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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
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* 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.
 |