – article, definite/indefinite</p>	<p>surely</p> <p>Modal verbs might, should, will, must</p>	<p><i>The window was broken (by me).</i></p> <p>formal speech/informal speech</p> <p>Subjunctive form –<i>If I were, Were they to</i></p>
<p>Punctuation Objectives</p>	<p>Use capital letters to begin a sentence.</p> <p>Separation of words with spaces.</p> <p>Use capital letters for the names of people, places, months and days of the week (proper nouns).</p> <p>Capital letters for personal pronoun I.</p> <p>Show an awareness of full stops when reading and begin to use them to demarcate sentences in writing.</p> <p>Children know to pause for breath when reading sentences ending with full stops.</p> <p>Begin to use question marks and exclamation marks to demarcate sentences.</p> <p>Know that an exclamation mark can be used to show shouting, anger, surprise.</p> <p>Know that a contraction is two words joined together with an apostrophe.</p> <p>Show an awareness and understanding of contractions when reading.</p> <p>Know which words have been joined and which letters omitted, shown by apostrophe.</p> <p>capital letters, full stops, question marks and exclamation marks</p> <p>Personal pronoun</p>	<p>Demarcate sentences using capital letters and full stops accurately.</p> <p>Use question marks and exclamation marks accurately.</p> <p>Use commas to separate items in a list. - I went to the shop to buy tea, milk, cheese and butter. - To separate a list of adjectives or adverbs (The beautiful, radiant princess leaned down. She let her hair down quickly, carefully and cautiously).</p> <p>Use apostrophes for contraction and for possession. for omission (have not / haven't) - begin to know some contracted homophones (whose/who's, their/there/they're) - for singular possession including nouns ending in 's' (Kate's hair / Cerys' hair) Use commas in a list.</p> <p>Commas (list)</p> <p>Apostrophes - singular, possession, contraction</p>	<p>Experiment with speech punctuation (linked to speech bubbles) Know that inverted commas ('speech marks') are used around the spoken word and begin to punctuate inside inverted commas correctly (“Stop right there!” the policeman shouted.)</p> <p>Convert speech bubbles to direct speech</p> <p>Use apostrophes for contraction and possession.</p> <p>Know a wide range of contractions including lesser known ones (would've, shan't) - use possessive apostrophe correctly for both single nouns and regular/irregular plurals (boy's, children's)</p> <p>inverted commas - speech, dialogue</p>	<p>Use inverted commas accurately to indicate speech including punctuation inside inverted commas, including where reporting clause is first. - “I'm not sure,” she said carefully. - Miss Smith replied, “Neither am I!”</p> <p>Use commas following fronted adverbials. - Suddenly, a loud noise pierced the air.</p> <p>Use commas to separate a subordinate clause from a main clause regardless of order. e.g. Feeling tired and unwell, I sat down in the armchair. I sat down in the armchair, feeling tired and unwell.</p> <p>Use apostrophes to mark singular and plural possession. - the girl's books - the boys' boots</p> <p>inverted commas - direct speech, reporting clause</p> <p>apostrophes - plural possession</p> <p>commas (fronted adverbials, reported clauses)</p>	<p>Use commas accurately to separate phrases and subordinate clauses, including relative clauses.</p> <p>Use brackets and commas for parenthesis.</p> <p>Parenthesis is when a phrase or word has been added to explain/detail but isn't necessary for meaning , e.g The evil pirate (born in 1723) captured several ships.</p> <p>Parenthesis - Brackets, dashes, commas</p> <p>commas – clarify meaning/ambiguity</p>	<p>Use semi-colons to separate main clauses. A semi-colon can replace a conjunction which links two main clauses in a compound sentence but ONLY if they are linked by subject (I was feeling hungry; I'd forgotten my lunch. The semi-colon replaces 'because').</p> <p>Use colons to introduce a list. Use semi-colons to separate items in a list. - semi-colons can add clarity (I went to the shop and purchased the following: a packet of mature cheddar cheese; five loaves of bread, thinly sliced; some Pepperami and a bottle of milk.)</p> <p>Use colons to separate boundaries between main clauses. A colon may be used instead of a semicolon to separate main clauses when the second clause explains, expands or illustrates the first e.g. He got what he worked for: a promotion.</p> <p>Use dashes to indicate parenthesis. Use a dash instead of brackets or commas to indicate parenthesis specifically to make the additional information stand out e.g. You are the one – the only one – I can trust.</p> <p>Use hyphens correctly to avoid ambiguity - a hyphen can link two words together to create a compound word (an ice skate becomes to ice-skate) - a hyphen can change the meaning of a sentence (In the jungle there was a man eating tiger. In the jungle there was a man-eating tiger).</p> <p>Use ellipsis for effect. - to indicate the passing of time, thought or interrupted speech. (“I'm wondering...” Kate said, bemused.)</p> <p>Punctuation of bullet points to list information.</p> <p>The following format is the one to follow when teaching bullet points:</p> <ul style="list-style-type: none"> • start each comment with a clear bullet point • do not capitalise each bullet point

						<ul style="list-style-type: none"> do not use commas or semi-colons to divide each bullet point do not end the final bullet point with a full stop As long as the method you use is consistent, it is acceptable <p>semi-colon, colon, dash -independent clauses</p> <p>colon, semi-colon (lists)</p> <p>bullet points</p> <p>hyphens (avoid ambiguity)</p>
Text Objectives	Sequencing sentences to form short narratives sequence/order – first, last, then, next	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] tense – present, past, progressive form	Introduction to paragraphs as a way to group related material Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] Heading and sub-headings to aid presentation paragraphs (group related material) tense - present perfect, simple past Presentation - Heading/subheading	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition paragraphs (organise ideas around theme) cohesion/repetition - pronoun, noun.	Devices to build cohesion within a paragraph [<i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before] cohesive devices (within and across paragraphs) adverbials (time, place, order, tense choices)	Linking ideas across paragraphs using wider range of cohesive devices : repetition of a word or phrase, grammatical connections [use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis Headings, sub-headings, columns, bullets, or tables, to structure text cohesive devices cont.: (repetition, adverbials, ellipsis)
Teaching strategies	Support children to form the complete sentence orally before writing. Help children memorise the sentence before writing by repeatedly saying it aloud. Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. Dictate sentences to ensure they contain only the taught sound-letter correspondences. Model how you read and re-read your own writing to check it makes sense	Support children to form the complete sentence orally before writing. Help children memorise the sentence before writing by repeatedly saying it aloud. Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. Dictate sentences to ensure they contain only the taught sound-letter correspondences. Model how you read and re-read your own writing to check it makes sense	Precise modelling Choral repetition High frequency repetition Checking for understanding: questioning and feedback Scaffolds: <ul style="list-style-type: none"> Sentence starters Communication in print Dictation Support children to form the complete sentence orally before writing. Help children memorise the sentence before writing by repeatedly saying it aloud. Completing an incomplete sentence Expand a sentence or combine 2 or more sentences Model how you read and re-read your own writing to check it makes sense	Precise modelling Choral repetition High frequency repetition Checking for understanding: questioning and feedback Scaffolds: <ul style="list-style-type: none"> Sentence starters Communication in print Dictation Support children to form the complete sentence orally before writing. Help children memorise the sentence before writing by repeatedly saying it aloud. Completing an incomplete sentence Expand a sentence or combine 2 or more sentences Model how you read and re-read your own writing to check it makes sense	Precise modelling Choral repetition High frequency repetition Checking for understanding: questioning and feedback Scaffolds: <ul style="list-style-type: none"> Sentence starters Communication in print Dictation Support children to form the complete sentence orally before writing. Help children memorise the sentence before writing by repeatedly saying it aloud. Completing an incomplete sentence Expand a sentence or combine 2 or more sentences Model how you read and re-read your own writing to check it makes sense	Precise modelling Choral repetition High frequency repetition Checking for understanding: questioning and feedback Scaffolds: <ul style="list-style-type: none"> Sentence starters Communication in print Dictation Support children to form the complete sentence orally before writing. Help children memorise the sentence before writing by repeatedly saying it aloud. Completing an incomplete sentence Expand a sentence or combine 2 or more sentences Model how you read and re-read your own writing to check it makes sense
Narrative features	Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end , decide where it is set and use ideas from reading for some incidents and events.	Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently ; include setting ; create characters , e.g. by adapting ideas about typical story characters; include some dialogue ; use phrases drawn from story language to add interest, (e.g.) <i>she couldn't believe her eyes</i> .	Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution ; write an opening paragraph and further paragraphs for each stage of the story; use either 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters .	Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution ; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs , (e.g.) <i>Some time later...</i> , <i>Suddenly...</i> , <i>Inside the castle...</i> ; use details to build character descriptions and evoke a response ; develop settings using adjectives and figurative language to evoke time, place and mood	Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology , (e.g.) portray events happening simultaneously (<i>Meanwhile...</i>); extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience ; aim for consistency in character and style .	Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis ; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation ; use dialogue at key points to move the story on or reveal new information . Create a setting by: using expressive or figurative language ; describing how it makes the character feel ; adding detail of sights and sounds; Vary narrative structure when writing complete stories, (e.g.) <i>start with a dramatic event and then provide background information</i> ; use two narrators to tell the story from different perspectives ; use the paragraph structure of non-linear narratives

						as a model for own writing; plan and write extended narrative.
Discussion	<p>Through talk and role play explore how others might think, feel and react differently from themselves and from each other.</p> <p>In reading explore how different characters might think, feel and react differently from themselves and from each other.</p>	<p>Through reading and in life situations, recognise, that different people (characters) have different thought/ feelings about, views on and responses to particular scenarios (e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself.)</p> <p>Explore different views and viewpoints.</p>	<p>Through reading explore how different views might be expressed/explained/ justified (e.g. the different view of characters in a particular book, the different view of people writing to a newspaper.)</p> <p>Through role play and drama explore how different views might be expressed/explained /justified (e.g. the different view of characters in a particular book, the different view of people in a simulated 'real life' scenario.)</p>	<p>In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced.</p> <p>Continue to explore the expression of different views through discussion, role play and drama.</p>	<p>In exploring persuasive texts, and those presenting a particular argument (see progression in Persuasion), distinguish and discuss any texts which seems to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue.</p> <p>Experiment with the presentation of various views (own and others, biased and balanced) though discussion, debate and drama.</p>	<p>Through reading, identify the language, grammar, organisational and stylistic features of balanced written discussions which:</p> <ul style="list-style-type: none"> - summarise different sides of an argument - clarify strengths/ weaknesses of different positions - signal personal opinion clearly - draw reasoned conclusions based on available evidence <p>Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument.</p> <p>First explore orally and then write a balanced report of a controversial issue:</p> <ul style="list-style-type: none"> - summarising fairly the competing views - analysing strengths and weaknesses of different positions - drawing reasoned conclusions where appropriate - using formal language and presentation as appropriate <p>Investigate conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition</p> <p>Build a bank of useful terms and phrases for persuasive argument, e.g. <i>similarly... whereas...</i></p>
Explanation	<p>Read captions, pictures and diagrams on wall displays and in simple books that explain a process. Draw pictures to illustrate a process and use the picture to explain the process orally.</p>	<p>After carrying out a practical activity, (e.g.) experiment, investigation, construction task) contribute to creating a flowchart or cyclical diagram to explain the process, as member of group with the teacher.</p> <p>After seeing and hearing an oral explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately.</p> <p>Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently.</p> <p>Following other practical tasks, produce a simple flowchart or cyclical diagram independently.</p>	<p>Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly sequenced.</p> <p>Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively.</p>	<p>Read and analyse explanatory texts to identify key structural features.</p> <p>Distinguish between explanatory texts, reports and recounts while recognising that an info. book might contain examples of all these forms of text or a combination of these forms</p> <p>Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate.</p> <p>Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing:</p> <ul style="list-style-type: none"> - purpose: to explain a process or to answer a question - structure: introduction, followed by sequential explanation, organised into paragraphs - language features: usually present tense; use of connectives of time and cause and effect; use of passive voice - presentation: use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering <p>After oral rehearsal, write explanatory texts independent from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing.</p>	<p>Read and analyse a range of explanatory texts, investigating and noting structural and language features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections.</p> <p>Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page, using an impersonal style, hypothetical language (if...then, might, when the...) and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate.</p> <p>In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.</p>	<p>Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text, as appropriate.</p>

Instructional/procedural	<p>Listen to and follow a single more detailed instruction and a longer series of instructions.</p> <p>Think out and give clear single oral instructions.</p> <p>Routinely read and follow written classroom labels carrying instructions.</p> <p>Read and follow short series of instructions in shared context.</p> <p>Contribute to class composition of instructions with teacher scribing.</p> <p>Write two consecutive instructions independently</p>	<p>Listen to and follow a series of more complex instructions.</p> <p>Give clear oral instructions to members of a group.</p> <p>Read and follow simple sets of instructions (recipes, plans, constructions which include diagrams.)</p> <p>Analyse some instructional texts and note their function, form and typical language features:</p> <ul style="list-style-type: none"> - statement of purpose, list of materials or ingredients, sequential steps, - direct/imperative language - use of adjectives and adverbs limited to giving essential information - emotive/value laden language not generally used <p>As part of a group with the teacher, compose a set of instructions with additional diagrams.</p> <p>Write simple, familiar instructions independently.</p>	<p>Read and follow instructions.</p> <p>Give clear oral instructions to members of a group.</p> <p>Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys.</p> <p>Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions.</p> <p>Write clear written instructions using correct register and devices to aid the reader</p>	<p>In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity.</p> <p>Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness.</p> <p>Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes). Compare these in terms of audience/purpose and form (structure and language features).</p> <p>Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again.</p>	<p>Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types.</p> <p>Use the language conventions and grammatical features of the different types of text as appropriate.</p>	
Recount Features	<p>Describe incidents from own experience in an audible voice using sequencing words and phrases such as ‘then’, ‘after that’ <i>first, next, after, when</i>.</p> <p>listen to other’s recounts and ask relevant questions.</p> <p>Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.</p>	<p>Describe incidents from own experience in an audible voice using sequencing words and phrases such as ‘then’, ‘after that’; listen to other’s recounts and ask relevant questions.</p> <p>Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like <i>first, next, after, when</i>.</p> <p>Write simple first person recounts linked to topics of interest/study or personal experience, using language of texts read as models for own writing, consistent in tense and person.</p>	<p>Watch or listen to third person recounts, e.g. news or sports reports on television, radio or podcast.</p> <p>Identify the sequence of main events.</p> <p>Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways,</p>	<p>Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as <i>meanwhile, following, afterwards</i> and including detail expressed in ways which will engage the reader <i>Girls with swirling hijabs danced to the</i></p> <p>Include recounts when creating paper or screen based information texts.</p>	<p>Identify features of recounted texts, e.g. sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. <i>‘As he was running away he noticed . . .’</i>, possible supporting illustrations, degree of formality adopted and use of connectives.</p> <p>Use language features of recounts including formal language when recounting events orally.</p> <p>Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader.</p>	<p>Develop the skills of biographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary.</p> <p>When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text as appropriate.</p>
Non-Chron report	<p>Find out about a subject by listening and following text as information books are read, watching a video.</p> <p>Contribute to a discussion on the subject as information is assembled and the teacher writes the information.</p> <p>Assemble information on a subject in own experience, (e.g.) food, pets.</p> <p>Write a simple non-chronological report by writing sentences to describe aspects of the subject.</p>	<p>After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations.</p> <p>Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. Read texts containing information in a simple report format, e.g. <i>There are two sorts of x...; They live in x...; the As have x..., but the B’s</i> etc.</p> <p>Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present, and categorise ideas.</p>	<p>Analyse a range of report texts and noting function, form and typical language features:</p> <ul style="list-style-type: none"> - introduction (an overall classification of what is being described) - short statement introduces each new item - language (specific and sometimes technical) to describe and differentiate - impersonal language - mostly present tense <p>Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum.</p> <p>Analyse broadcast information to identify presentation techniques and notice how the language used signals change.</p> <p>Teacher demonstrates research and note-taking techniques using info. and ICT texts on a subject and using a spider diagram to organise the information. Teacher demonstrates writing a non-chronological report using spider diagram; stress importance of subject verb agreements</p> <p>Write own report independently based on notes from several sources.</p>	<p>Collect information to write a report in which two or more subjects are compared, (e.g. spiders and beetles; solids, liquids and gases), observing that a grid rather than a spider diagram is appropriate for representing the information.</p> <p>Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs</p> <p>Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings.</p> <p>Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.</p>	<p>Secure understanding of the form, language conventions and grammatical features of non-chronological reports.</p> <p>Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</p>	

<p>Persuasion Features</p>	<p>Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it.</p> <p>Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective.</p>	<p>As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how.</p> <p>Evaluate simple persuasive devices (e.g. Say which posters in a shop or TV adverts would make them want to buy something, and why)</p> <p>Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something.</p> <p>Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama.</p>	<p>Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally.</p> <p>Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose.</p> <p>Through role play and drama explore particular persuasive scenarios (e.g. a parent persuading a reluctant child to go to bed.) and discuss the effectiveness of different strategies used.</p>	<p>Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues). Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these.</p> <p>Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments</p> <p>From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader.</p> <p>Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words</p> <p>Both orally and in writing to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules using more formal language appropriately.</p> <p>Use writing frames if necessary to back up points of view with illustrations and examples</p> <p>To present a point of view both orally and in writing, (e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate to the listener/reader; begin to explore how ICT other use of multimodality might support this. (e.g. showing pictures.)</p> <p>Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading.</p> <p>Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. <i>'if..., then'; 'on the other hand...'; 'finally'; 'so'</i></p>	<p>Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering</p> <ol style="list-style-type: none"> (i) how they are set out (ii) how language is used, e.g. to gain attention, respect, manipulate <p>Read other examples (e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact.</p> <p>Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information</p> <p>From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. <i>'surely', 'it wouldn't be very difficult...'</i>; persuasive definitions, e.g. <i>'no one but a complete idiot...'</i>; <i>'every right-thinking person would...'</i>; <i>'the real truth is...'</i>; rhetorical questions, e.g. <i>'are we expected to...?'</i>; <i>'where will future audiences come from...?'</i>; pandering, condescension, concession, e.g. <i>'Naturally, it takes time for local residents...'</i>; deliberate ambiguities, e.g. <i>'probably the best...in the world' 'known to cure all...'</i>; <i>'the professional's choice'</i></p> <p>Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state</p> <p>Write a commentary on an issue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points</p> <p>Construct an argument in note form or full text to persuade others of a point of view and: present the case to the class or a group; use standard English appropriately; evaluate its effectiveness. Explore how ICT or other use of multimodality might support this. (e.g. develop a PowerPoint presentation.)</p> <p>Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types.</p>	<p>Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example:</p> <ul style="list-style-type: none"> - the expression, sequence and linking of points - providing persuasive examples, illustration and evidence - pre-empting or answering potential objections - appealing to the known views and feelings of the audience <p>Orally and in writing, construct effective persuasive arguments:</p> <ul style="list-style-type: none"> - using persuasive language to deliberately influence the listener. - developing a point logically and effectively - supporting and illustrating points persuasively (using ICT and multi- modality where and when appropriate) - anticipating possible objections - harnessing the known views, interests and feelings of the audience - tailoring the writing to formal presentation where appropriate <p>Use reading to:</p> <ul style="list-style-type: none"> - investigate conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition - build a bank of useful terms and phrases for persuasive argument, e.g. similarly... whereas... <p>Overall, participate in whole class debates using the conventions and language of debate including standard English.</p> <p>In oral and written texts help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.</p>
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