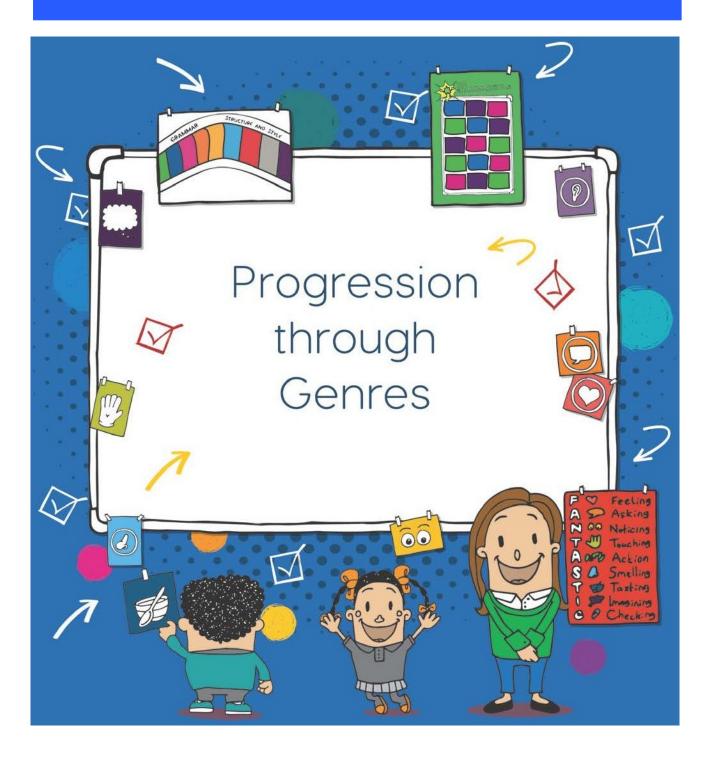
Folville Junior School The Write Stuff



<u>Instructions</u>

<u>Year 3</u>

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|---|---|---|---|
| A set of ingredients and equipment needed are outlined clearly. Organised into clear points denoted by time. | Simple sentences with extra description. Some complex sentences using when, if, as etc. Adverbials e.g. When the glue dries, attach the paperclip. | Afterwards After that To begin with Begin by Secondly The next step is to With a slow movement With a quick pull Try to | Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon. | Introduce possessive apostrophes for plural nouns. Introduce inverted commas. |

| Text Structure Sentence Use Vocab | ful Word Classes | Punctuation |
|-----------------------------------|------------------|-------------|
|-----------------------------------|------------------|-------------|

| A set of ingredients and equipment needed are outlined clearly. 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. | Continue by Carry on Do this until Stop when When you have done this Try not to Avoid | Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials | Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech |
|--|--|--|---|
|--|--|--|---|

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---|---|---|--|--|
| Consolidate work from previous learning. Can write accurate instructions for complicated processes. Can write imaginative instructions using flair and humour. | Sentence length varied e.g short/long. Wide range of subordinate connectives e.g. whilst, until, despite. | Don't forget to Be careful of Don't worry about Concentrate on At this point | Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number. | Consolidate all previous learning. Brackets Dashes Colons Semi colons |

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|--|--|--|---|
| Consolidate work from previous learning. | Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position e.g. If the temperature gets too high Complex noun phrases used to add detail e.g. The golden pastry can be decorated with smaller pastry petals. Prepositional phrases used cleverly e.g. In the event of overcooking | Whilst that is Focus on Try to make sure that When you do, don't I would suggest Many people at this stage | Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials. | Use a wide range of punctuation throughout the writing. |

<u>Recount – experiences, diary, police reports, sports</u> <u>reports</u>

| Clear introduction.Simple sentences with extra description.Last week During our school trip Form nouns using prefixes. Nouns and pronouns used to avoid repetition.Organised into paragraph shaped around key events hackosing statements to summarise the overallSome complex sentences using when if a set.SoonVerbs resent perfect forms of verbs instead of 'the' AdaentileA closing statements to summarise the overallTense consistent e.g. modal verbs can/willNoun SoonVerbs resent perfect forms of verbs instead of 'the' AdaentileAdverbials es When we arrived the tour guide gase us a chocolate bar.I was pleased that I didn't expect that I thras difficult toOnnectives/conjunctions Express time and cause (when, so, before, after, when, so, before, aft |
|--|
| |

<u>Year 3</u>

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|-------------------------|--|----------------------------|--|
| Clear introduction and | Variation in sentence | Later on | Noun |
| conclusion. | structures e.g. While | Defensions | Nouns and pronouns used for clarity and cohesion. |
| Links between sentences | we watched the sea lion show | Before long | Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. |
| help to navigate the | | At that very moment | |
| reader from one idea to | Use embedded/relative | At procisely | Verbs |
| the next. | clauses e.g. Penguins, which | At precisely | Standard English forms for verbs. |
| Paragraphs organized | are very agile, | When this was | <u>Adjectives</u> |
| correctly around key | | complete | Choose appropriate adjectives |
| events. | Include adverbs to show how often e.g. | I was gripped by | Connectives/conjunctions |
| Elaboration is used to | additionally, | | Use a wide range of connectives. |
| reveal the writer's | frequently, rarely. | I felt overwhelmed when | Taura |
| emotions and responses. | Sentences build from a | Witchin | <u>Tense</u> Correct use of past and present tense. |
| | general idea to more | I was personally affected | |
| | specific. | by | <u>Adverbs</u> Know what an adverbial phrase is. |
| | Use emotive language | This has changed how I | Fronted adverbials |
| | to show personal | feel about | Comma after fronted adverbials. |
| | response e.g. fabulous, showcase inspired me | | |
| | showcase inspired me | | |

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|---|--|------------------------|--|
| Developed introduction | Sentence length varied | As it happened | Noun |
| and conclusion including elaborated personal | e.g short/long. | As a result of | Locate and identify expanded noun phrases. |
| response. | Active and passive | Consequently | <u>Verbs</u> Use modal verbs. |
| Description of events are | voice used deliberately to heighten | consequently | Prefixes for verbs; dis, de, mis, over, ise, ify. |
| detailed and engaging. | engagement. | Subsequently | Convert adjectives in verbs using suffixes; ate, ise, ify. |
| The information is | e.g. Giraffes left the enclosure. | Unlike the rest of | Adjectives |
| organized chronologically | | the group, I | Choose appropriate adjectives |
| with clear signals to the reader about time, place | Wide range of subordinate | felt In a flash | Connectives/conjunctions |
| and personal response. | connectives e.g. whilst, until, | Presently | Use a wide range of connectives. |
| Purpose of the recount an | despite. | | Tense |
| experience revealing the | | Meanwhile | Change tense according to features of the genre. |
| writer's perspective. | | In conclusion | Adverbs |
| | | The experience overall | Know what an adverbial phrase is. Fronted adverbials |
| | | | Comma after fronted adverbials. |
| | | | Adverbials of time, place and number. |

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|---|---|--|---|
| The report is well | Verb forms are | They are unusually | Noun |
| constructed and answers | controlled and precise | | Expanded noun phrases to convey complicated |
| the readers questions. | e.g. It would be | They are rarely | information concisely. |
| The writer understands the impact and thinks about the response. Information is prioritized according to importance and a frame of response set up for the reply. | regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and | They are never They are very Generally Be careful if you Frequently they | <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives Connectives/conjunctions |
| | type varied according to purpose. | I will attempt to | Use a wide range of connectives. |
| | Fronted adverbials use to clarify writers | This article will frame | <u>Tense</u> Change tense according to features of the genre. |
| | position | It can be difficult to | <u>Adverbs</u> |
| | e.g. As a consequence of their actions | Each paragraph | Link ideas across a text using cohesive devices such as adverbials. |
| | Complex noun phrases | More than half | |
| | used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. | Less then half | |
| | Prepositional phrases used cleverly. e.g. In the event of a fire | | |

Non-Chronological Reports

<u>Year 3</u>

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|--|------------------------------------|----------------------|---|
| Clear introduction. | Simple sentences with | The following report | Noun |
| Organised into paragraphs | extra description. | They don't | Form nouns using prefixes. |
| shaped around a key topic sentence. | Some complex sentences using when, | It doesn't | Nouns and pronouns used to avoid repetition. |
| sentence. | if, as etc. | | <u>Verbs</u> |
| Use of sub-headings. | Tense consistent e.g. | Sometimes | Present perfect forms of verbs instead of 'the' |
| | modal verbs can/will | Often | <u>Adjectives</u> Choose appropriate adjectives. |
| | Adverbials | Most | Connectives/conjunctions |
| | e.g. When the | | Express time and cause (when, so, before, after, |
| | caterpillar makes a cocoon | | while, because) |
| | | | Tense |
| | | | Correct and consistent use of past and present tense. |
| | | | Adverbs |
| | | | Introduce/revise adverbs. |
| | | | Express time and cause; then, next, soon. |

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|---|---|--|---|
| Developed introduction and conclusion using all the layout features. | Sentence length varied e.g short/long. | The purpose of this report/article is to | <u>Noun</u> Locate and identify expanded noun phrases. |
| Description of the phenomenon is technical and accurate. | Active and passive voice used deliberately to heighten | The information presented will | <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. |
| Generalized sentences are used to categorise and sort information for the | engagement. e.g. The eggs were removed from the beach. | Some experts believe This article is designed to Many specialists consider | Adjectives Choose appropriate adjectives |
| reader Purpose of the report is to | Wide range of subordinate connectives | Firstly I will | <u>Connectives/conjunctions</u> Use a wide range of connectives. |
| inform the reader and to describe the way things are. | e.g. whilst, until, despite. | It can be difficult will enable you to understand. | <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> |
| Formal and technical language used throughout to engage the reader. | | Unlike Despite Although Like many | Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number. |

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|---|--|-------------------------|--|
| The report is well | Verb forms are controlled | They are unusually | Noun |
| constructed and | and precise e.g. It would | | Expanded noun phrases to convey complicated |
| answers the reader's | be regrettable if the wild | They are rarely | information concisely. |
| questions. | life funds come to an end. | They are never | |
| The writer understands | Modifiers are used to | They are never | <u>Verbs</u> Use modal verbs. |
| the impact and thinks | intensify or qualify e.g. | They are very | Prefixes for verbs; dis, de, mis, over, ise, ify. |
| about the response. | insignificant amount, | | Convert adjectives in verbs using suffixes; ate, ise, |
| | exceptionally | Generally | ify. |
| Information is | | | |
| prioritised according to | Sentence length and type | Be careful if you | <u>Adjectives</u> |
| importance and a frame of response set | varied according to | Frequently they | Choose appropriate adjectives |
| up for the reply. | purpose. | | Connectives/conjunctions |
| | Fronted adverbials use to | I will attempt to | Use a wide range of connectives. |
| | clarify writers position e.g. As a consequence of | This article will frame | Tense |
| | their actions | It can be difficult to | Change tense according to features of the genre. |
| | Complex noun phrases used to add detail e.g. The | Each paragraph | <u>Adverbs</u> Link ideas across a text using cohesive devices such |
| | fragile eggs are slowly removed from the large | More than half | as adverbials. |
| | mother hen. | Less then half | |
| | Prepositional phrases used cleverly. e.g. In the event of a fire | | |
| | | | |

<u>Letters</u> <u>Year 3</u>

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|---|---|--|---|
| Clear introduction. Points about the visit/issue Organised into paragraphs denoted by time/place. Topic sentences. Some letter layout features included. | Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel. | While, if, as, when. I would like to inform you that It has come to my attention that Thank you for I hope that | NounForm nouns using prefixes.Nouns and pronouns used to avoidrepetition.VerbsPresent perfect forms of verbs insteadof 'the'AdjectivesChoose appropriate adjectives.Connectives/conjunctionsExpress time and cause (when, so, before, after, while, because)Tense Correct and consistent use of past and present tense.Adverbs Introduce/revise adverbs.Express time and cause; then, next, soon. | Introduce possessive apostrophes for plural nouns. Introduce inverted commas. |

| Text Structure | Sentence | Useful Vecebulary | Word Classes | Punctuation |
|---|---|--|--|---|
| Text Structure Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organized correctly into key ideas. All letter layout features included. | Sentence Variation in sentence structures e.g. While we were at the park As we arrived Use embedded/relative clauses e.g. Mrs Holt, who was very angry The tiger that was pacing Include adverbs to show how often e.g. additionally, frequently, rarely. | Vocabulary As I stated earlier Referring to This is an unfortunate It is with regret I would be grateful if It is with regret that I look forward to hearing from you in due course. | Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense. | PunctuationApostrophe to mark singular and plural possession.Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech. |
| | | Use modal verbs to hint future action or | <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials | |
| | | possibilities e.g. should, would, could. | Comma after fronted adverbials. | |

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|-------------------|--|---------------------------------|---|--------------|
| Developed | Sentence length varied | l appreciate | Noun | Consolidate |
| introduction and | e.g short/long. | | Locate and identify expanded noun phrases. | all previous |
| conclusion using | | Whilst we were | | learning. |
| all the letter | Active and passive voice | waiting | <u>Verbs</u> | |
| layout features. | used deliberately to | | Use modal verbs. | Brackets |
| | heighten engagement. | Your concern | Prefixes for verbs; dis, de, mis, over, ise, ify. | Dashes |
| Paragraphs | e.g. the café chairs were | | Convert adjectives in verbs using suffixes; ate, ise, | Colons |
| developed with | broken. | Until this is | ify. | Semi colons |
| prioritized | | resolved | | |
| information. | Wide range of | Despite encolving | Adjectives | |
| | subordinate | Despite speaking to the duty | Choose appropriate adjectives | |
| Purpose of letter | connectives | | Commentions (comismentions | |
| clear and | e.g. whilst, until, despite. | manager | Connectives/conjunctions | |
| transparent for | | This is a disgrace | Use a wide range of connectives. | |
| reader. | Complex sentences that | This is a disgrace | Tense | |
| F | use well known | Unfortunately | Change tense according to features of the genre. | |
| Formal language | economic expression. e.g Because of their | offici turatery | | |
| used throughout | | Many other | Adverbs | |
| to engage the | courageous efforts, all | , people also | Know what an adverbial phrase is. | |
| reader. | the passengers were saved, which was | | Fronted adverbials | |
| | nothing short of a | I am delighted to | Comma after fronted adverbials. | |
| | miracle. | inform you that | Adverbials of time, place and number. | |
| | minucic. | | | |
| | | | | |
| | | | | |

<u>Year 6</u>

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|------------------|-----------------------------|----------------------|--|-------------------------|
| Letter well | Verb forms are controlled | Please do not | <u>Noun</u> | Use a wide range of |
| constructed that | and precise | hesitate to contact | Expanded noun phrases to convey | punctuation |
| answers the | e.g. It would be helpful if | me | complicated information concisely. | throughout the writing. |
| reader's | you could let me know as | An early response | | |
| questions. | this will enable us to take | would be greatly | <u>Verbs</u> | |
| | further action. | appreciated | Use modal verbs. | |
| The writer | Modifiers are used to | | Prefixes for verbs; dis, de, mis, over, | |
| understands the | intensify or qualify e.g. | Please accept | ise, ify. | |
| impact and | insignificant amount, | my | Convert adjectives in verbs using | |
| thinks about the | exceptionally Sentence | | suffixes; ate, ise, ify. | |
| response. | length and type varied | I wish to express | | |
| | according to purpose. | | <u>Adjectives</u> | |
| Information is | Fronted adverbials used to | The impact of | Choose appropriate adjectives | |
| prioritized | clarify writers position | | | |
| according to | e.g. As a consequence of | Despite continued | Connectives/conjunctions | |
| importance and | your actions Complex | efforts | Use a wide range of connectives. | |
| a frame of | noun phrases used to add | | - | |
| response set up | detail e.g. the dilapidated | Subsequently | <u>Tense</u> | |
| for the reply. | fencing around the | | Change tense according to features of | |
| | enclosure was extremely | | the genre. | |
| | dangerous. | | Adverte | |
| | Prepositional phrases used | | Adverbs | |
| | cleverly. | | Link ideas across a text using cohesive devices such as adverbials. | |
| | e.g. In the event of a fire | | עבעונבא אענון אא אטעלו אואוא. | |
| | | | | |

Persuasion - Purpose: advert, leaflet, argument

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---------------------|-----------------------|----------------------|---|--------------------|
| Clear introduction. | Simple sentences with | Surely | <u>Noun</u> | Introduce |
| | extra description. | Obviously | Form nouns using prefixes. | possessive |
| Points about | | Clearly | Nouns and pronouns used to avoid | apostrophes for |
| subject/issue | Some complex | Don't you think | repetition. | plural nouns. |
| | sentences using when, | Firstly | | |
| Organised into | if, as etc. | Secondly | <u>Verbs</u> | Introduce inverted |
| paragraphs | | Thirdly | Present perfect forms of verbs instead of | commas. |
| | Tense consistent e.g. | My own view is | 'the' | |
| Sub-heading used to | modal verbs can/will | My last point is | | |
| organize texts. | | My final point is | <u>Adjectives</u> | |
| | Adverbials | Imagine | Choose appropriate adjectives. | |
| | e.g. When they have a | Consider | | |
| | problem, we played | Enjoy | Connectives/conjunctions | |
| | after tea. | | Express time and cause (when, so, before, | |
| | It was scary in the | | after, while, because) | |
| | tunnel. | | | |
| | | | <u>Tense</u> | |
| | Start sentences with | | Correct and consistent use of past and | |
| | verbs e.g. imagine, | | present tense. | |
| | consider, enjoy. | | | |
| | | | Adverbs | |
| | | | Introduce/revise adverbs. | |
| | | | Express time and cause; then, next, soon. | |
| | | | | |

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---|---|---|--|--|
| Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences | Variation in sentence structures e.g. While we were at the park As we arrived Use embedded/relative clauses e.g. Mrs Holt, who was very angry The tiger, that was pacing Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. haven't you always longed for a? | 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? | Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. | Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech. |

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|---|---|---|--|
| Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view. | Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths Prepositional phrases used cleverly. e.g. In the event of a blackout | It appears that There can be no doubt that It is critical Fundamentally How can anyone believe this to be true? Does anyone really believe that? As everyone knows I cite, for example 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? | NounExpanded noun phrases to convey complicated information concisely.VerbsUse modal verbs.Prefixes for verbs; dis, de, mis, over, ise, ify.Convert adjectives in verbs using suffixes; ate, ise, ify.Adjectives Choose appropriate adjectivesConnectives/conjunctions Use a wide range of connectives.Tense Change tense according to features of the genre.Adverbs Link ideas across a text using cohesive devices such as adverbials. | Use a wide range of punctuation throughout the writing. |

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---|--|---|---|--|
| Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. View point is transparent for reader. Emotive language used throughout to engage the reader. | Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. Persuasive statement are used to change the readers opinion. E.g. you will never need to | It strikes me that There is no doubt that I am convinced that It appears In my opinion Surely only a fool would consider In addition Furthermore Moreover My evidence to support this is On balance Just think how Now you can For the rest of your life Unbelievable Outrageous Incredible | Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number. | Consolidate all previous learning. Brackets Dashes Colons Semi colons |

<u>Biography</u>

<u>Year 3</u>

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|---|---|---|--|
| Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact. | Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When she arrived at the scene, the doctors told her exactly what happened. | During his/her early life Soon afterwards Sometimes he Strangely One of the most remarkable facts about His/her greatest achievement was | Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.Verbs Present perfect forms of verbs instead of 'the'Adjectives Choose appropriate adjectives.Connectives/conjunctions Express time and cause (when, so, before, after, while, because)Tense Correct and consistent use of past and present tense.Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon. |

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|---|---|---|--|
| Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly around key events. Elaboration is used to reveal the writer's emotions and responses. | Variation in sentence structures e.g. While we watched the sealion show Use embedded/relative clauses e.g. Penguins, which are very agile, Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use emotive language to show personal response e.g. fabulous, showcase inspired me to | In his /her early years By the time he/she had In his/ her final years What is clear is that Even though he/she was not popular at the time, Although feeling ran high in the community, In many ways it wasn't until He/She might have been His/Her one regret was that | Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. |

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|---|--|--|---|
| Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organised chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount an experience revealing the writer's perspective. | Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure. Wide range of subordinate connectives e.g. whilst, until, despite. | In (insert year) at the age ofhe/she The time came for In his/her later years Once he/she had Nobody is sure why In spite of His/Her lasting legacy is that | Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number. |

| Text Structure | Sentence | Useful Vocabulary | Word Classes |
|---|--|--|--|
| The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply. | Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials use to clarify writer's position e.g. As a consequence of their actions Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. Prepositional phrases used cleverly. e.g. In the event of a fire | They are unusually They are rarely They are never They are very Generally Be careful if you Frequently they I will attempt to This article will frame It can be difficult to Each paragraph More than Half Less than half | Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Convert adjectives adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials. |

Balanced Argument - Purpose: Speech, Essay, And

Formal Letter.

<u>Year 3</u>

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|---|--|--|---|
| Clear introduction. Points about subject/issue Organised into paragraphs Sub-heading used to organise texts. | Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs could/might Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel. Start sentences with verbs e.g. imagine, consider, enjoy. | I will begin by Maybe Firstly Many people are concerned that I wonder Sometimes It could be argued that Therefore My overall feeling/opinion is An example of this is It is clear that | NounForm nouns using prefixes. Nouns and pronouns used to avoid repetition.VerbsPresent perfect forms of verbs instead of 'the'Adjectives Choose appropriate adjectives.Connectives/conjunctions Express time and cause (when, so, before, after, while, because)Tense Correct and consistent use of past and present tense.Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon. | Introduce possessive apostrophes for plural nouns. Introduce inverted commas. |

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---|---|---|---|--|
| Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences | Variation in sentence structures e.g. While we were at the park As we arrived Use embedded/relative clauses e.g. Mrs Holt, who was very angry The angry mob, who had broken the barricade Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. Have you ever considered the impact of? | This piece of writing will feel convinced I intend to On the other hand In addition It is surprising that On balance Finally I would like to add My next point concerns Furthermore Having looked at both sides, I think because Having considered the arguments for and against Whilst | Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives <u>Connectives/conjunctions</u> Use a wide range of connectives. | Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech. |

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|---|---|---|---|
| Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Both view points are transparent for reader. Emotive language used throughout to engage the reader. | Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. Persuasive statements are used to change the reader's opinion. E.g. you will never need to | It strikes me that My intention is to To do this I will As I see it It appears to me Naturally It is precisely because Subsequently Doubtless Nevertheless In stark contrast Contrary to this position It would seem logical Let us consider the impact In conclusion The evidence presented leads me to conclude | Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number. | Consolidate all previous learning. Brackets Dashes Colons Semi colons |

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---|---|---|--|---|
| Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view. | Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths Prepositional phrases used cleverly. e.g. In the event of a blackout | I will present Following that I will One argument for this is that fundamentally flawed an easy answer that avoids I would counter this view It seems plausible to Moreover In point of fact The evidence I would use to support this is It surprises me that It is my conviction Finally I would like to add Even though there has been a long history of activists | Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials. | Use a wide range of punctuation throughout the writing. |

<u>Newspaper</u>

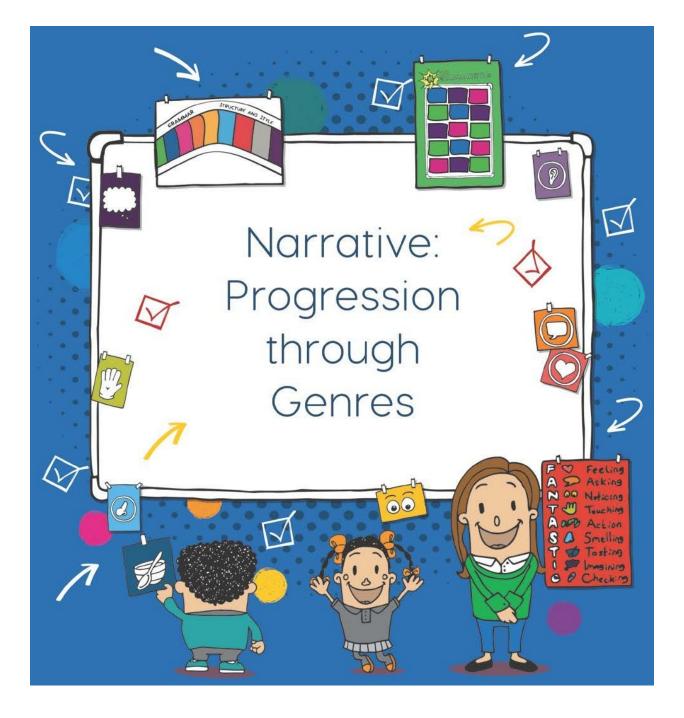
<u>Year 3</u>

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|--|---|--|---|
| Clear introduction. Points about the visit/issue Organised into paragraphs denoted by time/place. Topic sentences. Some newspaper layout features included. A bold eye-catching headline. | Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. As the police arrived, the crowd scattered. | While, if, as, when. Witnesses felt He reported that He also claimed that She went on to state that He continued by Hours later Unfortunately Fortunately | NounForm nouns using prefixes.Nouns and pronouns used to avoidrepetition.VerbsPresent perfect forms of verbsinstead of 'the'AdjectivesChoose appropriate adjectives.Connectives/conjunctionsExpress time and cause (when, so, before, after, while, because)TenseCorrect and consistent use of past and present tense.AdverbsIntroduce/revise adverbs.Express time and cause; then, next, soon. | Introduce possessive apostrophes for plural nouns. Introduce inverted commas. |

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---|---|--|---|--|
| Clear introduction and conclusion. Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader. Paragraphs organised correctly into key ideas. All newspaper layout features included. Bold eye-catching headline which includes alliteration. | Variation in sentence structures e.g. While the witness was distracted As the police arrived Use embedded/relative clauses e.g. Mrs Holt, who was very angry The tiger, that was pacing Include adverbs to show how often e.g. additionally, frequently, rarely. | John Smith (64), a retired community officer said Within minutes The school confirmed that She claimed that He continued by informing us that Police were | Noun Nouns and pronouns used for clarity and cohesion.Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.Verbs Standard English forms for verbs.Adjectives Choose appropriate adjectivesConnectives/conjunctions Use a wide range of connectives.Tense Correct use of past and present tense.Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. | Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech. |

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---|---|---|--|---|
| Developed introduction and conclusion using all the newspaper's layout features. Paragraphs developed with prioritised information into columns. Subheadings are used as an organisational device. Formal language used throughout to engage | Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their | VocabularyUntil this is resolved UnfortunatelyChaos ensuedChaos ensuedMany panicked whenHe disputedShe refused to accept thatThe parents agreed that | Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the | Consolidate all previous learning. Brackets Dashes Colons Semi colons |
| the reader. Quotations are succinct/emotive. | courageous efforts, all the passengers were saved, which was nothing short of a miracle. | Witnesses Pupils emphasized They spoke to In addition to this | genre. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number. | |

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|---|---|--|--|
| Newspapers well-constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply. Headlines include puns. | Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of the accident Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous. Prepositional phrases used cleverly. | The impact of Despite continued efforts Subsequently The appointed spokesman In addition Mrs Hedges emphasized Tragic Crisis situation Epic proportions Many parents refused to accept The horror Politicians also spoke of how | NounExpanded noun phrases to convey complicated information concisely.VerbsUse modal verbs.Prefixes for verbs; dis, de, mis, over, ise, ify.Convert adjectives in verbs using suffixes; ate, ise, ify.Adjectives Choose appropriate adjectivesConnectives/conjunctions Use a wide range of connectives.Tense Change tense according to features of the genre.Adverbs Link ideas across a text using cohesive devices such as adverbials. | Use a wide range of punctuation throughout the writing. |



<u>Story</u>

<u>Year 3</u>

| Text Structure | Sentence | Useful | Word Classes | Punctuation |
|-----------------------|------------------------------------|-----------------------|-------------------------------------|-----------------|
| | | Vocabulary | | |
| Time and place are | Simple sentences with extra | Year 3 ambitious | Noun | Introduce |
| referenced to guide | description. | vocabulary used | Form nouns using prefixes. | possessive |
| the reader through | | | Nouns and pronouns used to avoid | apostrophes for |
| the text e.g. in the | Some complex sentences | Connectives: also, | repetition. | plural nouns. |
| morning | using because, which, where | however, therefore, | | |
| | etc. | after the, just then, | | Introduce |
| Organised into | | furthermore, | <u>Verbs</u> | inverted |
| paragraphs e.g. | Tense consistent e.g. typically | nevertheless, on | Present perfect forms of verbs | commas. |
| When she arrived at | past tense for narration, | the other hand, | instead of 'the' | |
| the bear's house | present tense in dialogue | consequently, | | |
| | | immediately, as | Adjectives | |
| Cohesion is | Dialogue is realistic and | soon as | Choose appropriate adjectives. | |
| strengthened | conversational in style e.g. | | Compositions (continuentions | |
| through relationships | Well, I suppose | Adverbs: very, | Connectives/conjunctions | |
| between characters | | rather, slightly | Express time and cause (when, so, | |
| e.g. Jack, his, his | Verbs used are specific for | | before, after, while, because) | |
| mother, her | action e.g. rushed, shoved, pushed | | <u>Tense</u> | |
| | pusned | | Correct and consistent use of past | |
| | Adverbials | | and present tense. | |
| | e.g. When she reached | | | |
| | home | | Adverbs | |
| | nome | | Introduce/revise adverbs. | |
| | Expanded noun phrases e.g. | | Express time and cause; then, next, | |
| | two horrible hours | | soon. | |

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|------------------------------------|--------------------------------|----------------------|-------------------------------------|-----------------|
| Link between | Variation in sentence | Year 4 ambitious | <u>Noun</u> | Apostrophe to |
| opening and | structures e.g. while, | vocabulary used | Nouns and pronouns used for clarity | mark singular |
| resolution | although, until | | and cohesion. | and plural |
| | | Connectives: in | Noun phrases expanded by the | possession. |
| Links between | Use embedded/relative | addition, | addition of modifying adjectives, | |
| sentences help to | clauses | furthermore, | nouns and prepositional phrases. | Commas after |
| navigate the reader | e.g. Marcus, who grinned slyly | | <u>Verbs</u> | fronted |
| from one idea to the | at the teacher, | the end, much later | Standard English forms for verbs. | adverbials. |
| next e.g. contrasts in | | on, moreover, in | | Use inverted |
| mood | Include adverbs to show how | due course, | <u>Adjectives</u> | commas and |
| angry mother, | often or add subtlety of | eventually | Choose appropriate adjectives | other |
| disheartened Jack | meaning e.g. exactly, | | Connectives/conjunctions | punctuation to |
| Demonstration of the second second | suspiciously | | Use a wide range of connectives. | indicate direct |
| Paragraphs organised | Tana akana ang mana si ta | | Ose a wide lange of connectives. | speech. |
| correctly to build up | Tense changes appropriate; | | Tense | |
| to key event | verbs may refer to continuous | | Correct use of past and present | |
| Repetition avoided | action e.g. will be thinking | | tense. | |
| through using | | | | |
| different sentence | | | Adverbs | |
| structures and ellipsis | | | Know what an adverbial phrase is. | |
| stractures and empsis | | | Fronted adverbials | |
| | | | Comma after fronted adverbials. | |
| | | | | |

| <u>Year 5</u> | | | | | |
|---|--|-------------------------------------|--|------------------------------------|--|
| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation | |
| Sequence of plot may be disrupted for effect e.g. flashback | Sentence length varied e.g short/long. | Year 5 ambitious vocabulary used | Noun Locate and identify expanded noun phrases. | Consolidate all previous learning. | |
| Opening and resolution | Active and passive voice used deliberately to heighten | | <u>Verbs</u> Use modal verbs. | Brackets Dashes | |
| shape the story | engagement. | | Prefixes for verbs; dis, de, mis, over, ise, ify. | Colons | |
| Structural features of narrative are included | e.g. the ring was removed from the drawer | | Convert adjectives in verbs using suffixes; ate, ise, ify. | Semi colons | |
| e.g. repetition for effect | Wide range of subordinate | | Adjectives | | |
| | connectives | | Choose appropriate adjectives | | |
| Paragraphs varied in | e.g. whilst, until, despite. | | | | |
| length and structure. | Embedded subordinate clauses | | Connectives/conjunctions | | |
| Pronouns used to hide the doer of the action | are used for economy or emphasis | | Use a wide range of connectives including subordinating and co-ordinaring. | | |
| e.g. it crept into the | | | <u>Tense</u> | | |
| woods | Figurative language used to build | | Change tense according to features of the | | |
| | description (sometimes clichéd) e.g. the crowd charged like bulls | | genre. | | |
| | | | <u>Adverbs</u> | | |
| | Repetition is used for effect e.g. | | Know what an adverbial phrase is. | | |
| | the boys ran and ran until they | | Fronted adverbials | | |
| | could run no more. | | Comma after fronted adverbials. | | |
| | | | Adverbials of time, place and number. | | |

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|---|--|---|--|--|
| The story is well constructed and raises intrigue. Dialogue is used to move the action on who heighten empathy for central character Deliberate ambiguity is set up in the mind of the reader until later in the text | Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions Figurative language used to build up description e.g. everyone charged like a deer pack under threat Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand. Prepositional phrases used cleverly. e.g. In the messy scramble for the bag. | Year 6 ambitious vocabulary used. | Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Subordinating and co-coordinating conjunctions. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials. | Use a wide range of punctuation throughout the writing including colons, semi- colons, punctuation for parenthesis. Should include a clear progression of punctuation built upon from previous year groups. |