

# **Literacy Genre Unit Targets**

## Handford Hall Primary School

<b>Narrative</b>			
<b>Year Group</b>	<b>Sentence Structure, Punctuation &amp; Grammar</b>	<b>Text Structure &amp; Paragraphing</b>	<b>Purpose &amp; Vocabulary</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>I can form my letters correctly.</li> <li>I can leave spaces between my words.</li> <li>I can write in clear sentences.</li> <li>I remember to use full stops and capital letters.</li> <li>I can use the pronoun 'I'.</li> <li>I can use capital letters for all proper nouns.</li> <li>I can use a question mark or an exclamation mark.</li> <li>I join my ideas together using 'and', 'but' or 'so'.</li> <li>I use standard form verbs e.g. go/went.</li> </ul>	<ul style="list-style-type: none"> <li>I can put some events in order.</li> <li>I can sequence my sentences.</li> </ul>	<ul style="list-style-type: none"> <li>I can use familiar language to show the beginning and end of my story e.g. one day.</li> <li>I can choose appropriate words to match the idea.</li> <li>I can use some descriptive language in my writing.</li> <li>I show some awareness of my reader.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>I can structure my writing sentence by sentence.</li> <li>I can write sentences with different forms: statement, question, exclamation or command.</li> <li>I can use full stops and capital letters accurately.</li> <li>I can use question marks and exclamation marks accurately.</li> <li>I can use subordination (using when, if, that or because)</li> <li>I can use coordination (using or, and or but)</li> <li>I can use verbs consistently.</li> <li>I can use the present and past tenses correctly and consistently.</li> <li>I can use commas in a list.</li> <li>I can use apostrophes correctly for contraction and possession.</li> </ul>	<ul style="list-style-type: none"> <li>I can write the events in my story in a logical order.</li> <li>I can sequence ideas by using time related words or line breaks.</li> </ul>	<ul style="list-style-type: none"> <li>I can write in different genres.</li> <li>I can use the main features of a type of writing.</li> <li>I can use a style of writing appropriate to the purpose.</li> <li>I can write narratives about personal experiences and those of others (real and fictional)</li> <li>I can start and end my story using story language.</li> <li>I can select words that match the content of my writing.</li> <li>I can describe my characters and setting.</li> <li>I can try out adventurous words in my writing.</li> <li>I can use expanded noun phrases to describe and specify e.g. the blue butterfly.</li> <li>I can include some dialogue in my story.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>I can use a mixture of simple and complex sentences.</li> <li>I can use a range of connectives e.g. when, if, because, although to extend my sentences.</li> <li>I can match verbs to tenses.</li> <li>I can use adverbs to express time and cause e.g. then, next, after and soon.</li> <li>I can use prepositions e.g. before, after, during, in and because of.</li> <li>I can use nouns and pronouns for clarity.</li> <li>I remember to use full stops, capital letters, question marks and exclamation marks accurately.</li> <li>I can use speech marks.</li> <li>I can use a possessive apostrophe with singular and plural nouns.</li> </ul>	<ul style="list-style-type: none"> <li>I can sequence ideas and information logically e.g. by using fronted adverbials.</li> <li>I can organise ideas with related points next to each other.</li> <li>My story includes a sequence of events, which leads to a suitable ending.</li> </ul>	<ul style="list-style-type: none"> <li>I can write so that the general purpose is clear.</li> <li>I can create setting and character in narrative.</li> <li>I can include relevant information and ideas.</li> <li>I can elaborate on basic information.</li> <li>I can experiment with adjectives to create impact.</li> <li>I can use a range of adverbs in my writing e.g. to create suspense (suddenly...)</li> <li>I can use a range of noun phrases in my writing.</li> <li>I add dialogue to my story.</li> </ul>

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<b>Year 4</b>	<ul style="list-style-type: none"> <li>I can use a range of simple and complex sentences.</li> <li>I can vary sentence structure, using different openers.</li> <li>I can use commas splicing.</li> <li>I can use fronted adverbials with a comma.</li> <li>I can use speech marks and other punctuation.</li> <li>I can match verbs to tenses accurately.</li> <li>I can use nouns or pronouns to avoid repetition.</li> <li>I can use conjunctions, adverbs and prepositions to express time and cause.</li> </ul>	<ul style="list-style-type: none"> <li>I can link ideas within a paragraph.</li> <li>I can show organisation of paragraphs so that they follow a theme.</li> </ul>	<ul style="list-style-type: none"> <li>I can make the main features of the type of writing clear to the reader.</li> <li>I can adopt a viewpoint and maintain it throughout my writing e.g. of characters and their feelings.</li> <li>I can create setting, character and plot in narrative.</li> <li>I use description to add detail to my story.</li> <li>I can use specific noun phrases to add detail.</li> <li>I can create suspense in my writing e.g. by using description and adverbs (suddenly...)</li> <li>I can create pace in my stories.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>I can vary length, structure and subject of a sentence.</li> <li>I can punctuate my sentences correctly.</li> <li>I can use speech marks and other speech punctuation accurately.</li> <li>I can use commas to clarify meaning and avoid ambiguity in writing e.g. fronted adverbials.</li> <li>I can use brackets, dashes and commas.</li> <li>I can use subordinating connectives such as when, if and because.</li> <li>I can ensure verbs and tenses match.</li> <li>I can use modal verbs or adverbs to indicate degrees of possibility.</li> <li>I can apply choice of noun or pronoun to avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>I can group together related events or points in a logical sequence in paragraphs.</li> <li>I can link ideas within/across a paragraph e.g. later, nearby.</li> <li>I can use a wide range of devices to build cohesion across paragraphs e.g. then, after.</li> <li>I have developed all parts of my story equally.</li> </ul>	<ul style="list-style-type: none"> <li>I can use the main features of a genre of writing.</li> <li>I can adopt a style appropriate to the genre.</li> <li>I can choose relevant information and ideas.</li> <li>I can create realistic characters through description, dialogue and action.</li> <li>I can demonstrate an understanding of viewpoint in my writing e.g. by making my reader see characters or events in a certain way.</li> <li>I can choose carefully the types of words and phrases used to add interest and detail e.g. expanded adverbial and noun phrases.</li> <li>I can hook my reader through creating suspense, developing a climax, through a surprising ending or through my choice of words.</li> <li>I change the pace of my story deliberately, e.g. my sentences show the speed at which the events are happening.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>I can give clarity and emphasis to writing by varying length, structure and subject of sentences.</li> <li>I can use relative clauses beginning with who, which, where and when.</li> <li>I can use punctuation, including speech punctuation, accurately.</li> <li>I can use commas to mark clauses accurately.</li> <li>I can use brackets, dashes or commas to indicate parenthesis.</li> <li>I can use hyphens to avoid ambiguity.</li> <li>I can use colons, semi colons or dashes to mark boundaries between main clauses.</li> <li>I can use a wide range of connectives to clarify the relationship between ideas.</li> <li>I can use the perfect form of verbs to mark relationships of time and cause.</li> <li>I can select appropriate grammar and know my choices impact my writing.</li> </ul>	<ul style="list-style-type: none"> <li>I can structure information or ideas into clear paragraphs.</li> <li>I can use paragraphs to make logical links.</li> <li>I can ensure that paragraphs link but also make sense on their own.</li> <li>I can merge the features of different genres to add extra interest to the structure.</li> </ul>	<ul style="list-style-type: none"> <li>I can use the correct style of writing for the genre.</li> <li>I can ensure the style of writing maintains reader attention e.g. use of hooks such as direct address, informal style, repetition for effect or word choices.</li> <li>I can describe setting, character, atmosphere and integrate dialogue to convey character and advance action.</li> <li>My reader knows what I think of events, settings, or my character throughout my story.</li> <li>I can use a wide range of vocabulary in my writing.</li> <li>I can use expanded noun phrases to convey complicated information concisely.</li> <li>I can move my story to a different place or time (changing the tense for impact).</li> <li>I can refer back to earlier parts of the text to add emphasis.</li> <li>I can use literary features to create effect e.g. alliteration, onomatopoeia, figurative language, dialect etc.</li> </ul>

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<b>Poetry</b>			
<b>Year Group</b>	<b>Sentence Structure, Punctuation &amp; Grammar</b>	<b>Text Structure &amp; Paragraphing</b>	<b>Purpose &amp; Vocabulary</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>I can form my letters correctly.</li> <li>I can leave spaces between my words.</li> <li>I can write in clear sentences.</li> <li>I remember to use full stops and capital letters where appropriate.</li> <li>I can use capital letters for all proper nouns.</li> <li>I join my ideas together using 'and', 'but' or 'so'.</li> <li>I use standard form verbs e.g. go/went.</li> </ul>	<ul style="list-style-type: none"> <li>I can sequence my sentences.</li> </ul>	<ul style="list-style-type: none"> <li>I can choose appropriate words to match the subject of my poem.</li> <li>I can use some descriptive language in my poem.</li> <li>I show some awareness of my reader.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>I can structure my writing sentence by sentence.</li> <li>I can use full stops and capital letters accurately where appropriate.</li> <li>I can use subordination (using when, if, that or because)</li> <li>I can use coordination (using or, and or but)</li> <li>I can use verbs consistently.</li> <li>I can use the present and past tenses correctly and consistently.</li> <li>I can use apostrophes correctly for contraction and possession.</li> </ul>	<ul style="list-style-type: none"> <li>I can sequence the ideas in my poem into a logical order.</li> </ul>	<ul style="list-style-type: none"> <li>I can write simple poetry using its main features.</li> <li>I can use a style of writing appropriate to the purpose.</li> <li>I can select words that match the content of my poem.</li> <li>I can use description in my poem.</li> <li>I can try out adventurous words in my poem.</li> <li>I can use expanded noun phrases to describe and specify e.g. the blue butterfly.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>I can use a mixture of simple and complex sentences.</li> <li>I can use a range of connectives to extend my sentences.</li> <li>I can match verbs to tenses.</li> <li>I can use prepositions.</li> <li>I can use nouns and pronouns for clarity.</li> <li>I remember to use full stops, capital letters and other punctuation where appropriate.</li> <li>I can use a possessive apostrophe with singular and plural nouns.</li> </ul>	<ul style="list-style-type: none"> <li>I can sequence ideas and information logically.</li> <li>I can organise ideas with related points next to each other.</li> </ul>	<ul style="list-style-type: none"> <li>I can write so that the general purpose is clear.</li> <li>I can include relevant information and ideas in my poetry.</li> <li>I can elaborate on basic information in my poetry.</li> <li>I can experiment with adjectives to create impact.</li> <li>I can use a range of adverbs in my poetry.</li> <li>I can use a range of noun phrases in my poetry.</li> <li>I can use similes in my poetry.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>I can use a range of simple and complex sentences.</li> <li>I can vary sentence structure, using different openers.</li> <li>I can use commas splicing.</li> <li>I can use other punctuation appropriate to poetry.</li> <li>I can use fronted adverbials with a comma where appropriate.</li> <li>I can match verbs to tenses accurately.</li> <li>I can use nouns or pronouns to avoid repetition where desired.</li> <li>I can use conjunctions, adverbs and prepositions.</li> </ul>	<ul style="list-style-type: none"> <li>I can link ideas within a verse.</li> <li>I can show organisation of verses so that they follow a theme.</li> </ul>	<ul style="list-style-type: none"> <li>I can make the main features of poetry clear to my reader.</li> <li>I can create a mood and maintain it throughout my poem.</li> <li>I use description to add detail to my poetry.</li> <li>I can use specific noun phrases to add detail.</li> <li>I can create rhythm in my poetry.</li> <li>I can use similes in my poetry.</li> </ul>

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<b>Year 5</b>	<ul style="list-style-type: none"> <li>• I can vary length, structure and subject of a sentence.</li> <li>• I can punctuate my sentences correctly.</li> <li>• I can use commas to clarify meaning and avoid ambiguity in writing e.g. fronted adverbials where appropriate.</li> <li>• I can use subordinating connectives.</li> <li>• I can ensure verbs and tenses match.</li> <li>• I can use a variety of adverbs.</li> <li>• I can apply choice of noun or pronoun to avoid repetition where desired.</li> </ul>	<ul style="list-style-type: none"> <li>• I can group together related ideas in a logical sequence within verses.</li> <li>• I can link ideas within/across a verse.</li> <li>• I have developed all parts of my poem fully.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the main features of poetry.</li> <li>• I can adopt a style appropriate to the subject.</li> <li>• I can choose relevant information and ideas.</li> <li>• I demonstrate an understanding of mood and imagery.</li> <li>• I can choose carefully the types of words and phrases used to add interest and detail e.g. expanded adverbial and noun phrases.</li> <li>• I engage my reader through structure and word choices.</li> <li>• I use similes and metaphors for effect.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• I can give clarity and emphasis to writing by varying length, structure and subject of sentences.</li> <li>• I can use relative clauses beginning with who, which, where and when.</li> <li>• I can use the full range punctuation accurately and where appropriate.</li> <li>• I can use commas to mark clauses accurately.</li> <li>• I can use a wide range of connectives to clarify the relationship between ideas.</li> <li>• I can select appropriate grammar and know my choices impact my writing.</li> </ul>	<ul style="list-style-type: none"> <li>• I can structure my ideas into clear verses.</li> <li>• I can ensure that verses link.</li> <li>• I can merge the features of different types of poetry to add extra interest to the structure.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the correct style of writing for the subject.</li> <li>• I can ensure the style of writing maintains reader attention, using structure and word choices for effect.</li> <li>• I convey a clear mood and imagery to my reader.</li> <li>• I can use a wide range of vocabulary in my writing to describe and create atmosphere.</li> <li>• I can use expanded noun phrases.</li> <li>• I can control and change the rhythm in my poetry.</li> <li>• I use repetition for effect within my poetry.</li> <li>• I can use literary features to create effect e.g. alliteration, onomatopoeia, figurative language, dialect, similes and metaphors.</li> </ul>

## Non-Chronological Reports

**Purpose:** to describe the characteristics of something e.g. "Birds", "Ancient Greece"

**Example:** an extract from a general encyclopedia

### Text Structure

Introductory information about what is to be described: who, what, when, where? (overall classification)  
Non-chronological organisation  
Description organised according to categories or information  
Skeleton framework – a spidergram

### Language features

Present tense (except historical reports)  
Usually general nouns and pronouns (not particular people or things)  
Third person writing  
Factual writing, often involving technical words and phrases.

### Common forms of non-chronological reports

- Information leaflet
- Non-fiction book
- Letter

Year Group	Sentence Structure, Punctuation & Grammar	Text Structure & Paragraphing	Purpose & Vocabulary
Year 1	<ul style="list-style-type: none"> <li>• I can form my letters correctly.</li> <li>• I can leave spaces between my words.</li> <li>• I can write in clear sentences.</li> <li>• I remember to use full stops and capital letters.</li> <li>• I can use capital letters for all proper nouns.</li> <li>• I can use a question mark or an exclamation mark.</li> <li>• I join my information together using 'and', 'but' or 'so'.</li> <li>• I use standard form verbs e.g. go/went.</li> </ul>	<ul style="list-style-type: none"> <li>• I can put some information in order.</li> <li>• I can sequence my sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• My writing contains information related to the topic.</li> <li>• I can use technical 'topic' words in my writing.</li> <li>• I show some awareness of my reader.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• I can structure my writing sentence by sentence.</li> <li>• I can write sentences with different forms: statement, question, exclamation or command.</li> <li>• I can use full stops and capital letters accurately.</li> <li>• I can use question marks and exclamation marks accurately.</li> <li>• I can use subordination (using when, if, that or because)</li> <li>• I can use coordination (using or, and or but)</li> <li>• I can write consistently in the present tense (unless I'm writing about history)</li> <li>• I can use commas in a list.</li> <li>• I can use apostrophes correctly for contraction and possession.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use simple organisational devices in non-narrative e.g. headings, sub-headings and bullet points.</li> <li>• I can sequence my information logically.</li> <li>• I can group my sentences together if they are about the same thing.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write about factual events (non-fictional).</li> <li>• I can write several pieces of information.</li> <li>• I can use a style of writing appropriate to the purpose.</li> <li>• I can write a simple opening sentence.</li> <li>• I can select words that match the content of my writing.</li> <li>• I can use adjectives to give extra information.</li> <li>• I can use expanded noun phrases to describe and specify e.g. the blue butterfly.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• I can use a mixture of grammatically correct simple and complex sentences to give precise information.</li> <li>• I can use a range of connectives e.g. when, if, because, although to extend my sentences.</li> <li>• I can match verbs to tenses.</li> <li>• I can use prepositions e.g. before, after, during, in and because of.</li> <li>• I can use nouns and pronouns for clarity.</li> <li>• I remember to use full stops, capital letters, question marks and exclamation marks accurately.</li> <li>• I can use a possessive apostrophe with singular and plural nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• My writing looks like a report e.g. headings, introduction, information organised into sections.</li> <li>• I can sequence ideas and information logically e.g. by using fronted adverbials.</li> <li>• I can organise ideas with related information next to each other.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write so that the general purpose is clear.</li> <li>• My writing includes an introduction and conclusion.</li> <li>• I can include relevant information and ideas.</li> <li>• I can develop each section of my writing with detail.</li> <li>• I can use words and phrases (technical vocabulary) to give the meaning precisely.</li> <li>• I use adjectives and adverbs to give extra information.</li> <li>• I can use a range of noun phrases in my writing.</li> </ul>

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<b>Year 4</b>	<ul style="list-style-type: none"> <li>I can use a range of grammatically correct simple and complex sentences to give precise information.</li> <li>I can vary sentence structure, using different openers.</li> <li>I can use commas splicing.</li> <li>I can use fronted adverbials with a comma.</li> <li>I can use speech marks and other punctuation.</li> <li>I can match verbs to tenses accurately.</li> <li>I can use nouns or pronouns to avoid repetition.</li> <li>I can use conjunctions, adverbs and prepositions to express time and cause.</li> </ul>	<ul style="list-style-type: none"> <li>I can use organisational devices accurately in non-narrative e.g. headings, subheadings and bullet points.</li> <li>I can order my sections in a logical way.</li> <li>I can link ideas within a section using pronouns or related vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>I can write a report for a particular audience.</li> <li>My writing includes an introduction and conclusion.</li> <li>I can develop each section of my writing with detail.</li> <li>I can use words and phrases (technical vocabulary) to give the meaning precisely.</li> <li>I use adjectives and adverbs to give extra information.</li> <li>I can use specific noun phrases to add detail.</li> <li>I can include dialogue or quotation to support my information.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>I can vary length, structure and subject of a sentence.</li> <li>I can punctuate my sentences correctly.</li> <li>I can use speech marks and other speech punctuation accurately when writing direct speech or a quotation.</li> <li>I can use commas to clarify meaning and avoid ambiguity in writing e.g. fronted adverbials.</li> <li>I can use brackets, dashes and commas.</li> <li>I can use subordinating connectives such as when, if and because.</li> <li>I can ensure verbs and tenses match.</li> <li>I can use modal verbs or adverbs to indicate degrees of possibility.</li> <li>I can use passive verbs to affect the presentation of information in a sentence.</li> <li>I can apply choice of noun or pronoun to avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>I can use organisational and presentational devices to structure text and to guide the reader e.g. headings, subheadings, bullet points and underlining.</li> <li>I can organise my information into a logical sequence of balanced sections.</li> <li>I can link ideas within/across a section.</li> <li>I can use a range of devices to build cohesion across sections.</li> </ul>	<ul style="list-style-type: none"> <li>I can adopt a style appropriate to the genre and audience.</li> <li>My writing includes an introduction which describes the purpose of the report and ends with a conclusion.</li> <li>My sentences give relevant information clearly – without unnecessary words or phrases.</li> <li>I can write with a consistent viewpoint e.g. as an 'expert'.</li> <li>I can choose carefully the types of words and phrases used to add interest and detail e.g. expanded adverbials or noun phrases.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>I can give clarity and emphasis to writing by varying length, structure and subject of sentences.</li> <li>I can use relative clauses beginning with who, which, where and when.</li> <li>I can use punctuation, including speech punctuation, accurately.</li> <li>I can use commas to mark clauses accurately.</li> <li>I can use brackets, dashes or commas to indicate parenthesis.</li> <li>I can use hyphens to avoid ambiguity.</li> <li>I can use colons, semi colons or dashes to mark boundaries between main clauses.</li> <li>I can punctuate bullet points consistently.</li> <li>I can use a wide range of connectives to clarify the relationship between ideas.</li> <li>I can use the perfect form of verbs to mark relationships of time and cause.</li> <li>I can select appropriate grammar and know my choices impact my writing.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a creative title/headings.</li> <li>I can use organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points and underlining.</li> <li>I can link my sections together to give structure to my whole report.</li> <li>I can merge the features of different genres to add extra interest to the structure.</li> </ul>	<ul style="list-style-type: none"> <li>I know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</li> <li>My introduction is a focused summary.</li> <li>I cover each section thoroughly and write a conclusion which draws together key features and refers back to earlier parts of the text to add emphasis.</li> <li>I can use a wide range of vocabulary in my writing.</li> <li>I can vary the order of my words in my sentences to have a planned impact on my reader.</li> <li>I can use expanded noun phrases to convey complicated information concisely.</li> <li>I can ensure that I maintain reader attention e.g. use of hooks such as direct address, imaginative detail, informal style or repetition for effect.</li> <li>I can use phrases or quotations to grab my reader's attention.</li> </ul>

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<b>Recounts</b>			
<b>Purpose:</b> to retell events (from either the point of view of someone who was there or from an impersonal standpoint) <b>Example:</b> first or third person account of a school trip			
<b>Text Structure</b> Orientation: setting the scene – who, what, when, where? Sequential organisation – what happened, in time order Closing statement(s) – bringing the writing to a satisfactory conclusion Basic skeleton framework – a timeline		<b>Language features</b> Past tense Time connectives and other devices to aid chronological structure First – person or third person writing Focus on specific participants (named individuals/groups)	
<b>Common forms of recount</b> <ul style="list-style-type: none"> <li>• Letter</li> <li>• Diary or journal or autobiography</li> <li>• Newspaper report</li> <li>• Write-up of trip or activity</li> </ul>			
Year Group	Sentence Structure, Punctuation & Grammar	Text Structure & Paragraphing	Purpose & Vocabulary
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• I can form my letters correctly.</li> <li>• I can leave spaces between my words.</li> <li>• I can write in clear sentences.</li> <li>• I remember to use full stops and capital letters.</li> <li>• I can use the pronoun 'I'.</li> <li>• I can use capital letters for all proper nouns.</li> <li>• I can use a question mark or an exclamation mark.</li> <li>• I join my ideas together using 'and', 'but' or 'so'.</li> <li>• I use standard form verbs e.g. go/went.</li> </ul>	<ul style="list-style-type: none"> <li>• I can put some events in order.</li> <li>• I can sequence my sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write a series of sentences about the activity or events.</li> <li>• I can choose appropriate words linked to the activity or events.</li> <li>• I can use some descriptive language in my writing.</li> <li>• I show some awareness of my reader.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• I can structure my writing sentence by sentence.</li> <li>• I can write sentences with different forms: statement, question, exclamation or command.</li> <li>• I can use full stops and capital letters accurately.</li> <li>• I can use question marks and exclamation marks accurately.</li> <li>• I can use subordination (using when, if, that or because)</li> <li>• I can use coordination (using or, and or but)</li> <li>• I can sequence events, using time connectives "then", "so", "next", to show the order.</li> <li>• I can use the past tense correctly and consistently.</li> <li>• I can use commas in a list.</li> <li>• I can use apostrophes correctly for contraction and possession.</li> <li>• I can use pronouns to refer back to people or things I wrote about earlier.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write a brief sequence of chronological events.</li> </ul>	<ul style="list-style-type: none"> <li>• I am clear who I am writing for and may refer to my reader e.g. "you would enjoy the horse riding".</li> <li>• I can write an opening that tells my reader when and where these events happened.</li> <li>• I can add detail to my recount e.g. by describing events.</li> <li>• I can use expanded noun phrases to describe and specify e.g. the blue butterfly.</li> <li>• I can try out adventurous words in my writing.</li> <li>• I can use objectives e.g. a good time</li> <li>• I can use, "how", "when" and "where" words and phrases (adverbials) to give extra information, e.g. in the car</li> <li>• I can include some dialogue in my recount.</li> </ul>

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<b>Year 3</b>	<ul style="list-style-type: none"> <li>I can use a mixture of simple and complex sentences.</li> <li>I can use a range of connectives e.g. when, if, because, although to extend my sentences.</li> <li>I can use adverbs to express time and cause e.g. then, next, after and soon.</li> <li>I can use fronted adverbials to sequence events.</li> <li>I can write in the past tense but use present tense for dialogue.</li> <li>I can use prepositions e.g. before, after, during, in and because of.</li> <li>I can use nouns and pronouns for clarity.</li> <li>I remember to use full stops, capital letters, question marks and exclamation marks accurately.</li> <li>I can use speech marks.</li> <li>I can use a possessive apostrophe with singular and plural nouns.</li> </ul>	<ul style="list-style-type: none"> <li>I can sequence events and information chronologically.</li> <li>I can organise information with related points next to each other.</li> <li>I can start a new paragraph when I begin to describe a new event.</li> </ul>	<ul style="list-style-type: none"> <li>I can write so that the general purpose is clear.</li> <li>I can include relevant information and ideas.</li> <li>I can explain the main events.</li> <li>I can write a suitable ending for my recount.</li> <li>I can use adjectives to provide detail and description.</li> <li>I can use adventurous words in my writing.</li> <li>I can use a range of noun phrases in my writing.</li> <li>I can include dialogue.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>I can use a range of simple and complex sentences.</li> <li>I can vary sentence structure, using different openers.</li> <li>I can use commas splicing.</li> <li>I can use fronted adverbials with a comma.</li> <li>I can use speech marks and other punctuation.</li> <li>I can match verbs to tenses accurately.</li> <li>I can use nouns or pronouns to avoid repetition.</li> <li>I can use conjunctions, adverbs and prepositions to express time and cause.</li> </ul>	<ul style="list-style-type: none"> <li>I can organise my paragraphs chronologically.</li> <li>I can link ideas within a paragraph.</li> <li>I can spend equal amounts of time describing each part of the activity/events.</li> </ul>	<ul style="list-style-type: none"> <li>I can make the main features of the type of writing clear to the reader.</li> <li>I can explain the main events.</li> <li>I can evaluate an experience in a personal recount.</li> <li>I can adopt a viewpoint and maintain it throughout a non-personal recount.</li> <li>I use adventurous language to add detail to my recount.</li> <li>I can use specific noun phrases to add detail.</li> <li>I can change the word order of my sentences to have an impact on my reader.</li> <li>I can include dialogue.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>I can vary length, structure and subject of a sentence.</li> <li>I can punctuate my sentences correctly.</li> <li>I can use speech marks and other speech punctuation accurately.</li> <li>I can use commas to clarify meaning and avoid ambiguity in writing e.g. fronted adverbials.</li> <li>I can use brackets, dashes and commas.</li> <li>I can use subordinating connectives such as when, if and because.</li> <li>I can ensure verbs and tenses match.</li> <li>I can use modal verbs or adverbs to indicate degrees of possibility.</li> <li>I can apply choice of noun or pronoun to avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>I can write a recount that is laid out correctly for form e.g. letter, newspaper.</li> <li>I can use paragraphs to organise my events chronologically.</li> <li>I can link ideas within/across a paragraph using a range of devices.</li> <li>I have developed all parts of my recount equally.</li> </ul>	<ul style="list-style-type: none"> <li>I can use the main features of a genre of writing.</li> <li>I know who I am writing for and include information relevant to them.</li> <li>I can thoroughly cover all of the events in an engaging style.</li> <li>I can write with a consistent viewpoint e.g. enthusiasm, informative</li> <li>I can choose carefully the types of words and phrases used to add interest and detail e.g. expanded adverbials and noun phrases.</li> <li>I can use direct address to engage my reader.</li> <li>I can use quotations where appropriate.</li> </ul>

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<b>Year 6</b>	<ul style="list-style-type: none"> <li>• I can give clarity and emphasis to writing by varying length, structure and subject of sentences e.g. putting the most important piece of information at the start of a sentence.</li> <li>• I can use relative clauses beginning with who, which, where and when.</li> <li>• I can use punctuation, including speech punctuation, accurately.</li> <li>• I can use commas to mark clauses accurately.</li> <li>• I can use brackets, dashes or commas to indicate parenthesis.</li> <li>• I can use hyphens to avoid ambiguity.</li> <li>• I can use colons, semi colons or dashes to mark boundaries between main clauses.</li> <li>• I can use a wide range of connectives to clarify the relationship between ideas.</li> <li>• I can use the perfect form of verbs to mark relationships of time and cause.</li> <li>• I can select appropriate grammar and know my choices impact my writing.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write a recount that is laid out correctly for form e.g. letter, newspaper.</li> <li>• I can use paragraphs to clearly organise my events chronologically.</li> <li>• I can link information within/across paragraphs using a wide range of devices.</li> <li>• I write paragraphs which are fully supported and expanded with relevant detail.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the correct style of writing for the genre.</li> <li>• I can use a range of stylistic devices to engage my reader e.g. direct address or colloquial/emotive language.</li> <li>• I can adapt and shape my ideas for effect.</li> <li>• Where appropriate my reader knows what I think of events.</li> <li>• I can control my viewpoint e.g. journalistic view.</li> <li>• I craft my sentences for a particular effect, e.g. short sentences for impact, passives for alter focus, adverbials to give emphasis.</li> <li>• I can refer back to earlier parts of the text to add emphasis.</li> <li>• I can use a wide range of vocabulary to give my writing colour and texture.</li> <li>• I can use expanded noun phrases to convey complicated information concisely.</li> </ul>
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<b>Instructional Texts</b>			
<b>Purpose:</b> to tell someone how to do or make something			
<b>Example:</b> instructions for a craft activity			
<b>Text Structure</b> Title or opening sets out what's to be achieved Starts with a list of items required Often accompanies by diagram(s) Sequenced steps in order to achieve the goal – what to do in time order Skeleton framework – a flowchart		<b>Language features</b> Usually written in the imperative, Present tense (some instructions require third person narrative) In time order (often numbered steps and/or time connectives) Clear, concise language, e.g. adjectives and adverbs chosen for clarity rather than vividness and effect. The author addresses an anonymous reader, not a named individual	
Common forms of instructional texts: <ul style="list-style-type: none"> <li>• Recipe</li> <li>• Non-fiction book (e.g. sports skills, art)</li> <li>• Instructions on packaging (e.g. cooking or washing instructions)</li> </ul>			
<b>Year Group</b>	<b>Sentence Structure, Punctuation &amp; Grammar</b>	<b>Text Structure &amp; Paragraphing</b>	<b>Purpose &amp; Vocabulary</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• I can form my letters correctly.</li> <li>• I can leave spaces between my words.</li> <li>• I can write in clear sentences.</li> <li>• I remember to use full stops and capital letters.</li> <li>• I join my ideas together using 'and', 'but' or 'so'.</li> <li>• I use standard form verbs e.g. go/went.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write my instructions in the right order</li> <li>• I can use numbering to organise my ideas</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose appropriate words to match the idea.</li> <li>• I can use some descriptive language in my writing.</li> <li>• I show some awareness of my reader.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• I can structure my writing sentence by sentence.</li> <li>• I can write sentences with different forms e.g. statement or command.</li> <li>• I can use full stops, capital letters and other appropriate punctuation.</li> <li>• I use connectives to tell my readers the correct order (first, then)</li> <li>• I can use subordination (using when, if, that or because)</li> <li>• I can use coordination (using or, and or but)</li> <li>• I can use the present tense correctly and consistently.</li> <li>• I can use commas in a list.</li> <li>• I can use apostrophes correctly for contraction and possession.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write my instructions in chronological order.</li> <li>• I can link each of my points together.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the main features of a type of writing.</li> <li>• I can use a style of writing appropriate to the purpose.</li> <li>• I can explain all of the procedure clearly.</li> <li>• Each instruction is complete and makes sense on its own.</li> <li>• I begin each instruction with a "bossy" verb (imperative)</li> <li>• I choose appropriate vocabulary for my instructions.</li> <li>• I use "how, when and where" words and phrases (adverbials) in my instructions (quietly, in the hall)</li> <li>• I can use expanded noun phrases to describe and specify e.g. the blue butterfly.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• I can use a mixture of simple and complex sentences.</li> <li>• I can use a range of connectives e.g. when, if, because, although to extend my sentences.</li> <li>• I can match verbs to tenses.</li> <li>• I can use adverbs to express time and cause e.g. then, next, after and soon.</li> <li>• I can use prepositions e.g. before, after, during, in and because of.</li> <li>• I can use nouns and pronouns for clarity.</li> <li>• I remember to use full stops, capital letters and other appropriate punctuation.</li> <li>• I can use a possessive apostrophe with singular and plural nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write instructions which are presented appropriately for the form (e.g. recipe, rules for playing a game, manufacturer's leaflet)</li> <li>• I can organise my instructions into clear chronological order.</li> <li>• I can use numbering, line breaks or paragraphing to organise my instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write simple but precise instructions.</li> <li>• I can show my reader my viewpoint e.g. as an expert, advisory tone.</li> <li>• I can write formally where necessary</li> <li>• I can choose words precisely.</li> <li>• I can use a range of noun phrases in my writing.</li> <li>• I consistently use "bossy" verbs (imperatives).</li> <li>• I can use adjectives to add information and precision to my instructions.</li> <li>• I use "how, when and where" words and phrases (adverbials) in my instructions (quietly, in the hall)</li> <li>• I can refer back to items in previous points using pronouns.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• I can use a range of simple and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write instructions which are presented appropriately for the form (e.g. recipe, rules</li> </ul>	<ul style="list-style-type: none"> <li>• I can write simple but precise instructions.</li> </ul>

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	<ul style="list-style-type: none"> <li>I can vary sentence structure, using different openers.</li> <li>I can use commas splicing.</li> <li>I can use fronted adverbials with a comma.</li> <li>I can use appropriate punctuation accurately.</li> <li>I can match verbs to tenses accurately.</li> <li>I can use nouns or pronouns to avoid repetition.</li> <li>I can use conjunctions, adverbs and prepositions to express time and cause.</li> </ul>	<p>for playing a game, manufacturer's leaflet)</p> <ul style="list-style-type: none"> <li>I can organise my instructions into clear chronological order.</li> <li>I can use numbering, line breaks or paragraphing to organise my instructions.</li> </ul>	<ul style="list-style-type: none"> <li>I can show my reader my viewpoint and maintain it throughout e.g. as an expert, advisory tone.</li> <li>I can write formally where necessary</li> <li>I can choose words precisely.</li> <li>I can use a range of noun phrases in my writing.</li> <li>I consistently use "bossy" verbs (imperatives).</li> <li>I can use adjectives to add information and precision to my instructions.</li> <li>I use "how, when and where" words and phrases (adverbials) in my instructions (quietly, in the hall)</li> <li>I can refer back to items in previous points using pronouns.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>I can vary length, structure and subject of a sentence.</li> <li>I can punctuate my sentences correctly.</li> <li>I can use commas to clarify meaning and avoid ambiguity in writing e.g. fronted adverbials.</li> <li>I can use brackets, dashes and commas.</li> <li>I can use subordinating connectives such as when, if and because.</li> <li>I can ensure verbs and tenses consistently match.</li> <li>I can use modal verbs or adverbs to indicate degrees of possibility.</li> <li>I can apply choice of noun or pronoun to avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>I can organise my instructions using headings.</li> <li>I can use bullet points, numbering or line breaks to punctuate my instructions.</li> </ul>	<ul style="list-style-type: none"> <li>I can use the main features of instructional writing.</li> <li>I can clearly describe the purpose of my instructions.</li> <li>I can show my reader my viewpoint and maintain it throughout e.g. as an expert, advisory tone.</li> <li>I ensure that my instructions are clear by using repetition or varying the openings of my sentences.</li> <li>I can write in a consistent informative style, with some explanation.</li> <li>I can include relevant information and advice within my instructions.</li> <li>I can write in a formal tone, when required.</li> <li>I can choose carefully the types of words and phrases used to add detail e.g. expanded adverbial and noun phrases.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>I can give clarity and emphasis to writing by varying length, structure and subject of sentences.</li> <li>I can use relative clauses beginning with who, which, where and when.</li> <li>I can use a broad range of punctuation accurately.</li> <li>I can use commas to mark clauses accurately.</li> <li>I can use brackets, dashes or commas to indicate parenthesis.</li> <li>I can use hyphens to avoid ambiguity.</li> <li>I can use colons, semi colons or dashes to mark boundaries between main clauses.</li> <li>I can punctuate bullet points consistently.</li> <li>I can use a wide range of connectives to clarify the relationship between ideas.</li> <li>I can use the perfect form of verbs to mark relationships of time and cause.</li> <li>I can select appropriate grammar and know my choices impact my writing.</li> </ul>	<ul style="list-style-type: none"> <li>I can apply the features of instructional writing confidently in a range of contexts.</li> <li>I can merge the features of different genres to add extra interest to the structure.</li> </ul>	<ul style="list-style-type: none"> <li>I can clearly establish the purpose and context of my instructions.</li> <li>I can use a formal tone of address throughout my instructions, when appropriate.</li> <li>I can engage my reader by using personal appeal or detailed explanation.</li> <li>I can select imaginative and appropriate points to make within my instructions.</li> <li>I can use a wide range of vocabulary in my writing e.g. adjectives and adverbial words/phrases.</li> <li>I can use expanded noun phrases to convey complicated information concisely.</li> </ul>

<b>Explanation Texts</b>			
<b>Purpose:</b> to explain how or why something happens <b>Example:</b> an extract from a science textbook			
<b>Text Structure</b> Title often asks a question or defines the process to be explained Text usually opens with general statement(s) to introduce the topic A series of logical steps explaining the process, usually in time order Often accompanied by diagram(s) Basic skeleton framework – a flowchart		<b>Language Features</b> Present tense (the process is general) Time connectives and other devices to aid chronological structure Casual connectives and other devices demonstrating cause and effect	
<b>Common forms of explanation text</b> <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Encyclopaedia entry</li> <li>• Non-fiction book (e.g. geography, biology)</li> <li>• Technical manual (e.g. for car, dishwasher)</li> <li>• Question and answer articles and leaflets</li> <li>• Write-up of science experiment</li> </ul>			
<b>Year Group</b>	<b>Sentence Structure, Punctuation &amp; Grammar</b>	<b>Text Structure &amp; Paragraphing</b>	<b>Purpose &amp; Vocabulary</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• I can form my letters correctly.</li> <li>• I can leave spaces between my words.</li> <li>• I can write in clear sentences.</li> <li>• I remember to use full stops and capital letters.</li> <li>• I can use the pronoun 'I'.</li> <li>• I can use capital letters for all proper nouns.</li> <li>• I can use a question mark or an exclamation mark.</li> <li>• I join my ideas together using 'and', 'but' or 'so'.</li> <li>• I use standard form verbs e.g. go/went.</li> </ul>	<ul style="list-style-type: none"> <li>• I can organise my ideas into sequences of sentences.</li> <li>• I can start a new line when I begin to write about a new topic.</li> <li>• I can write the process part of my explanation in the right order.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write a series of comments or observations.</li> <li>• I can choose appropriate words to match the idea.</li> <li>• I can interest my reader by adding detail to my explanation.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• I can structure my writing sentence by sentence.</li> <li>• I can write sentences with different forms: statement, question, exclamation or command.</li> <li>• I can use full stops and capital letters accurately.</li> <li>• I can use question marks and exclamation marks accurately.</li> <li>• I can use subordination (using when, if, that or because)</li> <li>• I can use coordination (using or, and or but)</li> <li>• I can use verbs consistently.</li> <li>• I can use the present tense correctly and consistently.</li> <li>• I can use commas in a list.</li> <li>• I can use apostrophes correctly for contraction and possession.</li> <li>• I can use pronouns to refer back to people or things that I mention earlier.</li> </ul>	<ul style="list-style-type: none"> <li>• I can organise my ideas into sequences of sentences.</li> <li>• I can start a new line when I begin to write about a new topic.</li> <li>• I can write the process part of my explanation in the right order.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use features and a style of writing appropriate to the purpose.</li> <li>• I can choose appropriate words to match the idea.</li> <li>• I can interest my reader by adding detail to my explanation.</li> <li>• I can use expanded noun phrases to describe and specify e.g. the blue butterfly.</li> </ul>

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<b>Year 3</b>	<ul style="list-style-type: none"> <li>I can use a mixture of simple and complex sentences.</li> <li>I can use a range of connectives e.g. when, if, because, although to extend my sentences.</li> <li>I can write my explanation in the present tense (unless I am writing about something that happened in the past or something which might happen in the future).</li> <li>I can use adverbs to express time and cause e.g. then, next, after and soon.</li> <li>I can use prepositions e.g. before, after, during, in and because of.</li> <li>I can use nouns and pronouns for clarity.</li> <li>I remember to use full stops, capital letters, question marks and exclamation marks accurately.</li> <li>I can use speech marks if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>My writing clearly looks like an explanation text: title written as a question, general introduction, process written in chronological order, concluding statement, a diagram.</li> <li>I can sequence ideas and information logically e.g. by using fronted adverbials.</li> <li>I can organise ideas with related points next to each other.</li> </ul>	<ul style="list-style-type: none"> <li>I can write in an impersonal style.</li> <li>I can use technical vocabulary, (e.g. oxygen, veins, arteries).</li> <li>I can use time connectives e.g. "then" to show the order in the process.</li> <li>I can use some words to show that the process is general e.g. human beings or make generalisations in my explanation (always, never, every).</li> <li>I can use adjectives or noun phrases to give more information to my explanation e.g. "tiny capillary blood vessels".</li> <li>I can link together 2 or 3 sentences to show cause and effect e.g. not...because; if...then)</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>I can use a range of simple and complex sentences.</li> <li>I can vary sentence structure, using different openers.</li> <li>I can use commas splicing.</li> <li>I can use fronted adverbials with a comma.</li> <li>I can use speech marks and other punctuation where appropriate.</li> <li>I can write my explanation in the present tense (unless I am writing about something that happened in the past or something which might happen in the future).</li> <li>I can use nouns or pronouns to avoid repetition.</li> <li>I can use conjunctions, adverbs and prepositions to express time and cause.</li> </ul>	<ul style="list-style-type: none"> <li>My writing clearly looks like an explanation text: title written as a question, general introduction, process written in chronological order, concluding statement, a diagram.</li> <li>I can link ideas within a paragraph.</li> <li>I can show organisation of paragraphs so that they follow a theme.</li> </ul>	<ul style="list-style-type: none"> <li>I can show my reader my viewpoint and maintain it throughout e.g. as an expert, advisory tone.</li> <li>I can write in an impersonal style.</li> <li>I can use technical vocabulary, (e.g. oxygen, veins, arteries).</li> <li>I can use time connectives e.g. "then" to show the order in the process.</li> <li>I can use some words to show that the process is general e.g. human beings or make generalisations in my explanation (always, never, every).</li> <li>I can use adjectives or noun phrases to give more information to my explanation e.g. "tiny capillary blood vessels".</li> <li>I can link together 2 or 3 sentences to show cause and effect e.g. not...because; if...then)</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>I can vary length, structure and subject of a sentence.</li> <li>I can punctuate my sentences correctly.</li> <li>I can use speech marks and other speech punctuation accurately where required.</li> <li>I can use commas to clarify meaning and avoid ambiguity in writing e.g. fronted adverbials.</li> <li>I can use brackets, dashes and commas.</li> <li>I can use subordinating connectives such as when, if and because to develop my explanation.</li> <li>I can write consistently in the past, present or future tense as required.</li> <li>I can use modal verbs or adverbs to indicate degrees of possibility.</li> <li>I can use passive verbs to affect the presentation of information in a sentence.</li> <li>I can apply choice of noun or pronoun to avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>I can make my writing look like an explanation: title written as a question, general introduction, process written in chronological order, concluding statement, a diagram</li> <li>Each paragraph/ section is well organised, e.g. begins with an introductory sentence and is followed by a sequence of sentences which explain or give more detail.</li> <li>I can use paragraphs/ bullet points consistently.</li> </ul>	<ul style="list-style-type: none"> <li>I can make my explanation suit the purposes, e.g. formal, impersonal, in the form of leaflet, letter etc.</li> <li>I can thoroughly cover all information – I write appropriate amounts for all parts of my explanation.</li> <li>I can maintain the same viewpoint throughout my writing, e.g. an expert, a concerned person, an enthusiast.</li> <li>I can use introductory phrases and subheadings. If used, conventional phrases (firstly, secondly, last of all) are smoothly blended into my writing.</li> <li>I can choose my vocabulary to make sure my explanation sounds impersonal, e.g. fatal injuries, hot appliances.</li> <li>I can choose carefully the types of words and phrases used to add interest and detail e.g. more than one adjective, expanded adverbial and noun phrases.</li> <li>I can join my ideas together throughout my writing by referring back to points I made earlier in the text.</li> </ul>

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<b>Year 6</b>	<ul style="list-style-type: none"> <li>• I can give clarity and emphasis to writing by varying length, structure and subject of sentences e.g. to give information economically or for impact.</li> <li>• I can use relative clauses beginning with who, which, where and when.</li> <li>• I can use punctuation, including speech punctuation, accurately.</li> <li>• I can use commas to mark clauses accurately.</li> <li>• I can use brackets, dashes or commas to indicate parenthesis.</li> <li>• I can use hyphens to avoid ambiguity.</li> <li>• I can use colons, semi colons or dashes to mark boundaries between main clauses.</li> <li>• I can punctuate bullet points consistently.</li> <li>• I can use a wide range of connectives to clarify the relationship between ideas.</li> <li>• I can select appropriate grammar and know my choices impact my writing.</li> </ul>	<ul style="list-style-type: none"> <li>• I can organise my writing so that my main points are emphasised.</li> <li>• I can link my paragraphs together to give a clear structure to my whole text e.g. referring back and forwards.</li> <li>• All my paragraphs are developed with supporting detail and explanation supporting my main information.</li> <li>• I can merge the features of different genres to add extra interest to the structure.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write using a formal tone, e.g. "when not in use".</li> <li>• I can sustain and control the same viewpoint throughout my writing e.g. urgent, warning, confident, business-like, reassuring.</li> <li>• I can ensure the style of writing maintains reader attention e.g. use of direct address via rhetorical questions.</li> <li>• I can use a wide range of vocabulary in my writing to engage my reader.</li> <li>• I can use expanded noun phrases to convey complicated information concisely.</li> <li>• I can use adverbials (how, when, where) to add precision to my explanation, e.g. especially, slightly healthier, severely.</li> <li>• I use synonyms throughout my writing to ensure that I don't overuse words e.g. delicious/tasty, oxygen/this gas.</li> <li>• I can use the passive to affect the presentation of information in a sentence.</li> </ul>
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Persuasion Texts			
<b>Purpose:</b> to argue the case for a point of view <b>Example:</b> an editorial from a newspaper			
<b>Text Structure</b> Opening statement of the case to be argued Arguments, given in the form of point plus elaboration Elaboration may be evidence, explanation, explanation, examples Conclusion: reiteration of the case and summary of the points. Skeleton framework – pronged bullet points		<b>Language features</b> Present tense Usually generic participants Logical language constructions and connectives. Persuasive devices, often including emotive and rhetorical language.	
<b>Common forms of persuasion text</b> <ul style="list-style-type: none"> <li>• Advertisement Catalogue</li> <li>• Travel brochure</li> <li>• Newspaper or magazine article</li> <li>• Poster</li> </ul>			
Year Group	Sentence Structure, Punctuation & Grammar	Text Structure & Paragraphing	Purpose & Vocabulary
Year 1	<ul style="list-style-type: none"> <li>• I can form my letters correctly.</li> <li>• I can leave spaces between my words.</li> <li>• I can write in clear sentences.</li> <li>• I remember to use full stops and capital letters.</li> <li>• I can use the pronoun 'I'.</li> <li>• I can use capital letters for all proper nouns.</li> <li>• I can use a question mark or an exclamation mark.</li> <li>• I join my ideas together using 'and', 'but' or 'so'.</li> <li>• I use standard form verbs e.g. go/went.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write points to persuade my reader.</li> <li>• I can sequence my sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• I can add detail to interest or persuade my reader e.g. "it's unbreakable".</li> <li>• I can choose appropriate words to match the idea.</li> <li>• I show some awareness of my reader.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• I can structure my writing sentence by sentence.</li> <li>• I can write sentences with different forms: statement, question, exclamation or command.</li> <li>• I can use full stops and capital letters accurately.</li> <li>• I can use question marks and exclamation marks accurately.</li> <li>• I can use subordination (using when, if, that or because)</li> <li>• I can use coordination (using or, and or but)</li> <li>• I can use verbs consistently.</li> <li>• I can use the present and past tenses correctly and consistently.</li> <li>• I can use commas in a list.</li> <li>• I can use apostrophes correctly for contraction and possession.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write several points to persuade my reader.</li> <li>• I can put my points in a logical order.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe the argument and give my opinion.</li> <li>• I can add detail to interest or persuade my reader e.g. "it's unbreakable".</li> <li>• I can link my sentences together e.g. using pronouns to refer back to my subject.</li> <li>• I vary my writing by sometimes using a spoken style "Get one now!"</li> <li>• I can repeat words to make a point.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• I can use a range of connectives e.g. when, if, because, although to extend my sentences.</li> <li>• I can write my sentences in consistent present tense (unless I'm arguing about something which happened in the past).</li> <li>• I can use adverbs to express time and cause e.g. then, next, after and soon.</li> <li>• I can use prepositions e.g. before, after, during, because of.</li> <li>• I can use nouns and pronouns for clarity.</li> <li>• I remember to use full stops, capital letters, question marks and exclamation marks accurately.</li> <li>• I can use speech marks.</li> <li>• I can use a possessive apostrophe with singular and plural nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• I can sequence ideas and information logically.</li> <li>• I can organise ideas with related points next to each other.</li> <li>• I can use paragraphs to show when I introduce a new point.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write a series of persuasive points.</li> <li>• I can choose appropriate words to make my argument sound more convincing.</li> <li>• I can use adjectives and adverbs to add detail and persuasion to my argument (only, just, soon, ever)</li> <li>• I can use a range of noun phrases in my writing.</li> <li>• I can persuade my reader by using an imperative verb at the beginning of a sentence e.g. "Go down to your toy store!"</li> <li>• I can use advertising phrases and slogans.</li> </ul>

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<b>Year 4</b>	<ul style="list-style-type: none"> <li>I can use a range of simple and complex sentences.</li> <li>I can vary sentence structure, using different openers.</li> <li>I can use commas splicing.</li> <li>I can use fronted adverbials with a comma.</li> <li>I can use speech marks and other punctuation.</li> <li>I can write my sentences in consistent present tense (unless I'm arguing about something which happened in the past)</li> <li>I can use nouns or pronouns to avoid repetition.</li> <li>I can use conjunctions, adverbs and prepositions to express time and cause.</li> </ul>	<ul style="list-style-type: none"> <li>I can use paragraphs to show when I introduce a new point.</li> <li>I can link ideas within a paragraph.</li> <li>I can show organisation of paragraphs so that they follow a theme.</li> </ul>	<ul style="list-style-type: none"> <li>I can make the main features of persuasive writing clear to the reader.</li> <li>I can write a series of persuasive points.</li> <li>I can adopt a viewpoint and maintain it throughout my writing.</li> <li>I can choose appropriate words to make my argument sound more convincing</li> <li>I can use specific noun phrases to add detail.</li> <li>I can persuade my reader by using an imperative verb at the beginning of a sentence e.g. "Go down to your toy store!"</li> <li>I can use adjectives and adverbs to add detail and persuasion to my argument (only, just, soon, ever)</li> <li>I can use advertising phrases and slogans.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>I can vary length, structure and subject of a sentence.</li> <li>I can punctuate my sentences correctly.</li> <li>I can use speech marks and other speech punctuation accurately.</li> <li>I can use commas to clarify meaning and avoid ambiguity in writing e.g. fronted adverbials.</li> <li>I can use brackets, dashes and commas.</li> <li>I can use subordinating connectives such as when, if and because.</li> <li>I can ensure verbs and tenses match.</li> <li>I can use modal verbs or adverbs to indicate degrees of possibility.</li> <li>Where appropriate, I can use passive verbs to affect the presentation of information in a sentence.</li> <li>I can apply choice of noun or pronoun to avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>I use paragraphs throughout my text, with similar points organised together.</li> <li>Each of my paragraphs is organised with a topic sentence and linked sentences expanding upon this.</li> <li>I can write an introduction and conclusion for my argument.</li> </ul>	<ul style="list-style-type: none"> <li>My writing is persuasive all the way through.</li> <li>I can carefully select detail to argue, explain or advise.</li> <li>I can choose carefully the types of words and phrases used to add interest and detail.</li> <li>I can vary my sentences for impact, e.g. starting with imperative, conversation language, questions, adverbs, expanded noun phrases or repetition.</li> <li>I can use technical terms.</li> <li>I can use "either" and "or" to write down possible alternative future events e.g. "you could <b>either</b> trip over the lead <b>or</b> iron the lead".</li> <li>Where appropriate, I can use the passive to affect the presentation of information in a sentence.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>I can give clarity and emphasis to writing by varying length, structure and subject of sentences.</li> <li>I can use relative clauses beginning with who, which, where and when.</li> <li>I can use punctuation, including speech punctuation, accurately.</li> <li>I can use commas to mark clauses accurately.</li> <li>I can use brackets, dashes or commas to indicate parenthesis.</li> <li>I can use hyphens to avoid ambiguity.</li> <li>I can use colons, semi colons or dashes to mark boundaries between main clauses.</li> <li>I can punctuate bullet points.</li> <li>I can use a wide range of connectives to clarify the relationship between ideas.</li> <li>I can use the perfect form of verbs to mark relationships of time and cause.</li> <li>I can select appropriate grammar and know my choices impact my writing.</li> </ul>	<ul style="list-style-type: none"> <li>I can write an effective introduction and conclusion.</li> <li>I can order my paragraphs logically.</li> <li>My ideas are well linked within and between paragraphs.</li> <li>My paragraphs are different lengths to show which points are the most important.</li> <li>My argument develops throughout the whole text.</li> </ul>	<ul style="list-style-type: none"> <li>I can write my argument for a chosen audience e.g. adults, children.</li> <li>I can consistently maintain my viewpoint throughout the writing e.g. as an expert, with humour.</li> <li>I can write using a formal tone when necessary.</li> <li>I can write in a passive voice when appropriate.</li> <li>I deliberately choose to use simple, repetitive phrases or sentences for impact.</li> <li>I can use strategic topic sentences to emphasise important points.</li> <li>I can use direct address, questions or slogans to engage my reader.</li> <li>I choose vocabulary that will give precise detail and support my argument.</li> </ul>

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<b>Discussion Texts</b>			
<b>Purpose:</b> to present arguments and information from different viewpoints			
<b>Example:</b> an answer to an essay question			
<b>Text Structure</b> Opens with a clear statement of the issue under discussion  Arguments for + supporting information followed by arguments against + supporting information		<b>Language features</b> Generally presented tense, third person Formal, impersonal style Logical language constructions and connectives  Connectives / language constructions to show shifts from one point of view to the other.	
<b>Common forms of discussion text</b>			
<ul style="list-style-type: none"> <li>• Newspaper editorial</li> <li>• Non-fiction book on an 'issue'</li> <li>• Write-up of a debate</li> </ul>			
Year Group	Sentence Structure, Punctuation & Grammar	Text Structure & Paragraphing	Purpose & Vocabulary
Year 1	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• I can use a mixture of simple and complex sentences.</li> <li>• I can use a range of connectives e.g. when, if, because, although to extend my sentences.</li> <li>• I can use adverbs to express time and cause e.g. then, next, after and soon.</li> <li>• I can use prepositions e.g. before, after, during, in and because of.</li> <li>• I can use nouns and pronouns for clarity.</li> <li>• I remember to use full stops, capital letters, question marks and exclamation marks accurately.</li> <li>• I can use speech marks.</li> <li>• I can use a possessive apostrophe with singular and plural nouns.</li> <li>• I can write discussions that are generally in the present tense and third person.</li> </ul>	<ul style="list-style-type: none"> <li>• I can organise my writing into sections / paragraphs.</li> <li>• I can group similar ideas together.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write a discussion to match the purpose.</li> <li>• I can make my arguments and give some detail to explain them.</li> <li>• I can show that I am aware of my reader by mentioning them or choosing information that would interest them.</li> <li>• I can use adjectives to give more information to my discussion.</li> <li>• I can use a range of noun phrases in my writing.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• I can use a range of simple and complex sentences.</li> <li>• I can vary sentence structure, using different openers.</li> <li>• I can use commas splicing.</li> <li>• I can use fronted adverbials with a comma.</li> <li>• I can use speech marks and other punctuation.</li> <li>• I can match verbs to tenses accurately.</li> <li>• I can use nouns or pronouns to avoid repetition.</li> <li>• I can use conjunctions, adverbs and prepositions to express time and cause.</li> <li>• I can use a possessive apostrophe with singular and plural nouns.</li> <li>• I can write discussions that are generally in present tense and third person.</li> </ul>	<ul style="list-style-type: none"> <li>• I can organise my writing into sections / paragraphs.</li> <li>• I can group similar ideas together.</li> <li>• Within my sections I can link my ideas together</li> </ul>	<ul style="list-style-type: none"> <li>• I can write a discussion to match the purpose.</li> <li>• I can make my arguments and give some detail to explain them.</li> <li>• I can adopt a viewpoint and maintain it throughout my writing.</li> <li>• I can show that I am aware of my reader by mentioning them or choosing information that would interest them.</li> <li>• I can use adjectives to give more information to my discussion.</li> <li>• I can use specific noun phrases to add detail.</li> </ul>

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<b>Year 5</b>	<ul style="list-style-type: none"> <li>• I can vary length, structure and subject of a sentence e.g. use of complex sentences to explain my argument.</li> <li>• I can punctuate my sentences correctly.</li> <li>• I can use speech marks and other speech punctuation accurately.</li> <li>• I can use commas to clarify meaning and avoid ambiguity in writing e.g. fronted adverbials.</li> <li>• I can use brackets, dashes and commas.</li> <li>• I can use subordinating connectives such as when, if and because.</li> <li>• I can use verbs in present tense or in future tense to express a future consequence.</li> <li>• I can use modal verbs or adverbs to indicate degrees of possibility.</li> <li>• I can apply choice of noun or pronoun to avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write a discussion which is organised into sections and has a clear opening and closing statement.</li> <li>• I can write about several arguments for and against the subject.</li> <li>• Each of my paragraphs is introduced by a topic sentence and then developed by giving reason or examples.</li> </ul>	<ul style="list-style-type: none"> <li>• I can show that I know people have different opinions about this subject, e.g. <i>Some people believe that...</i></li> <li>• When appropriate, I can write in an impersonal style, using formal language.</li> <li>• I can demonstrate an understanding of viewpoint in my writing.</li> <li>• I can use connective words and phrases to help my reader understand how I have organised my discussion, e.g. firstly, secondly, some advantages, some disadvantages include.</li> <li>• I can choose carefully the types of words and phrases used to add interest and detail e.g. expanded adverbials, noun phrases or more than one adjective.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• I can give clarity and emphasis to writing by varying length, structure and subject of sentences.</li> <li>• I can use relative clauses beginning with who, which, where and when.</li> <li>• I can use punctuation, including speech punctuation, accurately.</li> <li>• I can use commas to mark clauses accurately.</li> <li>• I can use brackets, dashes or commas to indicate parenthesis.</li> <li>• I can use hyphens to avoid ambiguity.</li> <li>• I can use colons, semi colons or dashes to mark boundaries between main clauses.</li> <li>• I can punctuate bullet points consistently.</li> <li>• I can write sentences which reason by using linking conjunctions, e.g. if... then... because.</li> <li>• I can write sentences with verbs that indicate a possibility (<i>might be dangerous</i>), necessity (<i>they would need to</i>) or consequence (<i>this could lead to</i>).</li> <li>• I can select appropriate grammar and know my choices impact my writing.</li> </ul>	<ul style="list-style-type: none"> <li>• I can link my paragraphs together to give a clear structure to my whole text e.g. by referring back (for emphasis) and forwards.</li> <li>• I can write paragraphs where my main idea is developed with relevant detail, argument or example.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write for a particular audience and purpose.</li> <li>• I can write with detail to develop my ideas effectively.</li> <li>• I can clearly show the different opinions on this subject. I can clearly show the difference between these opinions and my own.</li> <li>• I can use formal language and rhetorical questions to engage my readers.</li> <li>• I can choose words which are formal and precisely explain my meaning.</li> <li>• I can use expanded phrases and clauses to express my ideas economically.</li> <li>• I can use connectives to show shifts from one point of view to another (on the other hand, however)</li> <li>• I can link my ideas together by summarising (<i>these three things need...</i>) or by using pronouns.</li> </ul>