

Knowledge, skills progression

Writing to entertain

Purpose: To tell a story. To make the reader respond in a particular way – to make reader sad, scared, laugh, excited. Authors can shift narrative structure using shifts in time and place or starting story with an exciting incident.

Structure: Opening (setting description and introduces characters), a series of events, a problem(s), resolution and ending.

Language features: first or third person, past tense, chronological, setting/characters which match genre. Connectives to indicate time, to shift attention, to inject suspense, to move setting. Verbs to describe actions, thoughts and feelings. Show not tell setting/characters' feelings using all four senses.

	Year 3	Year 4	Year 5	Year 6
Text types	<ul style="list-style-type: none"> ❖ Narrative – Own experience, myth/legend, traditional tale, adventure, fantasy, mystery ❖ Poetry ❖ Description – characters/settings 	<ul style="list-style-type: none"> ❖ Narrative – Own experience, myth/legend, traditional tale, adventure, fantasy, mystery ❖ Poetry ❖ Descriptions – characters/settings 	<ul style="list-style-type: none"> ❖ Narrative – Own experience, myth/legend, traditional tale, adventure, fantasy, mystery ❖ Poetry ❖ Descriptions – characters/settings 	<ul style="list-style-type: none"> ❖ Narrative – Own experience, myth/legend, traditional tale, adventure, fantasy, mystery ❖ Poetry ❖ Descriptions – characters/settings
Grammar	<ul style="list-style-type: none"> ❖ Coordinating conjunctions ❖ Expanded noun phrases <i>'The dark, gloomy cupboard under the stairs.'</i> ❖ Progressive form of verbs <i>'Goldilocks was walking down the road'</i> ❖ Exclamations where appropriate ❖ Nouns and pronouns to avoid repetition ❖ Begin to use adverbs to express time and cause. <i>then, next, soon</i> ❖ Adverbs to express how. <i>suddenly, quickly, slowly, happily, slowly, angrily, carefully</i> ❖ Consistent use of past tense. ❖ Perfect tense 	<ul style="list-style-type: none"> ❖ Fronted adverbials <i>'Without a sound,...' 'Soon,...' 'Meanwhile, ...'</i> <i>'The next day...'</i> <i>'Later,...'</i> <i>'Carefully,...'</i> ❖ Subordinating conjunctions if, when, because, while, as, until, whenever, once, although ❖ Subordinate clauses <i>'Although Theseus was scared, ...'</i> ❖ Expanded noun phrases including adjectives and prepositional phrases. 	<ul style="list-style-type: none"> ❖ Modal verbs <i>'They <u>should</u> never have...'</i> <i>'If they were careful, he children <u>might</u> be able to...'</i> ❖ Adverbs of possibility. <i>'They were <u>probably</u> going to be stuck there all night.'</i> ❖ Parenthesis to add information. <i>'Jack (aged 10) prepared to scale the beanstalk.'</i> ❖ Relative clauses <i>'Jack, who lived in a small wooden cottage, set off to the market.'</i> ❖ Embedded clauses <i>'Theseus, although scared, made his way into the maze.'</i> ❖ Use a range of sentence structures to add interest – ADSPICE, short sentences to build tension, one word sentences/empty words for effect. ❖ Conjunctions - FANBOYS and ISAWAWABUB ❖ Figurative language used to build description – simile and metaphor. 	<ul style="list-style-type: none"> ❖ Active and passive voice used for effect. <i>'The ring was removed from the drawer.'</i> ❖ Dialogue to advance action and reveal character. ❖ Modifiers used to intensify or qualify. <i>'insignificant amount' 'exceptionally'</i> ❖ Fronted adverbials used to clarify writer's position. <i>'As a consequence of his selfish actions,...'</i> ❖ Sentence length and type used for its effect. ❖ Figurative language used to build description – simile and metaphor. ❖ Complex noun phrases used to add detail <i>'The distinctive sapphire ring was slowly removed from her slender hand.'</i>

Punctuation	<ul style="list-style-type: none"> ❖ Capital letters and full stops ❖ Inverted commas 	<ul style="list-style-type: none"> ❖ Commas after fronted adverbials. ❖ Commas after subordinate clauses. ❖ High 5 for direct speech, including punctuation before and after inverted commas. ❖ Apostrophes for possession. 	<ul style="list-style-type: none"> ❖ Apostrophes for singular and plural possession. ❖ High 5 for direct speech with reporting clause before, in the middle of and at the end of speech. ❖ Punctuate parenthesis using brackets, commas or dashes. 	<ul style="list-style-type: none"> ❖ Commas for clarity. ❖ Colons to add further detail in a new clause. <i>'The girl was distraught: she had lost everything.'</i> ❖ Semi-colons and dashes to join related clauses. <i>'Everyone knew she had done it; she maintained her innocence.'</i> ❖ Colons to introduce lists of complex description separated by semi-colons. ❖ Hyphens to clarify description.
Structure	<ul style="list-style-type: none"> ❖ Paragraphs 	<ul style="list-style-type: none"> ❖ Paragraphs organised and link together using adverbs, connectives and pronouns. ❖ Link between o and resolution. 	<ul style="list-style-type: none"> ❖ Build cohesion within and across paragraphs using connectives and adverbials of time (later), place (nearby), number (secondly). 	<ul style="list-style-type: none"> ❖ Link ideas across the text using cohesive devices such as adverbials.

Knowledge, skills progression

Writing to inform (non-chronological report)

Purpose: To describe things as they are using precise and detailed information. They are objective and categorise information logically rather than temporally.

Structure: An opening, general introduction of the subject. Distinct sections describing the subject's more specific parts, qualities, functions, habits, behaviour or uses.

Language features: Third person, present tense. Non-chronological. Passive voice (Y5/6). Descriptive language including language of comparison and contrast. Language not used to create effect or emotion. Layout devices such as heading, subheadings, bullet points. Formal language. Table, diagrams or images to add information. Questions for titles or rhetorical questions to engage reader.

	Year 3	Year 4	Year 5	Year 6
Text types	<ul style="list-style-type: none"> ❖ Fact files ❖ Leaflet/brochure ❖ Information text ❖ Guide book 	<ul style="list-style-type: none"> ❖ Fact files ❖ Leaflet/brochure ❖ Information text ❖ Guide book 	<ul style="list-style-type: none"> ❖ Fact files ❖ Leaflet/brochure ❖ Information text ❖ Guide book 	<ul style="list-style-type: none"> ❖ Fact files ❖ Leaflet/brochure ❖ Information text ❖ Guide book
Grammar	<ul style="list-style-type: none"> ❖ Expanded noun phrases to inform <i>'The powerful Egyptians...'</i> ❖ Technical/specific vocabulary ❖ Impersonal language. ❖ Simple sentences with extra description. ❖ Present perfect form of verbs. ❖ Adverbs of time and cause – then, next, soon. ❖ Conjunctions of time and cause – when, so, before, after, while, because. ❖ Adverbs to modify adjectives. <i>'very big'</i> 	<ul style="list-style-type: none"> ❖ Subordinating and coordinating conjunctions. ❖ Varied sentence types and starters. ❖ Adverbials (including fronted) – <i>'When the blue whale eats,...'</i> <i>'additionally'</i> <i>'frequently'</i> <i>'rarely'</i> ❖ Suffix –er for comparison. ❖ Expanded noun phrases which include prepositions <i>'The long spikes on its back are very sharp.'</i> ❖ Pronouns used within and across sentences to avoid repetition. ❖ Use of precise technical vocabulary 	<ul style="list-style-type: none"> ❖ Relative clauses to add information ❖ Adverbials of time, place and number. ❖ Modal verbs ❖ Convert adjective into verbs using –ate, -ise, -ify. ❖ Varied sentence lengths and structures using subordination and coordination. ❖ Formal, technical vocabulary. ❖ Use of parenthesis to add detail. ❖ Expanded noun phrases to inform. 	<ul style="list-style-type: none"> ❖ Passive voice ❖ Verb forms are used precisely and with control <i>'It would be regrettable if funding for preserving the Amazon came to an end.'</i> ❖ Modifiers used to intensify or qualify. <i>'insignificant'</i> <i>'exceptionally'</i> ❖ Sentence length and type varied according to purpose. ❖ Fronted adverbials used to clarify writer's position ❖ Complex noun phrases to add detail.
Punctuation	<ul style="list-style-type: none"> ❖ Capital letters and full stops. ❖ Capital letters for proper nouns. 	<ul style="list-style-type: none"> ❖ Commas after fronted adverbials. ❖ Commas to mark subordinate clauses. ❖ Commas to separate nouns or adjectives in a list. 	<ul style="list-style-type: none"> ❖ Commas to mark relative clauses. ❖ Brackets, commas and dashes to mark parenthesis. 	<ul style="list-style-type: none"> ❖ Brackets and dashes to mark relative clauses. ❖ Commas to clarify meaning. Colons to link related clauses. <i>'England was a useful country to invade: it had plenty of useful land.'</i> ❖ Semi-colons and dashes to join related clauses. ❖ Colons to introduce complex lists separated by semi-colons. ❖ Hyphens to clarify description.

Structure	<ul style="list-style-type: none"> ❖ A clear introduction ❖ Organised into paragraphs shaped around a topic sentence. <p><i>'The Egyptians created some of the world's most famous structures.'</i></p> <ul style="list-style-type: none"> ❖ Use a short sentence (topic sentence) to introduce each new item. ❖ Use of sub-headings ❖ Use spider diagram to help plan report. 	<ul style="list-style-type: none"> ❖ Compare two or more subjects – spiders and beetles, solids/liquids/gasses. ❖ Use sub-headings or numbered lists to aid organisation of planning and writing. ❖ Clear introduction and conclusion. ❖ Paragraphs organised correctly into key ideas. ❖ Links between sentences. 	<ul style="list-style-type: none"> ❖ Developed introduction and conclusion. ❖ Technical and accurate descriptions. ❖ Use of general sentences to introduce ideas and more specific sentences to describe in detail. 	<ul style="list-style-type: none"> ❖ Secure understanding of the form, language conventions and grammatical features of non-chronological reports. ❖ Choose appropriate style and form of writing to suit a specific purpose and audience.
Useful Vocabulary	<ul style="list-style-type: none"> ❖ The following report ❖ They do not ❖ It does not ❖ Sometimes ❖ Often ❖ Most 	<ul style="list-style-type: none"> ❖ This report will ❖ The following information ❖ Usually ❖ Normally ❖ Even though ❖ Despite the fact ❖ As a rule 	<ul style="list-style-type: none"> ❖ The purpose of this report is to... ❖ The information presented will... ❖ Some experts believe... ❖ This article is designed to... ❖ Many specialists consider... ❖ Firstly I will... ❖ It can be difficult... ❖ Unlike ❖ Despite ❖ Although ❖ Like many 	<ul style="list-style-type: none"> ❖ They are unusually ❖ They are rarely ❖ They are never ❖ Generally ❖ Be careful to ❖ Frequently ❖ I will attempt to ❖ This article will discuss ❖ It can be difficult to ❖ Each paragraph ❖ More than half

Knowledge, skills progression

Writing to inform (recount)

Purpose: To retell events – usually factual and either current or historical. Recounts can entertain and/or inform.

Structure: Introduction or orientation such as scene setting or establishing context (It was the school holidays...). An account of the events that took place (often in chronological order). Some additional detail about each event. Summary or comment to conclude the recount. Include events that are entertaining, interesting or in some way significant. Plan ideas by asking: When? Who? Where? What? and Why?

Language features: Adopting the correct level of formality depending on the audience and purpose of the recount. Past tense. First or third person.

	Year 3	Year 4	Year 5	Year 6
Text types	<ul style="list-style-type: none"> ❖ Letter ❖ Newspaper ❖ Diary ❖ Eye witness account ❖ Retelling stories 	<ul style="list-style-type: none"> ❖ Letter ❖ Newspaper ❖ Diary ❖ Eye witness account ❖ Retelling stories 	<ul style="list-style-type: none"> ❖ Letter ❖ Newspaper ❖ Diary ❖ Eye witness account ❖ Biography ❖ Autobiography 	<ul style="list-style-type: none"> ❖ Letter ❖ Newspaper ❖ Diary ❖ Eye witness account ❖ Biography ❖ Autobiography
Grammar	<ul style="list-style-type: none"> ❖ Subject and verb agreement including when using pronouns. <i>'The children ran from the scene. They were questioned by their teachers.'</i> ❖ Pronouns to avoid repetition. ❖ Coordinating conjunctions. ❖ Express time and cause using conjunctions <i>then, next, soon</i> ❖ Express time and cause using conjunctions <i>when, so, after, while, because</i> ❖ Progressive tense. <i>'the children were playing...'</i> 	<ul style="list-style-type: none"> ❖ Fronted adverbials. ❖ Connectives to link sentences and ideas. <i>meanwhile, following, afterwards</i> ❖ Add detail using expanded noun phrases and specific nouns to engage the reader <i>'The Celts with intricately painted war paint marched...'</i> ❖ Begin to use subordination including to start sentences. ❖ Emotive language to show a personal response. ❖ Adverbs to describe how often. <i>additionally, frequently, rarely</i> 	<ul style="list-style-type: none"> ❖ Parenthesis to add information. ❖ Relative clauses. ❖ Modal verbs. ❖ Use a range of conjunctions. ❖ Use connectives to build cohesion. <i>however, therefore</i> ❖ Vary use of past tense. <i>'As he was running away, he noticed...'</i> ❖ Past perfect tense. <i>'The children had tried...'</i> 	<ul style="list-style-type: none"> ❖ Use a range of conjunctions and sentence types. ❖ Complex noun phrases to add detail ❖ Use verb tenses precisely. ❖ Active and passive voice. ❖ Modifiers used to intensify or qualify. <i>'insignificant' 'exceptionally'</i> ❖ Fronted adverbials used to clarify writer's position ❖ Past perfect progressive. <i>'the children had been singing...'</i> <i>'we had been hoping to go on this trip for a long time.'</i>
Punctuation	<ul style="list-style-type: none"> ❖ Inverted commas for direct speech. 	<ul style="list-style-type: none"> ❖ Commas for fronted adverbials. ❖ Apostrophes for possession and begin to use apostrophes for plural possession. ❖ High 5 for direct speech (quotes). 	<ul style="list-style-type: none"> ❖ Apostrophes for plural possession. ❖ Punctuate parenthesis using brackets, commas and dashes. ❖ Punctuate relative clauses using commas. 	<ul style="list-style-type: none"> ❖ Use commas to avoid ambiguity. ❖ Colons to link related clauses. ❖ Semi-colons and dashes to join related clauses. ❖ Hyphens to clarify description.

Structure	<ul style="list-style-type: none"> ❖ Clear introduction ❖ Organise information/events into paragraphs. ❖ Closing statement or summary ❖ Begin to use layout features of a letter, newspaper ❖ 	<ul style="list-style-type: none"> ❖ Clear introduction ❖ Points about the event(s) organised into paragraphs denoted by time or place. ❖ All letter or newspaper layout features included. ❖ Bold headline if writing newspaper – could include alliteration. 	<ul style="list-style-type: none"> ❖ Create recounts for different audiences in order to demonstrate change in formality e.g. a close friend and an unknown reader. ❖ Identify the different features for different types of recount e.g. biography, sports report, diary etc. ❖ Developed introduction and conclusion. ❖ Detailed description of events 	<ul style="list-style-type: none"> ❖ Distinguish between fact and opinion. ❖ Chose first or third person appropriately depending on the text. ❖ Adapt style and voice to write in role e.g. historical characters, composing a biographical account. ❖ Headlines include puns. ❖ Descriptions are detailed and engaging.
Useful Vocabulary	<ul style="list-style-type: none"> ❖ Last week ❖ During our school trip ❖ Soon ❖ Meanwhile ❖ To begin with ❖ I was pleased that ❖ I didn't expect ❖ It was difficult to ❖ While ❖ If ❖ As ❖ When ❖ I would like to inform you ❖ It has come to my attention ❖ Thank you for ❖ I hope that ❖ Witnesses felt ❖ He reported that ❖ He claimed that ❖ She went on to state that ❖ Hours later ❖ Unfortunately 	<ul style="list-style-type: none"> ❖ Within minutes ❖ The school confirmed that ❖ She claimed that ❖ As I stated earlier ❖ IT is with regret ❖ I look forward to hearing from you ❖ I would be grateful if 	<ul style="list-style-type: none"> ❖ As it happened ❖ As a result of ❖ Consequently ❖ Subsequently ❖ Presently ❖ I appreciate that ❖ Despite speaking to ❖ This is a disgrace ❖ Unfortunately ❖ Many other people ❖ In (year) at the age of...he/she... ❖ In her later years ❖ Once she had ❖ In spite of... ❖ His lasting legacy is... ❖ Unfortunately ❖ Many panicked when ❖ She refused to accept that... ❖ Witnesses claimed ❖ In addition to this 	<ul style="list-style-type: none"> ❖ They are rarely ❖ Generally ❖ Frequently they ❖ I will attempt to ❖ Please do not hesitate ❖ Please accept my ❖ Subsequently ❖ I am writing to inform ❖ I wish to express ❖ Despite continued efforts

Knowledge, skills progression

Writing to persuade

Purpose: To argue a case from a particular point of view. To attempt to convince the reader/listener. It involves The careful selection and organisation of information (evidence, explanation and examples) which have the intention of encouraging the reader into a particular way of seeing or understanding an issue.

Structure: An opening statement stating the case. Arguments in the form of a point then explanation and/or evidence/examples. A summary which restates the opening statement.

Language features: Careful and purposeful vocabulary choices. Second person. Rhetorical questions. Persuasive language (Any sensible person can see that...). Present tense. Logical connectives e.g. this shows, however, because. Moving from the general to the specific. Use of facts. Acknowledgement of counter arguments. Strong, positive language. Short sentences for emphasis. Alliteration. Humour. Make the reader think everyone is on your side e.g. Everyone knows that...

	Year 3	Year 4	Year 5	Year 6
Text types	<ul style="list-style-type: none"> ❖ letter ❖ poster ❖ leaflet ❖ advert ❖ guide book 	<ul style="list-style-type: none"> ❖ letter ❖ leaflet ❖ advert ❖ guide book ❖ article ❖ newspaper 	<ul style="list-style-type: none"> ❖ letter ❖ leaflet ❖ advert ❖ guide book ❖ article ❖ newspaper ❖ debate/speech 	<ul style="list-style-type: none"> ❖ letter ❖ leaflet ❖ advert ❖ guide book ❖ article ❖ newspaper ❖ debate/speech
Grammar	<ul style="list-style-type: none"> ❖ Adjectives to create persuasive noun phrases. <i>'delicious chocolate' 'evil hunters'</i> ❖ Connectives (adverbs) for cohesion <i>however, consequently, therefore</i> ❖ Start sentences with verbs (imperative) <i>imagine, consider, enjoy</i> ❖ Adverbs, adverbial phrases, conjunctions to help structure an argument. <i>'if...then' 'on the other hand' 'finally' 'so'</i> ❖ Present perfect tense. <i>'I have spoken to...'</i> <i>'I have written to you...'</i> <i>'People have said...'</i> 	<ul style="list-style-type: none"> ❖ Connectives for cohesion <i>however, consequently, therefore</i> ❖ Subordinating conjunctions ❖ Rhetorical questions ❖ Create cohesion through use of nouns and pronouns. ❖ Imperative verbs ❖ Adverbs to show how often. <i>additionally, frequently, rarely</i> 	<ul style="list-style-type: none"> ❖ Relative clauses to add persuasive detail. <i>'Our hotel, which has three swimming pools, overlooks a beautiful beach.'</i> ❖ Create cohesion within paragraphs using adverbials. <i>perhaps, surely, clearly</i> ❖ Adverbs for degrees of possibility. ❖ Parenthesis to add persuasive details. ❖ Modal verbs <i>'this could be...'</i> <i>'you should...'</i> <i>'you might want to...'</i> 	<ul style="list-style-type: none"> ❖ Make formal or informal vocabulary choices to match the audience and purpose of the persuasive text. ❖ Varied sentence lengths for effect. ❖ Wide range of subordinating conjunctions. ❖ Passive voice. ❖ Subjunctive.
Punctuation	<ul style="list-style-type: none"> ❖ Inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> ❖ Apostrophes for possession. ❖ Question marks for rhetorical questions. ❖ High 5 for speech punctuation. ❖ Commas after fronted adverbials and subordinate clauses. <i>'After your visit, you won't want to leave'</i> <i>'Once you have tasted our delicious cakes, you'll be coming back for more.'</i> 	<ul style="list-style-type: none"> ❖ Punctuate parenthesis using brackets, commas and dashes. 	<ul style="list-style-type: none"> ❖ Semi-colons to mark adverbials. <i>'; however,...' ;consequently,...'</i> ❖ Colons to introduce, and semi-colons to separate, list of features, attractions or arguments. ❖ Semi-colons to structure repetition. <i>'Bring your friends; bring the children; bring your whole family!'</i>

Structure	<ul style="list-style-type: none"> ❖ Clear introduction ❖ Points about the subject/issue organised into paragraphs ❖ Use subheadings to help organise texts. ❖ Use role play and drama to explore persuasive scenarios e.g. a parent persuading a child to go to bed. Children to recognise effectiveness of different strategies. 	<ul style="list-style-type: none"> ❖ Use paragraphs which link together and order points so that one follows from the other. ❖ Use examples to back up persuasive points. ❖ Begin to use a range of persuasive devices such as exaggeration, puns, alliteration, repetition ❖ Clear introduction and conclusion. 	<ul style="list-style-type: none"> ❖ Arguments are well constructed. ❖ Use emotive language. ❖ Prioritise information to make argument more persuasive. ❖ Use a range of persuasive devices such as exaggeration, puns, alliteration, repetition, facts and statistics, hyperbole. ❖ Short sentences to convey urgency. <i>'Buy it today!'</i> 	<ul style="list-style-type: none"> ❖ Developed introduction and conclusion restating the argument. ❖ Paragraphs developed using prioritised information. ❖ Emotive language used throughout.
Useful Vocabulary	<ul style="list-style-type: none"> ❖ Surely ❖ Obviously ❖ Clearly ❖ Don't you think ❖ Firstly ❖ Secondly ❖ Thirdly ❖ My own view is... ❖ My final point is... ❖ Imagine ❖ Consider ❖ Enjoy 	<ul style="list-style-type: none"> ❖ I believe that ❖ It seems to me that ❖ It is clear that ❖ Is it any wonder that ❖ Furthermore ❖ As I see it ❖ Tremendous ❖ Implore you to consider ❖ Extremely significant ❖ Inevitably ❖ Finally ❖ In conclusion ❖ In summary ❖ The evidence presented ❖ Have you ever thought about...? ❖ Do you think that...? ❖ Fed up with...? 	<ul style="list-style-type: none"> ❖ It appears that... ❖ There can be no doubt... ❖ Naturally, it takes time to... ❖ It is critical... ❖ Fundamentally... ❖ How can anyone believe this to be true? ❖ Does anyone really believe that? ❖ As everyone knows ❖ I would draw your attention to... ❖ I would refer to... ❖ On the basis of the evidence presented... ❖ Phenomenal ❖ Unique ❖ Unmissable ❖ You will be... ❖ Don't... ❖ Take a moment to... ❖ Isn't it time to...? ❖ Are we expected to...? ❖ Probably the best...in the world 	<ul style="list-style-type: none"> ❖ It strikes me that ❖ There is no doubt that ❖ I am convinced ❖ It appears ❖ In my opinion ❖ Surely only a fool would ❖ In addition ❖ Furthermore ❖ Moreover ❖ My evidence to support this ❖ On balance ❖ Just think how... ❖ Now you can... ❖ For the rest of your life... ❖ Unbelievable ❖ Outrageous ❖ Incredible ❖ Similarly ❖ Whereas

Knowledge, skills progression

Writing to inform (instructions)

Purpose: Aim to ensure something is done correctly so a successful outcome is achieved. If a process is to be undertaken, this is given in a series of sequential steps.

Structure: Title to explain what the instructions are for. A statement of what is to be achieved – an introduction. Explanation as to why the instructions are needed Materials or equipment needed. A series of sequential steps that need to be undertaken. Conclusion to evaluate how useful or fun it will be. Use of diagrams or illustrations.

Language features: Written in the imperative. Chronological order. Numbers or bullet points to order steps. Use of adverbs and adjectives for precision e.g. measure carefully

	Year 3	Year 4	Year 5	Year 6
Text types	<ul style="list-style-type: none"> ❖ Recipes ❖ How to carry out a scientific experiment ❖ How to play a game ❖ How to make and design a product/artefact ❖ Routines 	<ul style="list-style-type: none"> ❖ Recipes ❖ How to carry out a scientific experiment ❖ How to play a game ❖ How to make and design a product/artefact ❖ Routines 	<ul style="list-style-type: none"> ❖ Recipes ❖ How to carry out a scientific experiment ❖ How to play a game ❖ How to make and design a product/artefact ❖ Routines 	<ul style="list-style-type: none"> ❖ Recipes ❖ How to carry out a scientific experiment ❖ How to play a game ❖ How to make and design a product/artefact ❖ Routines
Grammar	<ul style="list-style-type: none"> ❖ Prepositional phrases ❖ Simple sentences with added description. ❖ Adverbs of time, place and number. ❖ Express time and cause. <i>when, so, because, before, after, while</i> ❖ Adverbials <i>'When the glue dries, attach the paperclip.'</i> 	<ul style="list-style-type: none"> ❖ Varied sentence structures. <i>'As the sauce thickens,...' 'While the pastry cooks,...'</i> ❖ Adverbs of time place and number. ❖ Adverbs to show how often. <i>additionally, frequently, rarely</i> 	<ul style="list-style-type: none"> ❖ Use determiners to make nouns more precise. ❖ Adverbs of time, place and number. ❖ Modal verbs and adverbs for possibility. ❖ Relative clauses. ❖ Varied sentence lengths ❖ Wide range of subordinating conjunctions. <i>whilst, until, despite</i> 	<ul style="list-style-type: none"> ❖ Adverbs of time, place and number. ❖ Prepositional phrases used cleverly. <i>'In the event of overcooking,...'</i> ❖ Complex noun phrases used to add detail. <i>'The golden pastry can be decorated with smaller pastry petals.'</i>
Punctuation	<ul style="list-style-type: none"> ❖ Commas in a list 	<ul style="list-style-type: none"> ❖ Apostrophes for singular possession. ❖ Commas for fronted adverbials. 	<ul style="list-style-type: none"> ❖ Possessive apostrophes for plural nouns. ❖ Brackets, commas and dashes to mark parenthesis. 	<ul style="list-style-type: none"> ❖ Colons to link related clauses. ❖ Semi-colons and dashes to join related clauses.
Structure	<ul style="list-style-type: none"> ❖ Set of equipment or ingredients. ❖ Organised into clear points organised sequentially. 	<ul style="list-style-type: none"> ❖ Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter ❖ Friendly tips/suggestions are included to heighten the engagement e.g. this dish is served best with a dash of nutmeg. 	<ul style="list-style-type: none"> ❖ Use flair and humour to write imaginative instructions. ❖ Write accurate instructions for complex procedures. 	<ul style="list-style-type: none"> ❖

Useful Vocabulary

- ❖ This is a game everyone loves
- ❖ You are only four simple steps away...
- ❖ First of all
- ❖ To start with
- ❖ Firstly
- ❖ Lastly
- ❖ Finally
- ❖ Carefully
- ❖ Gently
- ❖ Slowly
- ❖ Softly
- ❖ Afterwards
- ❖ After that
- ❖ To begin with
- ❖ Begin by
- ❖ Secondly
- ❖ The next step is to
- ❖ With a slow movement

- ❖ Continue by...
- ❖ Carry on...
- ❖ Do this until...
- ❖ Stop when...
- ❖ When you have done this...
- ❖ Try not to...
- ❖ Avoid...
- ❖ Have you ever been bored? Well this game is for you

- ❖ Don't forget to...
- ❖ Be careful of...
- ❖ Don't worry about...
- ❖ Concentrate on...
- ❖ At this point...

- ❖ Whilst that is...
- ❖ Focus on...
- ❖ Try to make sure that...
- ❖ When you do, don't...
- ❖ I would suggest....
- ❖ Many people at this stage...

Knowledge, skills progression

Writing to explain

Purpose: To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/or examples.

Structure: A statement of the issues involved and a preview of the main arguments. Arguments for, with supporting evidence/examples. Arguments against or alternate views, with supporting evidence/examples. Text could also be structured by presenting arguments for and against alternately. End with a summary which includes a recommendation or conclusion based on the evidence provided.

Language features: Simple present tense. Cohesion achieved through the use of connectives (therefore, however). Make views sound more reasonable through the use of modal verbs and adverbs of possibility (often, usually).

	Year 3	Year 4	Year 5	Year 6
Text types	❖	❖	❖	❖
Grammar	❖	❖	❖	<ul style="list-style-type: none"> ❖ Formal language. Make formal or informal vocabulary choices to match the audience and purpose of the persuasive text. ❖ Varied sentence lengths for effect. ❖ Wide range of subordinating conjunctions. ❖ Passive voice. ❖ Subjunctive. ❖ Use conditionals and how they can be used to persuade. <i>'if...then' 'could' 'would'</i>
Punctuation	❖	❖	❖	<ul style="list-style-type: none"> ❖ Semi-colons to mark adverbials. <i>'however,...' ;consequently,...'</i> <ul style="list-style-type: none"> ❖ Semi-colons to structure repetition. ❖ <i>'Bring your friends; bring the children; bring your whole family!'</i>

Structure	❖	❖	❖ Begin to use and anticipate counter arguments as a persuasive device when writing texts to persuade.	❖ Summarise different sides of an argument. ❖ Highlight strengths and weaknesses of different positions. ❖ Summarise competing views fairly. ❖
Useful Vocabulary	❖	❖	❖	❖

Knowledge, skills progression

Writing to discuss

Purpose:

Structure:

Language features:

	Year 3	Year 4	Year 5	Year 6
Text types	❖	❖	❖	❖
Grammar	❖	❖	❖	❖
Punctuation	❖	❖	❖	❖

Structure	❖	❖	❖	❖
Useful Vocabulary	❖	❖	❖	❖