



## **St Augustine's Catholic Primary School**

### **Writing Progression Map**

|                              | EYFS   | Year 1   | Year 2  | Year 3   | Year 4  | Year 5 and 6   |
|------------------------------|--|--|---|--|---|--|
| <b>INSTRUCTIONAL WRITING</b> | <ul style="list-style-type: none"> <li>Title</li> <li>Simple, easy vocabulary</li> <li>Time Adverbials</li> <li>Bossy (Imperative) verbs</li> <li>Numbered points</li> </ul> | <ul style="list-style-type: none"> <li>Title</li> <li>Simple, easy vocabulary</li> <li>Time Adverbials</li> <li>Bossy (Imperative) verbs</li> <li>Numbered points</li> <li>Written in correct order and makes sense</li> <li>Use commas to separate items in a list</li> <li>Simple conjunctions to join ideas (and, but, so)</li> </ul> | <ul style="list-style-type: none"> <li>Title</li> <li>Statement sentence about goal – what will be achieved</li> <li>Time Adverbials</li> <li>Imperative verbs</li> <li>Numbered / Bullet points</li> <li>Labelled diagrams</li> <li>Written in correct order and make sense</li> <li>Use commas to separate items in a list</li> <li>Simple conjunctions to join ideas (and, but, so)</li> <li>Simple adverbs and noun phrases to add precision (e.g. slowly, long stick)</li> </ul> | <ul style="list-style-type: none"> <li>Title</li> <li>Statement sentence about goal – what will be achieved</li> <li>List of equipment/ ingredients</li> <li>Time Adverbials</li> <li>Imperative verbs</li> <li>Numbered / Bullet points</li> <li>Labelled diagrams (GD – Labelled alongside imperatives / LA/SEN/ EAL – pictorial instructions and captions)</li> <li>Some complex sentences using subordinating conjunctions (if...when...)</li> <li>adverbs and noun phrases to add precision (e.g. slowly, long stick)</li> <li>Written in the second person</li> <li>Written in correct order and make sense</li> </ul> | <ul style="list-style-type: none"> <li>Title</li> <li>Statement sentence about goal – what will be achieved</li> <li>List of equipment/ ingredients</li> <li>Time Adverbials</li> <li>Imperative verbs</li> <li>Numbered / Bullet points</li> <li>Labelled diagrams (GD)</li> <li>Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter.</li> <li>Friendly tips/ suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg</li> <li>Written in the second person</li> <li>Written in correct order and make sense</li> <li>Adverbs &amp; adjectives to add precision</li> <li>Only necessary detail</li> <li>Appropriate vocabulary related to the subject</li> <li>Variation in sentence structures</li> </ul> | <ul style="list-style-type: none"> <li>Consolidate all previous learning</li> <li>Title</li> <li>Statement sentence about goal – what will be achieved</li> <li>Subheadings: Equipment / ingredients / instructions / method</li> <li>Time Adverbials</li> <li>Imperative verbs</li> <li>Numbered / Bullet points</li> <li>Labelled diagrams (GD)</li> <li>Adverbs &amp; complex noun phrases used for precision</li> <li>Prepositional phrases used for clarity</li> <li>Range of conjunctions to write longer sentences</li> <li>Variation in sentence structures</li> <li>Written in correct order and make sense</li> <li>Wide range of punctuation used (,;:-</li> <li>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</li> </ul> |

|                      | <b>EYFS</b>  | <b>Year 1</b>   | <b>Year 2</b>  | <b>Year 3</b>  | <b>Year 4</b>  | <b>Year 5 and 6</b>  |
|----------------------|--|---|--|--|--|--|
| <b>DIARY WRITING</b> | <ul style="list-style-type: none"> <li>• Write in first person</li> <li>• Retell the important events that have taken place</li> <li>• Simple adjectives to describe feelings</li> <li>• Written in chronological order</li> <li>• Time adverbials</li> <li>• Written in past tense</li> </ul> | <ul style="list-style-type: none"> <li>• Write in first person</li> <li>• Describe the important events that have taken place</li> <li>• Emotive language</li> <li>• Use exclamation sentences where appropriate (What a fantastic time we had!)</li> <li>• Written in chronological order</li> <li>• Time adverbials</li> <li>• Informal language / chatty style</li> <li>• Written in past tense</li> <li>• Simple conjunctions to join ideas (and, but, so)</li> </ul> | <ul style="list-style-type: none"> <li>• Write in first person</li> <li>• Describe the important events that have taken place</li> <li>• Emotive language</li> <li>• Thoughts and feelings</li> <li>• Written in chronological order</li> <li>• Brief introduction and conclusion</li> <li>• Time adverbials</li> <li>• Informal language / chatty style</li> <li>• Written in past tense</li> <li>• Include a date at the beginning</li> <li>• Simple conjunctions to join ideas (and, but, so)</li> <li>• Simple adverbs and noun phrases to add impact</li> </ul> | <ul style="list-style-type: none"> <li>• Write in first person</li> <li>• Describe the important events that have taken place</li> <li>• Emotive language</li> <li>• Thoughts and feelings</li> <li>• Written in chronological order</li> <li>• Clear introduction</li> <li>• Closing statement to signal overall impact</li> <li>• Time adverbials</li> <li>• Informal language / chatty style</li> <li>• Written in past tense</li> <li>• Include a date at the beginning</li> <li>• Appropriate beginning and sign off</li> <li>• Some complex sentences</li> <li>• Adverbs and noun phrases to add impact</li> <li>• Consistent tense</li> </ul> | <ul style="list-style-type: none"> <li>• Write in first person</li> <li>• Describe the important events that have taken place</li> <li>• Emotive language</li> <li>• Thoughts and feelings</li> <li>• Written in chronological order</li> <li>• Clear introduction &amp; closing statement to signal overall impact</li> <li>• Use embedded/relative clauses</li> <li>• Time adverbials</li> <li>• Informal language / chatty style</li> <li>• Written in past tense</li> <li>• Include a date at the beginning</li> <li>• Appropriate beginning and sign off</li> <li>• Paragraphs</li> <li>• Emotive language to show personal response</li> <li>• Variation in sentence structures</li> <li>• Some complex sentences</li> <li>• Consistent tense</li> <li>• Commas to separate clauses</li> </ul> | <ul style="list-style-type: none"> <li>• Write in first person</li> <li>• Describe the important events that have taken place</li> <li>• Emotive language</li> <li>• Thoughts and feelings</li> <li>• Written in chronological order</li> <li>• Clear introduction &amp; closing statement to signal overall impact</li> <li>• Time and fronted adverbials</li> <li>• Informal language / chatty style</li> <li>• Written in past tense</li> <li>• Include a date at the beginning</li> <li>• Appropriate beginning and sign off</li> <li>• Paragraphs</li> <li>• Emotive language to show personal response</li> <li>• Variation in sentence structures and lengths</li> <li>• Higher level punctuation used for impact – including ( ) ; : -</li> <li>• Active and passive voice used deliberately to heighten engagement.</li> <li>• Wide range of subordinating connectives e.g. whilst, until, despite.</li> <li>• Clear signals to the reader about time, place and personal response.</li> <li>• Modifiers are used to intensify or qualify</li> <li>• Complex noun phrases add detail</li> </ul> |

|                                  | Year 1   | Year 2  | Year 3  | Year 4  | Year 5   | Year 6   |
|----------------------------------|--|---|---|---|--|--|
| <b>STORY WRITING (NARRATIVE)</b> | <ul style="list-style-type: none"> <li>Beginning</li> <li>Middle</li> <li>End</li> <li>Characters</li> <li>Setting</li> <li>Adjectives to describe</li> <li>Simple sentences, starting with a pronoun and a verb e.g. He went home</li> <li>Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.</li> <li>Attempt to remain in the correct tense</li> </ul> | <ul style="list-style-type: none"> <li>Include an opening paragraph which describe characters and setting</li> <li>Include a problem or dilemma</li> <li>Begin to describe the character's feelings and emotions</li> <li>Include simple adjectives and, verbs.</li> <li>Use noun phrases and simple adverbs which add detail to description</li> <li>Use coordinating conjunctions to link two main ideas</li> <li>Use exclamation sentences where appropriate (What big eyes you have, Grandma!)</li> <li>Begin to use inverted commas to mark direct speech where appropriate</li> </ul> | <ul style="list-style-type: none"> <li>Include an opening paragraph which describe characters and setting</li> <li>Include a problem or dilemma</li> <li>Describe the character's feelings and emotions</li> <li>Use of inverted commas for speech</li> <li>Include powerful adjectives, verbs and adverbs.</li> <li>Include some synonyms, similes, metaphors and alliteration</li> <li>Write in paragraphs and include multiclause/compl ex sentences</li> <li>Use coordinating conjunctions to link two main ideas</li> <li>Use noun phrases which add detail to description</li> <li>Use the progressive form for verbs (Goldilocks was walking through the woods)</li> <li>Use exclamation sentences where appropriate (What big eyes you have, Grandma!)</li> </ul> | <ul style="list-style-type: none"> <li>Planning Stage - Story Map / Boxed up</li> <li>Interesting start which hooks the reader</li> <li>Include an opening paragraph which describes characters and setting</li> <li>Include a build up to a problem which increases tension.</li> <li>Include a problem or dilemma</li> <li>Describe the character's feelings and emotions</li> <li>Include speech to move the events of the story forward.</li> <li>Use of inverted commas for speech</li> <li>Include powerful adjectives, verbs and adverbs.</li> <li>Include a range of synonyms, similes, metaphors and alliteration</li> <li>Write in paragraphs and include multiclause sentences</li> <li>Use fronted adverbials to show how / when an event occurs</li> <li>Use subordinate clauses to add detail or context</li> <li>Use nouns and pronouns for clarity and cohesion</li> <li>Link between opening and resolution</li> <li>Variation in sentence structures e.g. while, although, until</li> </ul> | <ul style="list-style-type: none"> <li><b>Build on and consolidate previous learning</b></li> <li>Sequence of plot may be disrupted for effect e.g. flashback</li> <li>Opening and resolution shape the story</li> <li>Structural features of narrative are included e.g. repetition for effect</li> <li>Paragraphs varied in length and structure.</li> <li>Pronouns used to hide the doer of the action e.g. it crept into the woods</li> <li>Sentence length varied e.g short/long.</li> <li>Active and passive voice used deliberately to heighten engagement.</li> <li>Wide range of subordinating connectives e.g. whilst, until, despite.</li> <li>Embedded subordinate clauses are used for economy or emphasis</li> <li>Figurative language used to build description (sometimes</li> </ul> | <ul style="list-style-type: none"> <li><b>Build on and consolidate previous learning</b></li> <li>The story is well constructed and raises intrigue.</li> <li>Dialogue is used to move the action on who heighten empathy for central character</li> <li>Deliberate ambiguity is set up in the mind of the reader until later in the text</li> <li>Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</li> <li>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</li> <li>Sentence length and type varied according to purpose.</li> <li>Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions...</li> <li>Figurative language used to build up description e.g. everyone charged like a deer pack under threat</li> <li>Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand</li> </ul> |

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|--|--|--|---|---|---|--|
|  |  |  | <ul style="list-style-type: none"> <li>• Use nouns and pronouns for clarity and cohesion</li> <li>• Begin to use inverted commas to mark direct speech where appropriate</li> <li>• Verbs used are specific for action e.g. rushed, shoved, pushed</li> </ul> | <ul style="list-style-type: none"> <li>• Use embedded/relative clauses</li> <li>• Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously</li> <li>• Tense changes appropriate; verbs may refer to continuous action</li> <li>• Paragraphs organised correctly to build up to key event</li> <li>• Repetition avoided through using different sentence structures and ellipsis</li> </ul> | <ul style="list-style-type: none"> <li>• clichéd) e.g. the crowd charged like bulls</li> <li>• Repetition is used for effect e.g. the boys ran and ran until they could run no more.</li> </ul> | <ul style="list-style-type: none"> <li>• Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.</li> </ul> |
|--|--|--|---|---|---|--|

|                 | EYFS   | Year 1  | Year 2  | Years 3 and 4   | Years 5 and 6   |
|-----------------|--|---|---|---|---|
| INFORMAL LETTER | <ul style="list-style-type: none"> <li>• Senders address at the top right</li> <li>• Dear....</li> <li>• Chatty language</li> <li>• Informal ending – from, Best Wishes</li> </ul> | <ul style="list-style-type: none"> <li>• Senders address at the top right</li> <li>• Dear....</li> <li>• Write a greeting</li> <li>• Chatty language</li> <li>• Write details</li> <li>• Informal ending – from, Best Wishes</li> <li>• Ideas grouped in sentences in time sequence.</li> </ul> | <ul style="list-style-type: none"> <li>• Senders address at the top right</li> <li>• Dear....</li> <li>• Write a greeting</li> <li>• Chatty language</li> <li>• Write details</li> <li>• Informal ending – from, Best Wishes</li> <li>• Use question marks and exclamation marks</li> <li>• Subject/verb sentences e.g. I think... We want...</li> <li>• Some modal verbs introduced e.g. would, could, should.</li> <li>• Use simple adverbs e.g. yesterday, today.</li> <li>• Use simple noun phrases e.g. red shoes</li> </ul> | <ul style="list-style-type: none"> <li>• Senders address at the top right</li> <li>• Date under the address</li> <li>• Dear....</li> <li>• Write a greeting</li> <li>• Chatty, friendly language</li> <li>• Ask questions</li> <li>• Write details</li> <li>• Informal ending – from, Best Wishes</li> <li>• Use question marks and exclamation marks</li> <li>• Use paragraphs</li> <li>• Links between key ideas in the letter - paragraphs organized correctly into key ideas.</li> <li>• Variation in sentence structures e.g. While we were at the park... As we arrived...</li> <li>• Use embedded/relative clauses e.g. Mrs Holt, who was very angry...</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Build on and consolidate previous learning</b></li> <li>• Senders address at the top right</li> <li>• Date under the address</li> <li>• Dear....</li> <li>• Write a greeting</li> <li>• Informal language</li> <li>• Ask questions</li> <li>• Write details</li> <li>• Informal ending – from, Best Wishes</li> <li>• Use question marks and exclamation marks</li> <li>• Use paragraphs</li> </ul> |

|                      | Year 2  | Years 3 and 4   | Years 5 and 6   |
|----------------------|---|---|---|
| <b>FORMAL LETTER</b> | <ul style="list-style-type: none"> <li>Brief introduction and conclusion.</li> <li>Written in the past tense.</li> <li>Main ideas organized in groups.</li> <li>Some modal verbs introduced</li> <li>Using sequencing techniques – time related words.</li> </ul> | <ul style="list-style-type: none"> <li>Your address at the top of the right hand side of the page.</li> <li>Their address on the left hand side of the page.</li> <li>The date on the right hand side of the page, underneath your address.</li> <li>Dear Sir/Madam or Dear Mr/Miss/Mrs...</li> <li>Paragraph to explain why you are writing.</li> <li>Consistency of verb tenses</li> <li>Use of modal verbs</li> <li>Links between key ideas in the letter. Paragraphs organized correctly into key ideas.</li> <li>Variation in sentence structures</li> <li></li> </ul> | <ul style="list-style-type: none"> <li><b>Build on and consolidate previous learning</b></li> <li>Paragraph to explain the problem</li> <li>Paragraph to say what you want them to do about it</li> <li>Concluding paragraph</li> <li>Yours faithfully / Sincerely followed by your name</li> <li>Use of adverbials to convey sense of certainty (Surely we can agree...?)</li> <li>Use of short sentences to emphasis</li> <li>Use of the subjunctive form for formal structure (If I were you, I would...)</li> <li>Purpose of letter clear and transparent for reader.</li> <li>Formal language used throughout to engage the reader</li> <li>Sentence length varied e.g short/long.</li> <li>Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</li> <li>Wide range of subordinating conjunctions e.g. whilst, until, despite.</li> </ul> |

|                                  | Year 1   | Year 2   | Year 3  | Year 4  | Year 5   | Year 6   |
|----------------------------------|--|--|---|---|--|--|
| <b>NON CHRONOLOGICAL REPORTS</b> | <ul style="list-style-type: none"> <li>Title</li> <li>Opening sentence that explains what the report is about</li> <li>Picture / diagram</li> <li>Sentences linked to the pictures</li> <li>Attempt to write in 3<sup>rd</sup> person</li> </ul> | <ul style="list-style-type: none"> <li>Written in the present tense and the third person.</li> <li>Brief introduction and conclusion.</li> <li>Use coordinating conjunctions to link two main ideas.</li> <li>Use subordinating conjunctions in the middle of sentences.</li> <li>Information which is factual and accurate.</li> <li>Pictures / diagrams</li> <li>Subheadings</li> <li>Technical vocabulary</li> <li>Use noun phrases which inform</li> <li>Use apostrophes to mark possession</li> </ul> | <ul style="list-style-type: none"> <li>Appropriate use of past and present tense</li> <li>Paragraphs used to group related ideas.</li> <li>Subheadings to label content</li> <li>Opening paragraph that explains what the report is about.</li> <li>Written in the present tense and the third person.</li> <li>Use coordinating conjunctions to link two main ideas.</li> <li>Use subordinating conjunctions in the middle of sentences.</li> <li>Information which is factual and accurate.</li> <li>Pictures / diagrams</li> <li>Use noun phrases which inform</li> <li>Use apostrophes to mark possession</li> <li>Consistent tenses</li> </ul> | <ul style="list-style-type: none"> <li>Paragraphs used to group related ideas.</li> <li>Subheadings to label content &amp; organise information</li> <li>Opening paragraph that explains what the report is about.</li> <li>Varied sentence lengths and structures including embedded clauses</li> <li>Written in the present tense and the third person.</li> <li>Range of adverbials and conjunctions</li> <li>Links between sentences help to navigate the reader from one idea to the next.</li> <li>Technical vocabulary.</li> <li>Information which is factual and accurate.</li> <li>Pictures / diagrams</li> <li>Use of subordinating conjunctions to join clauses, including as openers</li> </ul> | <ul style="list-style-type: none"> <li>Title</li> <li>Paragraphs used to group related ideas.</li> <li>Subheadings to label content</li> <li>Written in the appropriate tense and the third person.</li> <li>Range of adverbials and conjunctions .</li> <li>Technical vocabulary.</li> <li>Information which is factual and accurate.</li> <li>Pictures / diagrams</li> <li>Use of subordinating conjunctions to join clauses, including as openers</li> <li>Developed introduction and conclusion using all the layout features.</li> <li>Formal and technical language used throughout to engage the reader.</li> </ul> | <ul style="list-style-type: none"> <li>Title</li> <li>Paragraphs used to group related ideas.</li> <li>Subheadings to label content</li> <li>Developed introduction and conclusion using all the layout features.</li> <li>Written in the appropriate tense and the third person.</li> <li>Range of adverbials and conjunctions .</li> <li>Technical vocabulary.</li> <li>Modal verbs</li> <li>Information which is factual and accurate.</li> <li>Pictures / diagrams</li> <li>Use of subordinating conjunctions to join clauses, including as openers</li> <li>Formal style sometimes using the passive voice</li> <li>The report is well constructed and answers the reader's questions.</li> <li>The writer understands the impact and thinks about the response.</li> </ul> |

|                                      | YEAR 2  | Year 3  | Year 4   | Year 5 and 6  |
|--------------------------------------|---|---|--|---|
| PERSUASION - ADVERT                  | <ul style="list-style-type: none"> <li>• Include persuasive language -exaggerate to make the product sound appealing</li> <li>• Use of 2<sup>nd</sup> person</li> <li>• Include noun phrases to add detail and adjectives for positive description</li> <li>• Include informative diagram or picture</li> <li>•</li> </ul>  | <ul style="list-style-type: none"> <li>• Include a snappy slogan to make the product sound interesting or exciting.</li> <li>• Describe the benefits of the product fully</li> <li>• Include persuasive language - exaggerate to make the product sound appealing</li> <li>• Use of 2<sup>nd</sup> person</li> <li>• Include noun phrases to add detail and adjectives for positive description</li> <li>• Use imperative verbs to convey urgency (Buy it today! Listen very carefully...)</li> <li>• Use rhetorical questions to engage the reader</li> <li>• Include informative diagram or picture</li> </ul>  | <ul style="list-style-type: none"> <li>• Include a snappy slogan to make the product sound interesting or exciting.</li> <li>• Describe the benefits of the product fully – specific and key information</li> <li>• Include persuasive language - exaggerate to make the product sound appealing</li> <li>• Use of 2<sup>nd</sup> person</li> <li>• Include noun phrases to add detail and adjectives for positive description</li> <li>• Use imperative verbs to convey urgency (Buy it today! Listen very carefully...)</li> <li>• Use rhetorical questions to engage the reader</li> <li>• Include informative diagram or picture</li> <li>• Price (if selling something)</li> </ul>  | <ul style="list-style-type: none"> <li>• Include a snappy slogan to make the product sound interesting or exciting.</li> <li>• Use of Alliteration</li> <li>• Describe the benefits of the product fully – specific and key information</li> <li>• Modal Verbs</li> <li>• Include persuasive language - exaggerate to make the product sound appealing</li> <li>• Use of 2<sup>nd</sup> person</li> <li>• Include noun phrases to add detail and adjectives for positive description</li> <li>• Use imperative verbs to convey urgency (Buy it today! Listen very carefully...)</li> <li>• Use rhetorical questions to engage the reader</li> <li>• Include informative diagram or picture</li> <li>• Price (if selling something)</li> </ul>   |
| PERSUASION – LETTER/DEBATE/ ARGUMENT | <ul style="list-style-type: none"> <li>• purpose to persuade the reader to see an argument from their point of view and change their mind or support something.</li> <li>• introductory paragraph that states the argument</li> <li>• Brief introduction and conclusion.</li> <li>• Written In the present tense</li> <li>• Main ideas organised in groups.</li> <li>• Use rhetorical questions</li> <li>• Words like <ul style="list-style-type: none"> <li>➢ <i>Some believe that...</i></li> <li>➢ <i>In my opinion...</i></li> <li>➢ <i>Therefore...</i></li> <li>➢ <i>For this reason...</i></li> <li>➢ <i>I feel that..</i></li> <li>➢ <i>I am sure that...</i></li> <li>➢ <i>Firstly...</i></li> <li>➢ <i>Secondly...</i></li> </ul> </li> <li>• Facts and statistics</li> </ul> | <ul style="list-style-type: none"> <li>• purpose to persuade the reader to see an argument from their point of view and change their mind or support something.</li> <li>• introductory paragraph that states the argument</li> <li>• Brief introduction and conclusion.</li> <li>• Written In the present tense</li> <li>• Main ideas organised in groups.</li> <li>• Use rhetorical questions</li> <li>• Words like <ul style="list-style-type: none"> <li>➢ <i>Some believe that...</i></li> <li>➢ <i>In my opinion...</i></li> <li>➢ <i>Therefore...</i></li> <li>➢ <i>Moreover...</i></li> <li>➢ <i>For this reason...</i></li> <li>➢ <i>I feel that..</i></li> <li>➢ <i>Surely...</i></li> <li>➢ <i>I am sure that...</i></li> <li>➢ <i>Firstly...</i></li> <li>➢ <i>Secondly...</i></li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• purpose to persuade the reader to see an argument from their point of view and change their mind or support something.</li> <li>• introductory paragraph that states the argument</li> <li>• conclusion.</li> <li>• Written In the present tense</li> <li>• Main ideas organised in groups.</li> <li>• Use rhetorical questions</li> <li>• Words like <ul style="list-style-type: none"> <li>➢ <i>Some believe that...</i></li> <li>➢ <i>In my opinion...</i></li> <li>➢ <i>Therefore...</i></li> <li>➢ <i>Moreover...</i></li> <li>➢ <i>For this reason...</i></li> <li>➢ <i>I feel that..</i></li> <li>➢ <i>Surely...</i></li> <li>➢ <i>I am sure that...</i></li> <li>➢ <i>Firstly...</i></li> <li>➢ <i>Secondly...</i></li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• purpose to persuade the reader to see an argument from their point of view and change their mind or support something.</li> <li>• Arguments are well constructed that answer the reader’s questions.</li> <li>• The writer understands the impact or the emotive language and thinks about the response.</li> <li>• Information is prioritised according to the writer’s point of view.</li> <li>• Written In the present tense</li> <li>• Main ideas organised in groups.</li> <li>• Use rhetorical questions</li> <li>• Each paragraph states a reason or opinion and then is followed by 2 or 3 pieces of evidence to support it.</li> <li>• Starts to acknowledge the <b>for</b> and <b>against</b></li> <li>• Facts and statistics</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>➤ <i>I am sure that...</i></li> <li>➤ <i>Firstly...</i></li> <li>➤ <i>Secondly...</i></li> <li>• Facts and statistics</li> <li>• Has facts that support the evidence given</li> </ul> | <ul style="list-style-type: none"> <li>• Has facts that support the evidence given</li> <li>• Clear introduction.</li> <li>• Points about subject/issue</li> <li>• Organised into paragraphs</li> <li>• Sub-heading used to organize texts.</li> </ul> | <ul style="list-style-type: none"> <li>➤ <i>It is certain...</i></li> <li>• Each paragraph states a reason or opinion and then is followed by 2 or 3 pieces of evidence to support it.</li> <li>• Starts to acknowledge the <b>for</b> and <b>against</b></li> <li>• Facts and statistics</li> <li>• Has facts that support the evidence given</li> <li>• Rhetorical Questions - Ask the reader questions that encourages them to think</li> <li>• A strong concluding paragraph that sums up the main argument</li> </ul> | <ul style="list-style-type: none"> <li>• Has facts that support the evidence given</li> <li>• Rhetorical Questions - Ask the reader questions that encourages them to think</li> <li>• A strong concluding paragraph that sums up the main argument</li> <li>• Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</li> <li>• Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</li> <li>• Sentence length and type varied according to purpose.</li> <li>• Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...</li> <li>• Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...</li> <li>• Prepositional phrases used cleverly. e.g. In the event of a blackout...</li> </ul> |
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|                   | Year 1   | Year 2   | Year 3  | Year 4   | Year 5  | Year 6  |
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| <b>NEWSPAPERS</b> | <ul style="list-style-type: none"> <li>Ideas grouped in sentences in time sequence.</li> <li>Attempts at third person writing.</li> <li>e.g. The man was run over.</li> <li>Beginning describes what happened</li> </ul> <p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p> | <ul style="list-style-type: none"> <li>Catchy headline which may include a pun or alliteration.</li> <li>Write in the past tense and the third person.</li> <li>Chronological order.</li> <li>Orientation - opening paragraph which answers the questions who, what, when and where.</li> <li>Paragraphs which answer the questions why and how.</li> <li>Reorientation - final paragraph which looks ahead to the future.</li> <li>Quotes from eye witness / key person in the report.</li> <li>A picture with a caption.</li> <li>Include emotive and descriptive language.</li> <li>Direct and indirect speech - inverted commas where appropriate</li> </ul> | <ul style="list-style-type: none"> <li>Clear introduction.</li> <li>Points about the visit/issue</li> <li>Organised into paragraphs denoted by time/ place.</li> <li>Topic sentences.</li> <li>Some newspaper layout features included.</li> <li>A bold eye-catching headline.</li> <li>Simple sentences with extra description.</li> <li>Some complex sentences using when, if, as etc.</li> <li>Tense consistent e.g. modal verbs can/ will</li> </ul> <p>Adverbials e.g. As the police arrived, the crowd scattered.</p> | <ul style="list-style-type: none"> <li>Clear introduction and conclusion.</li> <li>Links between key ideas in the newspaper. Who, what, where, when and why</li> <li>information is clear to orientate the reader.</li> <li>Paragraphs organised correctly into key ideas.</li> <li>All newspaper layout features included.</li> <li>Bold eye-catching headline which includes alliteration. Variation in sentence structures e.g. While the witness was distracted... As the police arrived...</li> <li>Use embedded/ relative clauses e.g. Mrs Holt, who was very angry...The tiger, that was pacing...</li> </ul> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> | <ul style="list-style-type: none"> <li>Developed introduction and conclusion using all the newspaper's layout features.</li> <li>Paragraphs developed with prioritised information into columns.</li> <li>Subheadings are used as an organisational device.</li> <li>Formal language used throughout to engage the reader.</li> <li>Quotations are succinct/emotive</li> <li>Sentence length varied e.g short/ long.</li> <li>Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</li> <li>Wide range of subordinate connectives e.g. whilst, until, despite.</li> <li>Complex sentences that use</li> </ul> | <ul style="list-style-type: none"> <li>Newspapers well constructed that answers the reader's questions.</li> <li>The writer understands the impact and thinks about the response.</li> <li>Information is prioritised according to importance and a frame of response set up for the reply.</li> <li>Headlines include puns.</li> <li>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</li> <li>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</li> <li>Sentence length and type varied according to purpose.</li> <li>Fronted adverbials used to clarify writer's position e.g. As a consequence of the accident...</li> <li>Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous.</li> </ul> |

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|  |  | <ul style="list-style-type: none"><li>• Use of relative clauses</li><li>• Use of expanded noun phrases to inform</li><li>• Use of subordinating conjunctions</li></ul> |  |  | <p>well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p> | <ul style="list-style-type: none"><li>• Prepositional phrases used cleverly. e.g. In the event of a fire...</li><li>• Orientation - opening paragraph which answers the questions who, what, when and where.</li><li>• Paragraphs which answer the questions why and how.</li><li>• Reorientation - final paragraph which looks ahead to the future.</li><li>•</li></ul> |
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| <b>BIOGRAPHY</b> | <ul style="list-style-type: none"> <li>• Ideas grouped together in time sequence.</li> <li>• Written in first person.</li> <li>• Written in the past tense.</li> <li>• Focused on individual or group participants e.g. I, we</li> <li>• Simple connectives are used to construct simple sentences e.g. and, but, then, so</li> </ul> | <ul style="list-style-type: none"> <li>• Brief introduction and conclusion.</li> <li>• Written in the past tense e.g. He went... She travelled</li> <li>• Main ideas organised in groups.</li> <li>• Ideas organised in chronological order using connectives that signal time. Subject/verb sentences e.g. He was... They were... It happened...</li> <li>• Some modal verbs introduced e.g. would, could, should.</li> <li>• Use simple adverbs e.g. quickly, slowly.</li> <li>• Use simple noun phrases e.g. large crowd</li> </ul> | <ul style="list-style-type: none"> <li>• Clear introduction.</li> <li>• Organised into paragraphs shaped around key events.</li> <li>• A closing statement to summarise the overall impact.</li> <li>• Simple sentences with extra description.</li> <li>• Some complex sentences using when, if, as etc.</li> <li>• Tense consistent e.g. modal verbs can/will</li> <li>• Adverbials e.g. When she arrived at the scene, the doctors told her exactly what happened.</li> </ul> | <ul style="list-style-type: none"> <li>• Clear introduction and conclusion.</li> <li>• Links between sentences help to navigate the reader from one idea to the next.</li> <li>• Paragraphs organised correctly around key events.</li> <li>• Elaboration is used to reveal the writer's emotions and responses.</li> <li>• Variation in sentence structures e.g. While we watched the sealion show...</li> <li>• Use embedded/relative clauses e.g. Penguins, which are very agile, ....</li> <li>• Include adverbs to show how often e.g. additionally, frequently, rarely.</li> <li>• Sentences build from a general idea to more specific.</li> <li>• Use emotive language to show personal response e.g. fabulous, showcase inspired me to....</li> </ul> | <ul style="list-style-type: none"> <li>• Developed introduction and conclusion including elaborated personal response.</li> <li>• Description of events are detailed and engaging.</li> <li>• The information is organised chronologically with clear signals to the reader about time, place and personal response.</li> <li>• Purpose of the recount an experience revealing the writer's perspective.</li> <li>• Sentence length varied e.g short/ long.</li> <li>• Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure.</li> <li>• Wide range of subordinate connectives e.g. whilst, until, despite.</li> </ul> | <ul style="list-style-type: none"> <li>• The report is well constructed and answers the reader's questions.</li> <li>• The writer understands the impact and thinks about the response.</li> <li>• Information is prioritised according to importance and a frame of response set up for the reply.</li> <li>• Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</li> <li>• Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</li> <li>• Sentence length and type varied according to purpose.</li> <li>• Fronted adverbials use to clarify writer's position e.g. As a consequence of their actions...</li> <li>• Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</li> <li>• Prepositional phrases used cleverly. e.g. In the event of a fire...</li> </ul> |

|                          | Year 1   | Year 2   | Year 3   | Year 4   | Year 5  | Year 6  |
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| <b>BALANCED ARGUMENT</b> | <ul style="list-style-type: none"> <li>Ideas are grouped together for similarity.</li> <li>Writes in first person.</li> <li>Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.</li> </ul> | <ul style="list-style-type: none"> <li>Brief introduction and conclusion.</li> <li>Written with an impersonal style</li> <li>Main ideas organised in groups</li> <li>Subject/verb sentences e.g. He was... They were... It happened...</li> <li>Some modal verbs introduced e.g. would, could, should.</li> <li>Use simple adverbs e.g. yesterday, last week</li> <li>Use simple noun phrases e.g. angry mum</li> <li>Uses rhetorical questions.</li> <li>Uses ambitious adjectives to grab the reader's attention.</li> </ul> | <ul style="list-style-type: none"> <li>Clear introduction.</li> <li>Points about subject/issue</li> <li>Organised into paragraphs</li> <li>Sub-heading used to organise texts</li> <li>Simple sentences with extra description.</li> <li>Some complex sentences using when, if, as etc.</li> <li>Tense consistent e.g. modal verbs could/might</li> <li>Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel.</li> <li>Start sentences with verbs e.g. imagine, consider, enjoy.</li> </ul> | <ul style="list-style-type: none"> <li>Clear introduction and conclusion.</li> <li>Links between key ideas in the letter. Paragraphs organised correctly into key ideas.</li> <li>Subheading Topic sentence</li> <li>Variation in sentence structures e.g. While we were at the park... As we arrived...</li> <li>Use embedded/relative clauses e.g. Mrs Holt, who was very angry...</li> <li>Include adverbs to show how often e.g. additionally, frequently, rarely.</li> <li>More complicated rhetorical questions e.g. Have you ever considered the impact of...?</li> </ul> | <ul style="list-style-type: none"> <li>Developed introduction and conclusion using all the argument or leaflet layout features.</li> <li>Paragraphs developed with prioritised information.</li> <li>Both view points are transparent for reader.</li> <li>Emotive language used throughout to engage the reader.</li> <li>Sentence length varied e.g short/ long.</li> <li>Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</li> <li>Wide range of subordinate connectives e.g. whilst, until, despite.</li> <li>Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which</li> </ul> | <ul style="list-style-type: none"> <li>Arguments are well constructed that answer the reader's questions.</li> <li>The writer understands the impact or the emotive language and thinks about the response.</li> <li>Information is prioritised according to the writer's point of view</li> <li>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</li> <li>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</li> <li>Sentence length and type varied according to purpose.</li> <li>Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...</li> <li>Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...</li> <li>Prepositional phrases used cleverly. e.g. In the event of a blackout...</li> </ul> |

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|  |  |  |  |  | <p>was nothing short of a miracle.</p> <ul style="list-style-type: none"><li>• Persuasive statements are used to change the reader's opinion. E.g. you will never need to...</li></ul> |  |
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