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|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5 and 6** |
| **Instruction Writing** | * Title * Simple, easy vocabulary * Time Adverbials * Bossy (Imperative) verbs * Numbered points | * Title * Simple, easy vocabulary * Time Adverbials * Bossy (Imperative) verbs * Numbered points * Written in correct order and make sense * Use commas to separate items in a list | * Title * Time Adverbials * Imperative verbs * Numbered / Bullet points * Labelled diagrams * Written in correct order and make sense * Use commas to separate items in a list | * Title * Time Adverbials * Imperative verbs * Numbered / Bullet points * Labelled diagrams (GD – Labelled alongside imperatives / LA/SEN/EAL – pictorial instructions and captions) * Written in the second person * Written in correct order and make sense | * Title * Time Adverbials * Imperative verbs * Numbered / Bullet points * Labelled diagrams (GD) * Written in the second person * Written in correct order and make sense * Adverbs * Only necessary detail * Appropriate vocabulary related to the subject | * Title * Subheadings: Equipment / ingredients / instructions / method * Time Adverbials * Imperative verbs * Numbered / Bullet points * Labelled diagrams (GD) * Adverbs * Range of conjunctions to write longer sentences * Written in correct order and make sense |

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Diary Entry** | * Write in first person * Retell the important events that have taken place * Simple adjectives to describe feelings * Written in chronological order * Time adverbials * Written in past tense | * Write in first person * Describe the important events that have taken place * Emotive language * Use exclamation sentences where appropriate (What a fantastic time we had!) * Written in chronological order * Time adverbials * Informal language / chatty style * Written in past tense | * Write in first person * Describe the important events that have taken place * Emotive language * Thoughts and feelings * Written in chronological order * Time adverbials * Informal language / chatty style * Written in past tense * Include a date at the beginning | * Write in first person * Describe the important events that have taken place * Emotive language * Thoughts and feelings * Written in chronological order * Time adverbials * Informal language / chatty style * Written in past tense * Include a date at the beginning * Appropriate beginning and sign off | * Write in first person * Describe the important events that have taken place * Emotive language * Thoughts and feelings * Written in chronological order * Time and fronted adverbials * Informal language / chatty style * Written in past tense * Include a date at the beginning * Appropriate * beginning and sign off * Paragraphs * Commas | * Write in first person * Describe the important events that have taken place * Emotive language * Thoughts and feelings * Written in chronological order * Time and fronted adverbials * Informal language / chatty style * Written in past tense * Include a date at the beginning * Appropriate beginning and sign off * Paragraphs * Commas to separate subordinate clauses |

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|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5 and 6** |
| **Story Writing** | * Beginning * Middle * End * Characters * Setting * Adjectives to describe | * Include an opening paragraph which describe characters and setting * Include a problem or dilemma * Begin to describe the character’s feelings and emotions * Include simple adjectives and, verbs. * Use noun phrases which add detail to description * Use coordinating conjunctions to link two main ideas * Use exclamation sentences where appropriate (What big eyes you have, Grandma!) * Begin to use inverted commas to mark direct speech where appropriate | * Include an opening paragraph which describe characters and setting * Include a problem or dilemma * Describe the character’s feelings and emotions * Use of inverted commas for speech * Include powerful adjectives, verbs and adverbs. * Include a some synonyms, similes, metaphors and alliteration * Write in paragraphs and include multiclause sentences * Use coordinating conjunctions to link two main ideas * Use noun phrases which add detail to description * Use the progressive * form for verbs (Goldilocks was walking through the woods) * Use exclamation sentences where appropriate (What big eyes you have, Grandma!) * Use nouns and pronouns for clarity and cohesion * Begin to use inverted commas to mark direct speech where appropriate | * Planning Stage - Story Map / Boxed up * Interesting start which hooks the reader * Include an opening paragraph which describe characters and setting * Include a build up to a problem which increases tension. * Include a problem or dilemma * Describe the character’s feelings and emotions * Include speech to move the events of the story forward. * Use of inverted commas for speech * Include powerful adjectives, verbs and adverbs. * Include a range of synonyms, similes, metaphors and alliteration * Write in paragraphs and include multiclause sentences * Use fronted adverbials to show how / when an event occurs * Use subordinate clauses to add detail or context * Use nouns and pronouns for clarity and cohesion | * Include 4 paragraphs * introduces the argument * the argument from one point of view * the argument from the other point of view * the most important argument which gives your opinion. * Balanced conclusion * Persuasive sentence starters * Generalisers * Written in 3rd person * Include conjunctions to link sentences together * Include phrases of debate * Include technical vocabulary including facts. * Use modal verbs to convey degrees of probability * Use of relative clauses to provide supporting detail * Use adverbials to provide cohesion | * Include 4 paragraphs * introduces the argument * the argument from one point of view * the argument from the other point of view * the most important argument which gives your opinion. * Balanced conclusion * Persuasive sentence starters * Generalisers * Written in 3rd person * Include conjunctions to link sentences together * Include phrases of debate * Include technical vocabulary including facts. * Use modal verbs to convey degrees of probability * Use of relative clauses to provide supporting detail * Use adverbials to provide cohesion |

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|  | | **EYFS** | | **Year 1** | | **Year 2** | | **Year 3 and 4** | | **Year 5 and 6** | |
| **Informal Letter** | | * Senders address at the top right * Dear…. * Chatty language * Informal ending – from, Best Wishes | | * Senders address at the top right * Dear…. * Write a greeting * Chatty language * Write details * Informal ending – from, Best Wishes | | * Senders address at the top right * Dear…. * Write a greeting * Chatty language * Write details * Informal ending – from, Best Wishes * Use question marks and exclamation marks | | * Senders address at the top right * Date under the address * Dear…. * Write a greeting * Chatty, friendly language * Ask questions * Write details * Informal ending – from, Best Wishes * Use question marks and exclamation marks * Use paragraphs | | * Senders address at the top right * Date under the address * Dear…. * Write a greeting * Informal language * Ask questions * Write details * Informal ending – from, Best Wishes * Use question marks and exclamation marks * Use paragraphs | |
|  | **EYFS** | | **Year 1** | | **Year 2** | | **Year 3** | | **Year 4** | | **Year 5 and 6** |
| **Non Chronological Report** | * Title * Opening sentence that explains what the report is about * Picture / diagram * Sentences linked to the pictures | | * Written in the present tense and the third person. * Use coordinating conjunctions to link two main ideas. * Use subordinating conjunctions in the middle of sentences. * Information which is factual and accurate. * Pictures / diagrams * Subheadings * Technical vocabulary * Use noun phrases which inform * Use apostrophes to mark possession | | * Appropriate use of past and present tense * Paragraphs used to group related ideas. * Subheadings to label content * Opening paragraph that explains what the report is about. * Written in the present tense and the third person. * Use coordinating conjunctions to link two main ideas. * Use subordinating conjunctions in the middle of sentences. * Information which is factual and accurate. * Pictures / diagrams * Use noun phrases which inform * Use apostrophes to mark possession | | * Paragraphs used to group related ideas. * Subheadings to label content * Opening paragraph that explains what the report is about. * Written in the present tense and the third person. * Range of adverbials and conjunctions * Technical vocabulary. * Information which is factual and accurate. * Pictures / diagrams * Use of subordinating conjunctions to join clauses, including as openers | | * Title * Paragraphs used to group related ideas. * Subheadings to label content * Opening paragraph that explains what the report is about. * Written in the appropriate tense and the third person. * Range of adverbials and conjunctions . * Technical vocabulary. * Information which is factual and accurate. * Pictures / diagrams * Use of subordinating conjunctions to join clauses, including as openers | | * Title * Paragraphs used to group related ideas. * Subheadings to label content * Opening paragraph that explains what the report is about. * Written in the appropriate tense and the third person. * Range of adverbials and conjunctions . * Technical vocabulary. * Modal verbs * Information which is factual and accurate. * Pictures / diagrams * Use of subordinating conjunctions to join clauses, including as openers * Formal style sometimes using the passive voice |

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|  | **EYFS** | **Year 1** | **Year 2** | **Year 3 and 4** | **Year 5 and 6** |
| **Recount Checklist** | * Time adverbials (first, next, after, later * First person * Describe clearly what has happened * Chronological order. | * Who, what, when, where and why in a few sentences. * Time adverbials (first, firstly, next, after, later * Written in the past tense * First person. * Chronological order. * Use coordinating and subordinating conjunctions | * An introduction which answers who, what, when, where and why. * time adverbials (first, firstly, next, after, later) * Written in the past tense. * First person. * Describe clearly what has happened. * Chronological order. * Use exclamation sentences where appropriate * Use coordinating and subordinating conjunctions | * An introduction which answers who, what, when, where and why. * time adverbials * Written in the past tense. * First person. * Describe clearly what has happened. * Chronological order. * Begin to use present perfect tense to place events in time (This week we have visited the Science Museum..) * Use relative clauses to add further detail (we went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament..) * End the recount with a closing statement | * An introduction which answers who, what, when, where and why. * time adverbials and other appropriate adverbials * Written in the past tense. * First person. * Describe clearly what has happened. * Chronological order. * Begin to use present perfect tense to place events in time (This week we have visited the Science Museum..) * Use relative clauses to add further detail (we went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament..) * End the recount with a closing statement |

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|  | **Year 3** | **Year 4** | **Year 5 and 6** |
| **Advert** | * Include a snappy slogan to make the product sound interesting or exciting. * Describe the benefits of the product fully * Include persuasive language -exaggerate to make the product sound appealing * Use of 2nd person * Include noun phrases to add detail and adjectives for positive description * Use imperative verbs to convey urgency (Buy it today! Listen very carefully…) * Use rhetorical questions to engage the reader * Include informative diagram or picture. | * Include a snappy slogan to make the product sound interesting or exciting. * Describe the benefits of the product fully – specific and key information * Include persuasive language -exaggerate to make the product sound appealing * Use of 2nd person * Include noun phrases to add detail and adjectives for positive description * Use imperative verbs to convey urgency (Buy it today! Listen very carefully…) * Use rhetorical questions to engage the reader * Include informative diagram or picture * Price (if selling something) | * Include a snappy slogan to make the product sound interesting or exciting. * Use of Alliteration * Describe the benefits of the product fully – specific and key information * Modal Verbs * Include persuasive language -exaggerate to make the product sound appealing * Use of 2nd person * Include noun phrases to add detail and adjectives for positive description * Use imperative verbs to convey urgency (Buy it today! Listen very carefully…) * Use rhetorical questions to engage the reader * Include informative diagram or picture * Price (if selling something) |

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|  | **Year 3 and 4** | **Year 5 and 6** |
| **Newspaper writing checklist** | * Catchy headline which may include a pun or alliteration. * Write in the past tense and the third person. * Chronological order. * Orientation - opening paragraph which answers the questions who, what, when and where. * Paragraphs which answer the questions why and how. * Reorientation - final paragraph which looks ahead to the future. * Quotes from eye witness / key person in the report. * A picture with a caption. * Include emotive and descriptive language. * Direct and indirect speech - inverted commas where appropriate * Use of relative clauses * Use of expanded noun phrases to inform * Use of subordinating conjunctions | * Catchy headline which may include a pun or alliteration. * Write in the past tense and the third person. * Chronological order. * Orientation - opening paragraph which answers the questions who, what, when and where. * Paragraphs which answer the questions why and how. * Reorientation - final paragraph which looks ahead to the future. * Quotes from eye witness / key person in the report. * A picture with a caption. * Include unbiased and descriptive language. * Direct and indirect speech - inverted commas where appropriate * Use of relative clauses * Use of expanded noun phrases to inform * Use of subordinating conjunctions * Picture with a caption |

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|  | **Year 2** | **Year 3 / 4 / 5 / 6** |
| **Checklist for persuasive writing** | * Persuasive texts come in many different forms. Some include advertisements, letters, debates, articles and reports. * Their main purpose is to persuade the reader to see an argument from their point of view and change their mind, buy or support something. * An introductory paragraph that states the argument * Words like * *Some believe that…* * *In my opinion…* * *Therefore…* * *For this reason…* * *I feel that..* * *I am sure that…* * *Firstly…* * *Secondly…* * Points out the arguments **for** and **against** * Facts and statistics * Has facts that support the evidence given | * Persuasive texts come in many different forms. Some include advertisements, letters, debates, articles and reports. * Their main purpose is to persuade the reader to see an argument from their point of view and change their mind, buy or support something. * An introductory paragraph that states the argument * Words like * *Some believe that…* * *In my opinion…* * *Therefore…* * *Moreover…* * *For this reason…* * *I feel that..* * *Surely…* * *I am sure that…* * *Firstly…* * *Secondly…* * *It is certain…* * Each paragraph states a reason or opinion and then is followed by 2 or 3 pieces of evidence to support it. * Points out the **for** and **against** * Facts and statistics * Has facts that support the evidence given * Rhetorical Questions - Ask the reader questions that encourages them to think * A strong concluding paragraph that sums up the main argument |

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|  | **Year 5 and 6** | |
| **Balanced Argument** | * Include 4 paragraphs * introduces the argument * the argument from one point of view * the argument from the other point of view * the most important argument which gives your opinion * Balanced conclusion * Persuasive sentence starters | * Generalisers * Written in 3rd person * Include conjunctions to link sentences together * Include phrases of debate * Include technical vocabulary including facts. * Use modal verbs to convey degrees of probability * Use of relative clauses to provide supporting detail * Use adverbials to provide cohesion |
| **Formal Letter** | * Your address at the top of the right hand side of the page. * Their address on the left hand side of the page. * The date on the right hand side of the page, underneath your address. * Dear Sir/Madam or Dear Mr/Miss/Mrs… * Paragraph to explain why you are writing. | * Paragraph to explain the problem * Paragraph to say what you want them to do about it * Concluding paragraph * Yours faithfully / Sincerely followed by your name * Use of adverbials to convey sense of certainty (Surely we can agree…?) * Use of short sentences to emphasis * Use of the subjunctive form for formal structure (If I were you, I would…) |
| **Poem Review** | * How do you feel about the poem? * The mental pictures you get from the poem * Is poem a narrative poem - that is, a poem that tells a story? * Have you noticed any pattern in the way the verses are written? * How is repetition used? Do any lines repeat themselves - where and why? * The rhyme, including internal rhyme * The sound and rhythm - how does it make you feel? | * Are there any similes, metaphors, word play? * Which words suggest this is not a modern poem? * Which words suggest this is a modern poem? * Which of the poems do you like best and why? * Explain your reasons carefully, copying out some of your favourite words and phrases and saying why you like them. * Begin to use passive voice to maintain impersonal tone * Use relative clauses to provide cohesion across the text * Use expanded noun phrases. |

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|  | **Key Stage 1** | **LKS2** |
| **Punctuation and Grammar** | **Writing to entertain** (Stories, descriptions, poetry and in-character /role)   * Past and present tense * Coordinating conjunctions – *and, but, so, or, when* * Noun phrases * Progressive form for verbs * Exclamation sentences * Adverbials – *first, then, next, after, later, the next day.,.* * Finger spaces * Capital letters and full stops * Capital letter for first person ‘I’ * Apostrophes to mark contractions * Exclamation marks * Begin to use inverted commas to mark direct speech | **Writing to entertain** (Stories, descriptions, poetry and characters / settings)   * Use of paragraphs to organise in time sequence * Fronted adverbials to show how / when an event occurs. * Expanded noun phrases * Subordinate clauses to add detail or context * Nouns and pronouns for clarity and cohesion * Conjunctions * Use of full punctuation for direct speech, including punctuation within and before inverted commas. * Secure use of apostrophes for possession * Use of commas after fronted adverbials and subordinate clauses * Begin to use dashes for emphasis |
| **Key Stage 1** | **UKS2** |
| **Writing to inform (Recount, Letter, instructions**)   * Appropriate use of past and present tense * Use of coordinating conjunctions * Use of subordinating conjunctions * Use of noun phrases which inform * Use of commas to separate items in a list * Use exclamation sentences where appropriate * Use of finger spaces * Use capital letters and full stops * Use of questions mark * Use apostrophes to mark possession | **Writing to entertain** (Narrative, descriptions, poetry and characters / settings)   * Use of paragraphs to organise in time sequence * Subordinate clauses to add detail or context * Use relative clauses to add detain or context * Use a wide range of sentence structures to add interest. * Adverb ials * Conjunctions * Use brackets for incidentals * Use dashes to emphasise additional information * Use colons to add further detail in a new clause * Use semi – colons to join related clauses. |

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|  | **LKS2** | **LKS2** |
| **Punctuation and Grammar** | **Writing to inform (Explanation, Recount, Letter, Biogrpahy, Newspaper article, instructions**)   * Subheadings to label content * Paragraphs used to group related ideas * Use subordinating conjunctions to join clauses, including as openers * Use expanded noun phrases to inform * Use commas to separate adjectives in a list * Use relative clauses to add further detail * Begin to use present perfect tense to place events in time. * Use capital letters * Use commas to mark fronted adverbials and subordinate clauses * Use inverted commas for direct speech * Use bullet points to list items. | **Writing to inform (Report, Explanation, Recount, Letter, Biogrpahy, Newspaper article, instructions**)   * Headings / Subheadings * Use of technical vocabulary * Paragraphs used to group related ideas * Use subordinating conjunctions in varied positions * Use expanded noun phrases to inform * Use relative clauses to add further detail. * Begin to use passive voice to remain formal and detached * Begin to use colons to link related clauses. * Use brackets or dashes to explain technical vocabulary and to mark relative clauses. * Use semi – colons to punctuate complex lists, * Use colons to introduce lists or sections * Secure use of commas to mark clauses, including subordinating clauses * Begin to use colons and semi – colons to mark clauses. |
| **Writing to persuade (Advertising, letter, speech, poster**)   * Use of 2nd person * Facts and statistics * Adjectives for positive description * Imperative verbs to convey urgency * Rhetorical questions to engage the reader * Noun phrases to add detail and description * Relative clauses to provide additional enticement * Capital letters for proper nouns * Use commas to mark relative clauses, fronted adverbials and subordinate clauses. |

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|  | **UKS2** |
| **Punctuation and Grammar** | **Writing to persuade (Advertising, letter, speech, poster, campaign**)   * Use of 2nd person * Personal pronouns * Hyperbole * Imperative and modal verbs to convey urgency * Facts and statistics * Adverbials to convey sense of certainty * Short sentences for emphasis * Use of the subjunctive form for formal structure. * Colons and semi-colons to list features, attractions or arguments * Brackets or dashes for parenthesis, including for emphasis * Use semi-colons for structure repetition |
| **Writing to discuss (Balanced argument, newspaper article, a review**)   * Appropriate use of cohesive devices * Use of subjunctive form where needed * Use of paragraphs * Maintain formal / impersonal tone * Modal verbs to convey degrees of probability * Relative clauses to provide supporting detail * Adverbials to provide cohesion across the text * Expanded noun phrases to describe in detail * Passive voice to maintain impersonal tone * Brackets or dashes for parenthesis, including for emphasis * Use semi-colons for to mark related clauses * Use commas to mark relative clauses * Use colons and semi-colons to punctuate complex lists |

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| **Year 3**  **Explanation Checklist** | **Key Stage 2**  **Biography Checklist** | **Key Stage 2**  **Play Script Checklist** |
| * + Technical Vocabulary   + Subordinating conjunctions as well as casual conjunctions ( so, because, when)   + Paragraphs to group related ideas   + present tense   + Start each page with a question   + Sub headings   + Labelled diagrams or pictures   + A contents page   + A glossary | * Opening statement introduces the subject, and explains why he/she is known * Significant events are ordered chronologically * Closing statement explains how this person will be remembered, and sometimes gives the writer’s opinion * Use of rhetorical questioning * Refers to named individuals * Contains dates linked to specific events * Written in the past tense * Can include direct and indirect speech and quotes from other sources * Written in 3rd person * Includes time adverbials to link ideas * Use subordinating conjunctions to join clauses, * Use commas to mark fronted adverbials and to mark subordinate clauses | * Set the scene * List the characters at the beginning * Introduced and described the scene * Characters’ names are written on the left * Characters’ names have a colon after them * A new line for every new speaker * Stage directions are in brackets ( ) * Stage directions are written in the present tense * Stage directions for how the actor must speak * Stage directions for how the actors must move * Every time the setting changes *(changes place or time)*, start a new scene * Set out the dialogue as direct speech without speech marks * Include interesting and dramatic events. |