

English

Progression from Foundation Stage to Year 6 for different text types – a useful reference guide

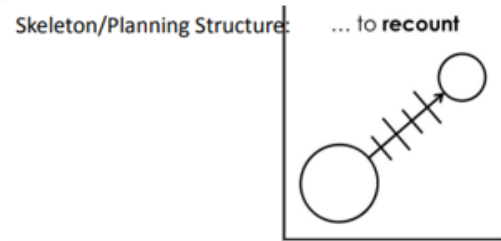
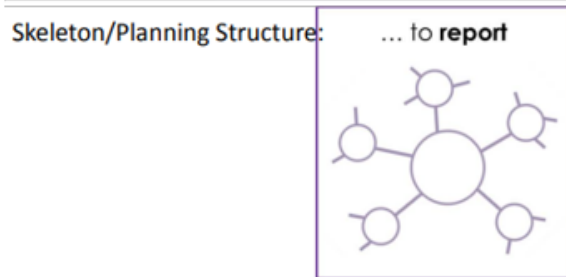
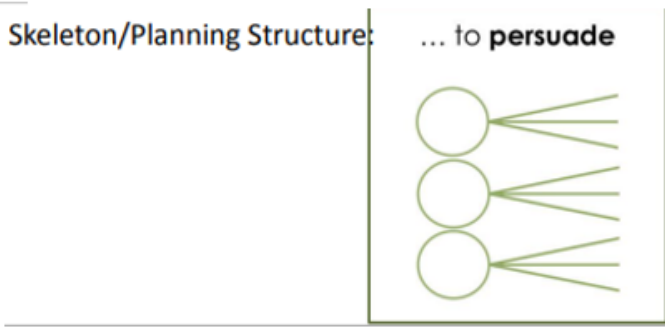
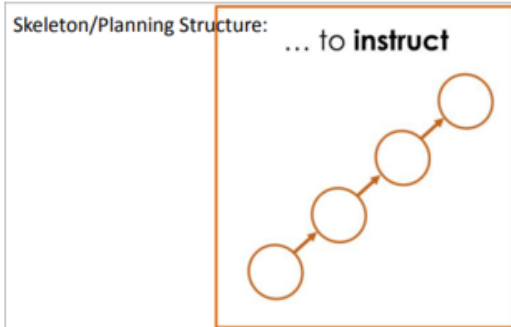
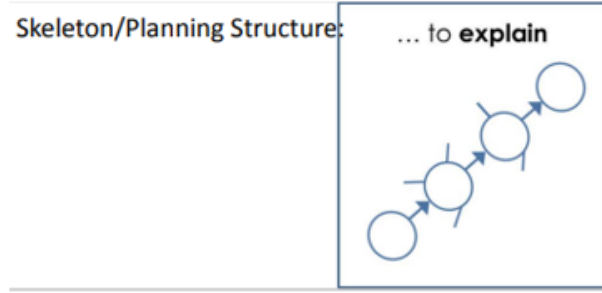
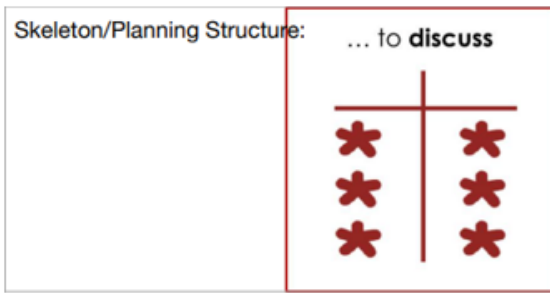
Progression in Writing at Clapgate Primary School

The text types are broken into three genres: narrative, non-fiction and poetry. Each of these genres has then been sub-divided into specific text types or a specific form of poetry.

<u>Narrative</u>	<u>Non-fiction</u>	<u>Poetry</u>
Adventure Mystery Science fiction Fantasy Historical fiction Contemporary fiction Dilemma stories Dialogue Play scripts / film narratives Myths Legends Fairy tales Fables Traditional tales	Discussion Debate Leaflet Article Letters Book/film review Instructional Technical manual Science experiment Game rules Recipe Instruction manual Inform/ Explain/ Non-chronological report Technical manual Science experiment Report Encyclopaedia entry Science write-up Leaflet Guidebook Magazine article Newspaper article Topic report Persuasion Tourist brochure Letter Speech Book review Application for a job Advert Recounts Diary entry Recount of real event (e.g school trip) Letter Newspaper article Interview	Shape Rhyming Rhyming couplets List Riddles Diamantes Acrostic Limericks Question & answer Calligrams Kennings Haikus Narrative Cinquains Tankas Blackout Alliterative Onomatopoeic Simile Metaphor Personification

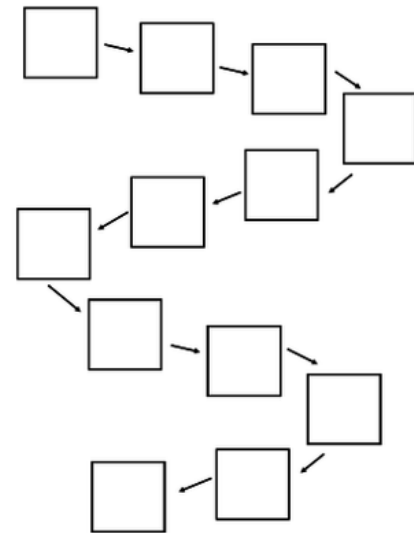
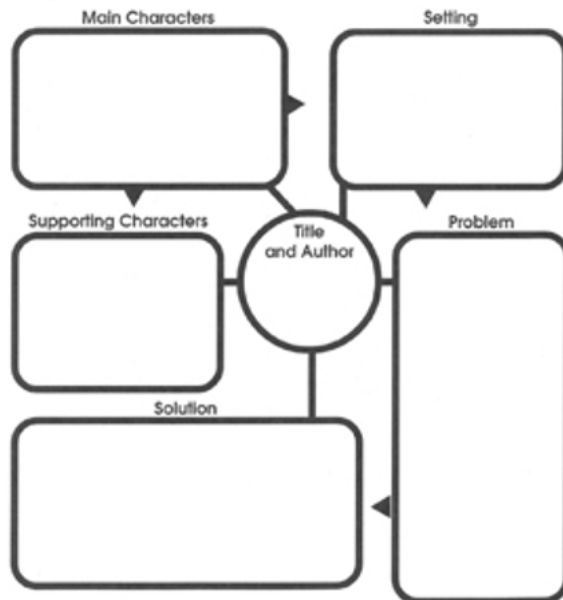
<u>Year Group</u>	<u>Narrative</u>	<u>Non-fiction</u>	<u>Poetry</u>
Year 1	Contemporary fiction Dilemma story Adventure story Fairytale	Recount (diary) Letter	Alphabet list Shape Reciting rhyming poems
Year 2	Contemporary fiction Historical fiction Mystery Science fiction	Inform Recount Non-chronological report Letter Instructions	Diamante Acrostic Onomatopoeic Alliterative
Year 3	Mystery Adventure Historical fiction Traditional tale	Non-chronological report (newspaper) Recount (diary) Persuasive (letter) Instructions Explanation (leaflet, biography)	Similes Limericks Question & answer
Year 4	Play script Historical fiction Contemporary fiction Science fiction	Non-chronological report (newspaper article) Recount (diary, letter) Instructions Explanation Discussion/debate Persuasive (speech)	Metaphor Calligrams Kennings Haikus
Year 5	Historical fiction Contemporary fiction Science fiction Dilemma	Non-chronological report (newspaper) Instructions Recount (diary) Discussion/debate Persuasive Explanation (biography)	Narrative Cinquains Tankas Rhyming couplets
Year 6	Contemporary fiction Play script Fairytale Historical fiction Science fiction Adventure	Inform (letter) Instructions Persuasive (advert, speech) Discussion/debate Non-chronological report (newspaper) Explanation (biography)	Personification Blackout Rhyming couplets

Suggested planning structures to support pupils:



Narrative:

STRUCTURING A NARRATIVE



Progression in Recount

	<p>Progression in recount texts</p> <p><i>This progression should be considered in relation to progression in narrative as the study of non-fiction and fiction recounts complement each other.</i></p> <p><i>Structure:</i></p> <ol style="list-style-type: none"> 1. Include a title that summarises the text 2. Introduction should include background information (e.g who, what, when, where and why the event took place) 3. Events identified and described should be in chronological order 4. Concluding paragraph should include a personal opinion
Foundation Stage	<ul style="list-style-type: none"> • Informally recount incidents in own life to other children or adults and listen to others doing the same. Experiment with writing in a variety of play, exploratory and role-play situations. • Write sentences to match pictures or sequences of pictures illustrating an event. • Use experience of simple recounts as a basis for shared composition with an adult, such as retelling, substituting or extending, eventually leading to simple child-initiated writing.
Year 1 / Year 2	<ul style="list-style-type: none"> • Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'; listen to other's recounts and ask relevant questions. • Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like <i>first, next, after, when</i>. • Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person. <p>Y2 grammatical features: past tense including past progressive (I was playing), conjunctions to coordinate events and show subordination (e.g we went to the park so we could play on the swings...), noun phrases to add detail ad interest the reader (some people, most dogs, the blue butterfly)</p>

<p>Year 3 / Year 4</p>	<ul style="list-style-type: none"> • Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. • Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as <i>meanwhile, following, afterwards</i> and including detail expressed in ways which will engage the reader <i>Girls with swirling hijabs danced to the....</i> • Include recounts when creating paper or screen based information texts. • Y3 grammatical features: As in Y2, plus conjunctions, adverbs and prepositions to show chronological order (then, next, meanwhile, after that); inverted commas to punctuate direct speech (eyewitness reports in a newspaper, recounting a conversation); use of subordinating conjunctions to join clauses, including as openers (after, although, as, as long as, as soon as, because, before, even though, in order that, since, unless, when, while) • Y4 grammatical features: As in previous year groups, plus paragraphing to organise information
<p>Year 5</p>	<ul style="list-style-type: none"> • Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. '<i>As he was running away he noticed...</i>', possible supporting illustrations, degree of formality adopted and use of connectives. • Use the language features of recounts including formal language when recounting events orally. • Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader. • Y5 grammatical features: As in previous year groups, plus past perfect tense (the children had tried, the owls had hunted); modal verbs to suggest degrees of possibility (should, must, could, can); use of subordinating conjunctions in varied positions (the polar bear, although it is large, can move at great speed); use of passive voice to remain formal or detached (the money was stolen from the bank); use of colons to link related clauses
<p>Year 6</p>	<ul style="list-style-type: none"> • Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ. • Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary. • When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. • Use the language conventions and grammatical features of the different types of text as appropriate. • Y5 grammatical features: As in previous year groups, plus past perfect progressive forms (the children had been singing), different degrees of formality to represent the audience and purpose

Progression in Explanation Texts

	<p>Progression in explanatory texts</p> <p><i>This progression should be considered in relation to progression in narrative as the study of non-fiction and fiction recounts complement each other.</i></p> <p>Structure:</p> <ol style="list-style-type: none"> 1. Paragraph 1 - a general statement to introduce the topic being explained. 2. Paragraph/s 2 – 4 – steps or phases in a process are explained logically, in order, with all necessary information 3. Final paragraph – concluding statement
Foundation Stage	<ul style="list-style-type: none"> • Understand how, why and where questions. • Enjoy listening to nonfiction books to learn new knowledge and vocabulary. • Listen to someone explain a process and ask questions. • Give oral explanations e.g. their or another's motives; why and how they made a construction.
Year 1	<ul style="list-style-type: none"> • Read captions, pictures and diagrams on wall displays and in simple books that explain a process. Draw pictures to illustrate a process and use the picture to explain the process orally.
Year 2	<ul style="list-style-type: none"> • After carrying out a practical activity, (e.g.) experiment, investigation, construction task) contribute to creating a flowchart or cyclical diagram to explain the process, as member of group with the teacher. After seeing and hearing an oral explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately. • Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently. • Following other practical tasks, produce a simple flowchart or cyclical diagram independently. • Y2 grammatical features: present tense (hedgehogs wake up in the spring), questions to form titles (how to hedgehogs survive the winter?), adverbs for time (first, then, after that, finally), use of conjunctions to add explanation (so, because)
Year 3	<ul style="list-style-type: none"> • Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly sequenced. • Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively. • Y3 grammatical features: As in Y2, plus use of prepositions (before, after), headings and subheadings to aid presentation
Year 4	<ul style="list-style-type: none"> • Read and analyse explanatory texts to identify key features. Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms • Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate. • Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing: <ul style="list-style-type: none"> – purpose: to explain a process or to answer a question – structure: introduction, followed by sequential explanation, organised into paragraphs – language features: usually present tense; use of connectives of time and cause and effect; use of passive voice – presentation: use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering • After oral rehearsal, write explanatory texts independently from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing. • Y4 grammatical features: As in previous years, plus use of fronted adverbials (during the night, nocturnal animals...), use of paragraphs to organise ideas into logical sections, create cohesion through the use of alternative nouns and pronouns (the hedgehog, this creature, this mammal, this woodland beast)

<p>Year 5</p>	<ul style="list-style-type: none"> • Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections. • Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page, using an impersonal style, hypothetical language (if...then, might, when the...) and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate. • In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style. • Y5 grammatical features: As in previous years, plus adverbs to indicate degrees of possibility (perhaps, sometimes); modal verbs to indicate degrees of possibility (might, will, must); relative clauses to add further information (hedgehogs, which are mammals,...); brackets, dashes and commas used to add extra information inside parenthesis (Oxygen (a gas found in air)...
<p>Year 6</p>	<ul style="list-style-type: none"> • Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text, as appropriate. Y6 grammatical features: As in previous years, plus degrees of formality and informality adapted to suit the audience and purpose (e.g informal – you'll be surprised to know that...; formal – oxygen is consistently replaced in the bloodstream...), use of passive voice (e.g gases are carried...)

Progression in Narrative Texts

Progression in narrative		
	<p>Listening to and reading a range of stories on page and screen which provoke different responses:</p> <p>Story structure Viewpoint: author; narrator</p> <p>Character & dialogue Setting</p>	<p>Creating stories orally, on page and screen, that will impact on listeners and readers in a range of ways:</p> <p>Telling stories Writing</p>
F/S	<ul style="list-style-type: none"> Listen to stories being told and read. Know when a story has begun and ended. Recognise simple repeatable story structures and some typical story language, for example, 'Once upon a time...' Be aware that books have authors; someone is telling the story. Stories are about characters; identify and describe their appearance referring to names and illustrations; notice when characters are speaking in the story by joining in, e.g. with a repeated phrase. Stories happen in a particular place; identify settings by referring to illustrations and descriptions. 	<ul style="list-style-type: none"> Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles; re-tell narratives using patterns from listening and reading; tell a story about a central character; experiment with story language by using familiar words and phrases from stories in re-telling and play. Act out and create own stories (Helicopter stories) Attempt own writing for various purposes through drawing club
Year 1	<ul style="list-style-type: none"> Identify the beginning, middle and end in stories and use familiarity with this structure to make predictions about story endings; recall the main events. Listen with sustained concentration and then talk about how the author created interest or excitement in the story; the 'voice' telling the story is called the narrator. Recognise main characters and typical characteristics, for example, good and bad characters in traditional tales; identify the goal or motive of the main character and talk about how it moves the plot on; notice how dialogue is presented in text and begin to use different voices for particular characters when reading dialogue aloud. Settings can be familiar or unfamiliar and based on real-life or fantasy. Respond by making links with own experience and identify 'story language' used to describe imaginary settings. 	<ul style="list-style-type: none"> Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organise events, (e.g.) <i>then, next</i> etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives. Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events. Y1 grammatical features: third person and past tense OR personal recounts using the first person; sentences demarcated using full stops, capital letters and finger spaces; use of conjunctions to join ideas (and, but); use of exclamation marks to indicate emotions such as surprise or shock; question marks to form questions; use of the personal pronoun 'I' to retell personal narratives

<p>Year 2</p>	<ul style="list-style-type: none"> • Identify the sequence: opening – something happens – events to sort it out – ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences. • Begin to understand elements of an author's style, e.g. books about the same character or common themes; • Understand that we know what characters are like from what they do and say as well as their appearance; make predictions about how they might behave; notice that characters can change during the course of the story; the way that characters speak reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. <i>sighed, shouted, joked</i>. • Settings are created using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening. 	<ul style="list-style-type: none"> • Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore characters' feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group. • Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) <i>she couldn't believe her eyes</i>. • Y2 grammatical features: as in previous years, plus past progressive form of verbs (e.g. were eating); apostrophes for possession (Granny's house); apostrophes to show contraction (e.g. couldn't); use of conjunctions (and, so, because, when, if, that, or, but) to join ideas; use of exclamation marks (What an incredible sight!); adjectives including comparative adjectives to aid description and make comparisons (the troll was big but the goat was bigger); expanded noun phrases to create effective descriptions (the deep, dark woods); commas used to separate lists of characters, ideas and adjectives in expanded noun phrases; verbs chosen for effect (e.g. walked instead of went)
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<p>Year 3</p>	<ul style="list-style-type: none"> • Consolidate understanding of sequential story structure: identify common, formal elements in story openings and endings and typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions. Note the use of language or music or camera angle to set scenes, build tension, create suspense. • Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions; notice the difference between 1st and 3rd person accounts; take part in dramatised readings using different voices for the narrator and main characters. • Identify examples of a character telling the story in the 1st person; make deductions about characters' feelings, behaviour and relationships based on descriptions and their actions in the story; identify examples of stereotypical characters; make judgements about a character's actions, demonstrating empathy or offering alternative solutions to a problem; analyse the way that the main character(s) usually talks and look for evidence of the relationship between characters based on dialogue. • Settings are used to create atmosphere; look at examples of scene changes that move the plot on, relieve or build up the tension. 	<ul style="list-style-type: none"> • Tell stories based on own experience and oral versions of familiar stories; include dialogue to set the scene and present characters; vary voice and intonation to create effects and sustain interest; sequence events clearly and have a definite ending; explore relationships and situations through drama. • Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters. • Y3 grammatical features: as above, plus paragraphs for organising the narrative into logical sections (e.g. to denote the passing of time or around setting or character etc); adverbs for denoting shifts in time (first, then, after that, finally); use of conjunctions to show cause (when, before, after, while, so, because); use of prepositions (before, after, during, in); present perfect form of verbs within dialogue or character's thoughts (e.g. What has happened to us?); inverted commas used to punctuate direct speech; cohesion created, and repetition avoided, through use of nouns and pronouns
<p>Year 4</p>	<ul style="list-style-type: none"> • Develop understanding of story structure: recognise the stages of a story: introduction – build-up - climax or conflict – resolution; appreciate that chronology does not always run smoothly, (e.g.) some events are skimmed over, others are told in more depth. • Develop awareness that the author sets up dilemmas in the story and devises a solution. Make judgements about the success of the narrative, (e.g.) <i>do you agree with the way that the problem was solved?</i> Understand that the author or director creates characters to provoke a response in the reader, (e.g.) <i>sympathy, dislike</i>; discuss whether the narrator has a distinctive 'voice' in the story. • Identify the use of figurative and expressive language to build a fuller picture of a character; look at the way that key characters respond to a dilemma and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected; explore the relationship between what characters say and what they do – do they always reveal what they are thinking? • Authors can create entire imaginary worlds; look for evidence of small details that are used to evoke time, place and mood. Look for evidence of the way that characters behave in different settings. 	<ul style="list-style-type: none"> • Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character. • Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict – resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) <i>Some time later..., Suddenly..., Inside the castle...</i>; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood. • Y4 grammatical features: as above, plus fronted adverbials (e.g. during the night,); verbs and adverbs chosen for effect to 'show, not tell' characters' feelings; descriptions developed through effective use of expanded noun phrases (the big, blue bird – expanded with adjectives; oak tree – modified with a noun; the teacher with the curly hair – noun modified with preposition); full range of speech punctuation to indicate dialogue; apostrophes used to indicate plural possession (the girls' names)

<p>Year 5</p>	<ul style="list-style-type: none"> Recognise that story structure can vary in different types of story and that plots can have high and low points; notice that the structure in extended narratives can be repeated with several episodes building up to conflict and resolution before the end of the story. Analyse more complex narrative structures and narratives that do not have a simple linear chronology, (e.g.) parallel narratives, 'time slip'. Authors have particular styles and may have a particular audience in mind; discuss the author's perspective on events and characters, (e.g.) <i>the consequences of a character's mistakes- do they get a second chance?</i>; author's perspective and narrative viewpoint is not always the same - note who is telling the story, whether the author ever addresses the reader directly; check whether the viewpoint changes at all during the story; explore how the narration relates to events. Look for evidence of characters changing during a story and discuss possible reasons, (e.g.) <i>in response to particular experiences or over time</i>, what it shows about the character and whether the change met or challenged the reader's expectations; recognise that characters may have different perspectives on events in the story; look for evidence of differences in patterns of relationships, customs, attitudes and beliefs by looking at the way characters act and speak and interact in older literature. Different types of story can have typical settings. Real-life stories can be based in different times or places, (e.g.) historical fiction – look for evidence of differences that will effect the way that characters behave or the plot unfolds. 	<ul style="list-style-type: none"> Plan and tell stories to explore narrative viewpoint, (e.g.) re-tell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener. Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, (e.g.) portray events happening simultaneously (<i>Meanwhile...</i>); extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style. Y5 grammatical features: as above, plus use of the past perfect tense (the children had tried); use of the past perfect progressive tense (the children had been searching); modal verbs used to suggest degrees of possibility (they should never...); adverbs of possibility (they were probably...); parenthesis used to add additional information using brackets, dashes or commas; relative clauses to add further information (e.g the witch, who was ugly and green...)
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<p>Year 6</p>	<ul style="list-style-type: none"> Identify story structures typical to particular fiction genres; recognise that narrative structure can be adapted and events revealed in different ways, (e.g.) stories within stories, flashbacks, revelations; analyse the paragraph structure in different types of story and note how links are made; make judgements in response to story endings, (e.g.) whether it was believable, whether dilemmas were resolved satisfactorily. Look at elements of an author's style to identify common elements and then make comparisons between books; consider how style is influenced by the time when they wrote and the intended audience; recognise that the narrator can change and be manipulated, (e.g.) <i>a different character takes over the story-telling, the story has 2 narrators</i> – talk about the effect that this has on the story and the reader's response. Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader, e.g. <i>in parody</i>; recognise that authors can use dialogue at certain points in a story to, (e.g.) <i>explain plot, show character and relationships, convey mood or create humour</i>. Different episodes (in story and on film) can take place in different settings; discuss why and how the scene changes are made and how they effect the characters and events; recognise that authors use language carefully to influence the reader's view of a place or situation. 	<ul style="list-style-type: none"> Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience. Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds; Vary narrative structure when writing complete stories, (e.g.) <i>start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives</i>; use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narrative. <p>Y6 grammatical features: as above, plus choose between vocabulary typical of informal speech and that appropriate for formal speech; use of passive voice (the map was given to the children by...); conditional forms, such as the subjunctive form to hypothesise (e.g. if the children were to get out of this situation, ...); colons, semi-colons and dashes to separate and link ideas</p>
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Progression in Poetry

Year	Reading Poetry:-	Performing Poetry:-	Creating Poetry: -
R	<ul style="list-style-type: none"> • subject matter and theme; • language use; style • pattern 	<ul style="list-style-type: none"> • use of voice; • presentation 	<ul style="list-style-type: none"> • original playfulness with language and ideas; • detailed recreation of closely observed experience; • using different patterns
Year 1	<ul style="list-style-type: none"> • listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns 	<ul style="list-style-type: none"> • join in with class rhymes and poems • copy actions 	<ul style="list-style-type: none"> • enjoy making up funny sentences and playing with words; • look carefully at experiences and choose words to describe;
Year 2	<ul style="list-style-type: none"> • discuss own response and what the poem is about; • talk about favourite words or parts of a poem; • notice the poem's pattern 	<ul style="list-style-type: none"> • perform in unison, following the rhythm and keeping time • imitate and invent actions 	<ul style="list-style-type: none"> • invent impossible ideas, e.g. magical wishes; • observe details of first hand experiences using the senses and describe; • list words and phrases or use a repeating pattern or line.
Year 3	<ul style="list-style-type: none"> • talk about own views, the subject matter and possible meanings; • comment on which words have most effect, noticing alliteration; • discuss simple poetry patterns 	<ul style="list-style-type: none"> • perform individually or together; speak clearly and audibly. • use actions and sound effects to add to the poem's meaning 	<ul style="list-style-type: none"> • experiment with alliteration to create humorous and surprising combinations; • make adventurous word choices to describe closely observed experiences; • create a pattern or shape on the page; use simple repeating phrases or lines as models
Year 3	<ul style="list-style-type: none"> • describe the effect a poem has and suggest possible interpretations; • discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes; • explain the pattern of different simple forms 	<ul style="list-style-type: none"> • perform individually or chorally; vary volume, experimenting with expression and use pauses for effect • use actions, voices, sound effects and musical patterns to add to a performance 	<ul style="list-style-type: none"> • invent new similes and experiment with word play; • use powerful nouns, adjectives and verbs; experiment with alliteration; • write free verse; borrow or create a repeating pattern
Year 4	<ul style="list-style-type: none"> • describe poem's impact and explain own interpretation by referring to the poem; • comment on the use of similes and expressive language to create images, sound effects and atmosphere; 	<ul style="list-style-type: none"> • vary volume, pace and use appropriate expression when performing • use actions, sound effects, musical patterns and images to enhance a poem's meaning 	<ul style="list-style-type: none"> • use language playfully to exaggerate or pretend; • use similes to build images and identify clichés in own writing; • write free verse; use a repeating pattern; experiment with simple forms

	<ul style="list-style-type: none"> • discuss the poem's form and suggest the effect on the reader 		
Year 5	<ul style="list-style-type: none"> • discuss poet's possible viewpoint, explain and justify own response and interpretation; • explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning; • explore imagery including metaphor and personification; • compare different forms and describe impact 	<ul style="list-style-type: none"> • vary pitch, pace, volume, expression and use pauses to create impact; • use actions, sound effects, musical patterns, images and dramatic interpretation 	<ul style="list-style-type: none"> • invent nonsense words and situations and experiment with unexpected word combinations; • use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing; • write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour
Year 6	<ul style="list-style-type: none"> • interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes • explain the impact of figurative and expressive language, including metaphor; • comment on poems' structures and how these influence meaning 	<ul style="list-style-type: none"> • vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form • use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT 	<ul style="list-style-type: none"> • use language imaginatively to create surreal, surprising, amusing and inventive poetry; • use simple metaphors and personification to create poems based on real or imagined experience; • select pattern or form to match meaning and own voice

Poetry Curriculum Overview

Each year group has been assigned three poetry types to teach within reading lessons.

	Free Verse Poetry	Visual Poems	Structured Poems
EYFS	Short list poems (from T5)	Simple shape poems	Reciting rhyming poems – nursery rhymes and narrative poems (reading & reciting only)
1	Alphabet List poem	Shape poem / concrete poems	Riddles
2	Poems using onomatopoeia and alliteration	Diamantes	Acrostic poems
3	Poems using similes		Limericks Question & Answer Poems
4	Poems using metaphors	Calligrams	kennings or Haikus – link to topic
5	Narrative poems		Cinquains or Tankas Rhyming couplets – whimsical/nonsense poetry
6	Poems using personification	Blackout poetry	Rhyming couplets – themed

Famous / Classic Poems for children to perform off by heart

Please select a minimum of 2 to explore with the children and get them to recite from memory during an academic year. You could discuss them as part of a reading session and perform at the end to the rest of the class, year group, key stage or to parents.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Two Little Dickie Birds</i>	<i>Now We Are Six</i> by AA Milne	<i>Buckingham Palace</i> by AA Milne	<i>On the Nong Ning Nang</i> by Spike Milligan	<i>Life Doesn't Frighten Me</i> by Maya Angelou	<i>The Tyger</i> by William Blake	<i>In Flander's Fields</i> by John McCrae
<i>Humpty Dumpty</i>	<i>I Opened a Book</i> by Julia Donaldson	<i>The Moon</i> by Robert Louis Stevenson	<i>The Crocodile</i> by Robert Louis Stevenson	<i>Please Mrs Butler</i> by Allan Ahlberg	<i>The Tale of Custard the Dragon</i> by Ogden Nash	<i>Stealing</i> by Carol Ann Duffy
<i>Twinkle Twinkle Little Star</i>	<i>Tippy Tappy</i> by Michael Rosen	<i>The Rhythm of Life</i> by Michael Rosen	<i>The Adventures of Isabel</i> Ogden Nash	<i>The Quangle Wangle's Hat</i> by Edward Lear	<i>The Highwayman</i> by Alfred Noyes	<i>The Way Through the Woods</i> by Rudyard Kipling
<i>Hot Cross Buns</i>	<i>The Morning Rush</i> by John Foster	<i>Plum</i> by Tony Mitton	<i>Nature Trail</i> by Benjamin Zephaniah	<i>From a Railway Carriage</i> by Robert Louis Stevenson	<i>The Charge of the Light Brigade</i> by Alfred Lord Tennyson	<i>The Jabberwocky</i> by Lewis Carroll
<i>Incy Wincy Spider</i>	<i>Caterpillar</i> by Christina Rossetti	<i>Fruit Picking</i> by Jack Ousbey	<i>The Book</i> by Michael Rosen	<i>Sick</i> by Shel Silverstein	<i>Still I Rise</i> by Maya Angelou	<i>McCarthy: The Mystery Cat</i> by T.S Eliot
<i>Sing a Song of Sixpence</i>	<i>Here is the Seed</i> by John Foster	<i>See Me Walking</i> by Clive Webster	<i>Leap like a Leopard</i> by John Foster	<i>Mc Moore</i> by David Harmer	<i>Words Are Ours</i> by Michael Rosen	<i>Ozymandias</i> by Percy Bysshe Shelley

These rhymes for EYFS need to match up with the LTP and we need a section for N1 and N2. Also do we need to add in the types of poetry to our LTP?

Progression in Information texts

	Research skills (on page and on screen)	Creating information texts (on page and on screen)
Foundat ion Stage	<ul style="list-style-type: none"> • Hold a book correctly and handle with care. • Know the difference between text and illustrations 	
Year 1	<ul style="list-style-type: none"> • Pose questions before reading non-fiction to find answers. • Secure alphabetic letter knowledge and order and use simplified dictionaries. • Initially with adult help and then independently, choose a suitable book to find the answers by orally predicting what a book might be about from a brief look at both front and back covers, including blurb, title, illustrations. Read and use captions, labels and lists. Begin to locate parts of text that give particular information, e.g. titles, contents page, index, pictures, labelled diagrams, charts, and locate information using page numbers and words by initial letter. • Record information gleaned from books, (e.g.) as lists, a completed chart, extended captions for display, a fact file on IT. 	<ul style="list-style-type: none"> • Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding. • Independently choose what to write about, orally rehearse, plan and follow it through. • Y1 grammatical features: present tense; sentences demarcated using full stops, capital letters and finger spaces; use of conjunctions to join ideas (and, but)
Year 2	<ul style="list-style-type: none"> • Pose and orally rehearse questions ahead of writing and record these in writing, before reading. Recognise that non-fiction books on similar themes can give different information and present similar information in different ways. • Use contents pages and alphabetically ordered texts (e.g.) dictionaries, encyclopaedias, indexes, directories, registers. Locate definitions/explanations in dictionaries and glossaries. • Scan texts to find specific sections (e.g. key words or phrases, subheadings) and skim-read title, contents page, illustration, chapter headings and sub-headings to speculate what a book might be about and evaluate its usefulness for the research in hand. • Scan a website to find specific sections e.g. key words or phrases, subheadings. Appraise icons, drop down menus and other hyperlinks to speculate what it might lead to and evaluate its usefulness for the research in hand. • Close read text to gain information, finding the meaning of unknown words by deducing from text, asking someone, or referring to a dictionary or encyclopaedia. • Make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing 	<ul style="list-style-type: none"> • Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate. • Draw on knowledge and experience of texts in deciding and planning what and how to write. • Maintain consistency in non-narrative, including purpose and tense • Create an alphabetically ordered dictionary or glossary of special interest words. • Design and create a simple ICT text • Y2 grammatical features: As in Y1, plus subordinate (when, if, that, because) and coordinating conjunctions (or, and, but); present progressive (Keep your distance if the tiger is growling.)

<p>Year 3</p>	<ul style="list-style-type: none"> • Before researching, orally recall to mind, existing knowledge on the subject and reduce the options for enquiry by posing focused questions. Compose questions to ask of the text. • Have a secure understanding of the purpose and organisation of the dictionary (i.e. know the quartiles of the dictionary, 'm' lies around halfway mark, 't' towards the end). Use second place letter to locate and sequence in alphabetical order. Understand the term definition; use dictionaries to 	<ul style="list-style-type: none"> • Recount the same event in a variety of ways, e.g. in the form of a story, a letter, a news report. • Decide how to present information and make informed choices by using structures from different text types. • Create alphabetically ordered texts incorporating information from other subjects, own experience or derived from other information books.
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	<p>learn or check the definitions of words and a thesaurus to find synonyms.</p> <ul style="list-style-type: none"> • Begin to use library classification to find reference materials and scan indexes, directories and IT sources to locate information quickly and accurately. Recognise the differences in presentation between texts e.g. between fiction and non-fiction, between books and IT-based sources, between magazines, leaflets and reference texts. • Within a text, routinely locate information using contents, index, headings, sub-headings, page numbers, bibliographies, hyperlinks, icons and drop down menus. Find and mark the key idea in a section of text. • Make clear notes by identifying key words, phrases or sentences in reading and making use of simple formats to capture key points, e.g. flow chart, 'for' and 'against' columns, matrices to complete in writing or on screen. Make a simple record of information from texts read, e.g. by listing words, drawing together notes from more than one source. • Begin to use graphic organisers as a tool to support collection and organisation of information. 	<ul style="list-style-type: none"> • Use computer to bring information texts to published form with appropriate layout, font etc. • Create multi-media information texts. • Write ideas, messages in shortened forms such as notes, lists, headlines, telegrams and text messages understanding that some words are more essential to meaning than others. • Summarise orally in one sentence the content of a passage or text, and the main point it is making. • Y3 grammatical features: As in previous year groups, plus use 'a' or 'an' according to whether the next word begins with a consonant or vowel; express time, place and cause using conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore), or prepositions (before, after, during, in, because of); use of paragraphs; use of headings and sub-headings
<p>Year 4</p>	<ul style="list-style-type: none"> • Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. • Routinely use dictionaries and thesaurus and use 3rd and 4th place letters to locate and sequence words in alphabetical order. • Scan texts in print or on screen to locate key words or phrases, headings, lists, bullet points, captions and key sentences (to appraise their usefulness in supporting the reader to gain information effectively. Collect information from a variety of sources. • Identify how paragraphs are used to organise and sequence information. Mark and annotate headings, key sentences and words in printed text or on screen. • Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form. 	<ul style="list-style-type: none"> • Fill out brief notes into connected prose. • Present information from a variety of sources in one simple format, e.g. chart, labelled diagram, graph, matrix. • Begin to use graphic organisers as a tool to support writing up of information • Develop and refine ideas in writing using planning and problem-solving strategies • Edit down and reword a sentence or paragraph by deleting the less important elements, e.g. repetitions, asides, secondary considerations and explain the reasons for the editorial choices. • Y4 grammatical features: As in previous year groups, plus noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g 'the water' expanded to 'the naturally recycled water droplet in every corner of the world...'); use of paragraphs to organise ideas around a theme; choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

<p>Year 5</p>	<ul style="list-style-type: none"> • Routinely prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. • Use dictionaries and other alphabetically ordered texts efficiently. • Appraise potentially useful texts quickly and effectively. Evaluate texts critically by comparing how different sources treat the same information. Begin to look for signposts that indicate the reliability of a factual source. • Locate information in a text in print or on screen confidently and efficiently through using contents, indexes, sections, headings +IT equivalent; skimming to gain overall sense of text; scanning to locate specific information; close reading to aid understanding. • Sift through passages for relevant information and present ideas in note form that are effectively grouped and linked. Use simple abbreviations while note taking. Understand what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt. Make notes for different purposes, e.g. noting key points as a record of what has been read, listing cues for a talk. 	<ul style="list-style-type: none"> • Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation. • Create plans for information texts drawing on knowledge of text types to decide form and style for different elements. • Create an information text with a variety of elements, e.g. labelled explanatory diagram, reporting chart, recount. • create multi-layered texts, including use of hyperlinks, linked web pages • Record and acknowledge sources in own writing. • Summarise a passage, chapter or text in a specific number of words. • Read a passage and retell it "in your own words" • Y5 grammatical features: As in previous year groups, plus include relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun; devices to build cohesion within a paragraph (then, after that, this, firstly); linking ideas across paragraphs using adverbials of place (e.g nearby), number (e.g secondly)
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<p>Year 6</p>	<ul style="list-style-type: none"> • Having pooled information on a topic, construct and follow a plan for researching further information. Routinely appraise a text quickly, deciding on its value, quality or usefulness. Evaluate the status of source material, looking for possible bias and comparing different sources on the same subject. Recognise (when listening or reading) rhetorical devices used to argue, persuade, mislead and sway the reader. • Evaluate the language, style and effectiveness of examples of non-fiction writing such as periodicals, reviews, reports, leaflets. • Read examples of official language such as consumer information and legal documents. Identify characteristic features of layout such as use of footnotes, instructions, parentheses, headings, appendices and asterisks. Understand the way standard English varies in different contexts, e.g. why legal language is necessarily highly formalised, why questionnaires must be specific. 	<ul style="list-style-type: none"> • In writing information texts, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. • Establish, balance and maintain viewpoints • Use the conventions and language of debate when orally rehearsing a balanced argument. • Revise own non-fiction writing to reduce superfluous words and phrases. • Discuss and explain differences in the use of formal language and dialogue • Listen for language variations in formal and informal contexts • Identify the ways spoken language varies • Y6 grammatical features: As in previous year groups, plus choosing vocabulary appropriate for the level of formality (e.g find out – discover; ask for – request; go in – enter); passive voice, subjunctive mode (e.g ‘were a lion to approach, remain still and silent’); link ideas across paragraphs using a wider range of cohesive devices (repetition of a word or phrase, adverbials); layout devices (e.g sub-headings, columns, bullet points, tables etc); use of semi-colon, colon or dash; use of hyphens to avoid ambiguity
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Progression in Persuasion Texts

	<p>Progression in persuasion texts</p> <p><i>This progression should be considered in relation to progression in narrative as the study of non-fiction and fiction recounts complement each other.</i></p>
Foundation Stage	<ul style="list-style-type: none"> • Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways (e.g. pictures of food that make them want to eat things) • Watch and listen when one person is trying to persuade another to do something or go somewhere, recognising what is happening.
Year 1	<ul style="list-style-type: none"> • Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it. • Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective.
Year 2	<ul style="list-style-type: none"> • As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how. • Evaluate simple persuasive devices (e.g.) Say which posters in a shop or TV adverts would make them want to buy something, and why) • Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something. • Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama. • Y2 grammatical features: present tense, rhetorical questions, adjectives to create persuasive noun phrases (e.g delicious chocolate)
Year 3	<ul style="list-style-type: none"> • Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally. • Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose. • Through role play and drama explore particular persuasive scenarios (e.g. a parent persuading a reluctant child to go to bed.) and discuss the effectiveness of different strategies used. • Y3 grammatical features: as in Y2, plus present perfect tense ('people have said that'); use of adverbials to create cohesion within a paragraph; use of logical conjunctions, adverbials and prepositions; use of imperative verbs to convey urgency
Year 4	<ul style="list-style-type: none"> • Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues). Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. • Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments • From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader. • Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words • Both orally and in writing to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules using more formal language appropriately. • Use writing frames if necessary to back up points of view with illustrations and examples • To present a point of view both orally and in writing, (e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate to the listener/reader; begin to explore how ICT other use of multimodality might support this. (e.g. showing pictures.) • Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples • Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. 'if... then'; 'on the other hand...'; 'finally'; 'so' • Y4 grammatical features: as in previous year groups, plus use paragraphs to organise content into logical sections

Year 5	<ul style="list-style-type: none">• Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate• Read other examples (e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact• Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information• From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. 'surely', 'it wouldn't be very difficult...'; persuasive definitions, e.g. 'no one but a complete idiot...'
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	<p>'every right-thinking person would...'; 'the real truth is...'; rhetorical questions, e.g. 'are we expected to...?'; 'where will future audiences come from...?'; pandering, condescension, concession, e.g. 'Naturally, it takes time for local residents...'; deliberate ambiguities, e.g. 'probably the best...in the world' 'known to cure all...'; 'the professional's choice'</p> <ul style="list-style-type: none"> • Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state • Write a commentary on an issue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points • Construct an argument in note form or full text to persuade others of a point of view and: present the case to the class or a group; use standard English appropriately; evaluate its effectiveness. Explore how ICT or other use of multimodality might support this. (e.g. develop a PowerPoint presentation.) • Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types. <p>Y5 grammatical features: as above, plus relative clauses to provide additional enticement; modal verbs; repetition; adverbials to convey sense of certainty; short sentences for emphasis</p>
<p>Year 6</p>	<ul style="list-style-type: none"> • Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: <ul style="list-style-type: none"> – the expression, sequence and linking of points – providing persuasive examples, illustration and evidence – pre-empting or answering potential objections – appealing to the known views and feelings of the audience • Orally and in writing, construct effective persuasive arguments: <ul style="list-style-type: none"> – using persuasive language techniques to deliberately influence the listener. – developing a point logically and effectively – supporting and illustrating points persuasively (using ICT and multi-modality where and when appropriate) – anticipating possible objections – harnessing the known views, interests and feelings of the audience – tailoring the writing to formal presentation where appropriate • Use reading to: <ul style="list-style-type: none"> – investigate conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition – build a bank of useful terms and phrases for persuasive argument, e.g. similarly... whereas... • Overall, participate in whole class debates using the conventions and language of debate including standard English. In oral and written texts help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate. • Y6 grammatical features: as in previous year groups, plus second person to appeal to the reader; passive voice (e.g. 'it can be said' or 'it cannot be overstated that'); subjunctive form to introduce hypothetical situations (e.g. 'if people were to..., then...')

Progression in Instructional and Procedural Texts

	Progression in instructional/procedural texts
FS	<ul style="list-style-type: none"> • Listen to and follow single instructions, and then a series of two instructions • Give oral instructions when playing. • Read and follow simple classroom instructions on labels with additional pictures or symbols. • Attempt to write instructions on labels, for instance in role play area during independent learning.
Y1	<ul style="list-style-type: none"> • Listen to and follow a single more detailed instruction and a longer series of instructions. • Think out and give clear single oral instructions. • Routinely read and follow written classroom labels carrying instructions. • Read and follow short series of instructions in shared context. • Contribute to class composition of instructions with teacher scribing. • Write two consecutive instructions independently
Y2	<ul style="list-style-type: none"> • Listen to and follow a series of more complex instructions. • Give clear oral instructions to members of a group. • Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features: <ul style="list-style-type: none"> • statement of purpose, list of materials or ingredients, sequential steps, • direct/imperative language • use of adjectives and adverbs limited to giving essential information • emotive/value-laden language not generally used • As part of a group with the teacher, compose a set of instructions with additional diagrams. Write simple instructions independently e.g. getting to school, playing a game • Y2 grammatical features: use of imperative/command sentences (e.g 'Cut the card.'); • commas to separate items in a list (e.g Pick up the scissors, glue and glitter.)
Y3	<ul style="list-style-type: none"> • Read and follow instructions. • Give clear oral instructions to members of a group. • Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys. • Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions. • Write clear written instructions using correct register and devices to aid the reader. • Y3 grammatical features: as in Y2, plus conjunctions to explain procedure (because, however, consequently); adverbs and prepositions to order the procedure (e.g when this has been done, after that, next); headings to organise information
Y4/Y5	<ul style="list-style-type: none"> • In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity. • Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness. • Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes). Compare these in terms of audience/purpose and form (structure and language features). • Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again.

	<ul style="list-style-type: none"> • Y4 grammatical features: as in previous year groups, plus cohesion created through use of nouns and pronouns (e.g 'add the egg and then beat it with a whisk); conditional adverbials, including as fronted adverbials, to make suggested alternatives (e.g 'if you would like to, you could...') • Y5 grammatical features: as in previous year groups, plus parenthesis for additional advice; relative clauses to add further information (e.g collect your jam from the fridge, which can usually be found in the kitchen,...); modal verbs to suggest degrees of possibility (e.g 'you should' or 'you might want to..')
Y6	<ul style="list-style-type: none"> • Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. • Use the language conventions and grammatical features of the different types of text as appropriate. • Y6 grammatical features: as in previous year groups, plus degrees of formality and informality can be adapted to suit the audience and purpose

Progression in Discussion Texts

Year	Discussion text
FS	<p>Experience and recognise that others sometimes think, feel and react differently from themselves. Talk about how they and others might respond differently to the same thing (e.g. like a particular picture or story when someone else doesn't)</p> <p>Give oral explanations e.g. their or another's preferences, e.g. what they like to eat and why.</p>
Y1	<p>Through talk and role play explore how others might think, feel and react differently from themselves and from each other. In reading explore how different characters might think, feel and react differently from themselves and from each other.</p>
Y2	<p>Through reading and in life situations, recognise, that different people (characters) have different thought,/feelings about, views on and responses to particular scenarios (e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself.)</p> <p>Explore different views and viewpoints.</p>
Y3	<p>Through reading explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people writing to a newspaper.)</p> <p>Through role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people in a simulated 'real life' scenario.)</p>
Y4	<p>In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced. Continue to explore the expression of different views through discussion, role play and drama.</p> <p>Y4 grammatical features: present tense, including perfect (e.g 'Some people have argued that...'); paragraphs organised into logical sections; heading and subheadings to aid presentation; adverbial phrases to add more detail</p>
Y5	<p>In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), distinguish and discuss any texts which seems to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue.</p> <p>Experiment with the presentation of various views (own and others, biased and balanced) though discussion, debate and drama.</p> <p>Y5 grammatical features: as in Y4, plus adverbial phrases to link ideas within a paragraph; formal and subject-specific language choices, according to the audience and purpose; use of modal verbs to convey degrees of probability (e.g 'it could be argued...'); use of relative clauses to provide supporting detail</p>

Y6	<p>Through reading, identify the language, grammar, organisational and stylistic features of balanced written discussions which:</p> <ul style="list-style-type: none"> -Summarise different sides of an argument -Clarify the strengths and weaknesses of different positions -Signal personal opinion clearly -Draw reasoned conclusions based on available evidence <p>Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument.</p> <p>First explore orally and then write a balanced report of a controversial issue:</p> <ul style="list-style-type: none"> -Summarising fairly the competing views -Analysing strengths and weaknesses of different positions -Drawing reasoned conclusions where appropriate -Using formal language and presentation as appropriate <p>Use reading to:</p> <ul style="list-style-type: none"> -Investigate conditionals, e.g. using if... then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition -Build a bank of useful terms and phrases for persuasive argument, e.g. <i>similarly... whereas...</i> <p>Overall, help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.</p> <p>Y6 grammatical features: as in previous year groups, plus adverbial phrases and cohesive devices to link ideas across paragraphs (e.g. Having heard those points of view,...); passive voice to present points of view (e.g. 'it could be claimed that...' or 'it might be possible that...'); subjunctive form to introduce hypothetical situations ('if people were to...'); developing ideas within a sentence using colons, semi-colons, brackets and dashes</p>
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Progression in Non-chronological reports

	Progression in non-chronological reports
FS	<p>Describe something/someone (possibly after drawing it/them), for example characters drawn in Drawing Club.</p> <p>Ask questions to find out more information about things and check understanding.</p> <p>Enjoy listening to nonfiction books to learn new knowledge and vocabulary.</p>
Y1	<p>Find out about a subject by listening and following text as information books are read, watching a video.</p> <p>Contribute to a discussion on the subject as information is assembled and the teacher writes the information.</p> <p>Assemble information on a subject in own experience, (e.g.) food, pets.</p> <p>Write a simple non-chronological report by writing sentences to describe aspects of the subject.</p>
Y2	<p>After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. Read texts containing information in a simple report format, e.g. <i>There are two sorts of x...; They live in x...; the As have x..., but the B's</i> etc.</p> <p>Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present , and categorise ideas.</p> <p>Y2 grammatical features: third person present tense (e.g 'they like to build their nests') OR past tense as a historical report; questions to form titles; coordinating and subordinating conjunctions; comparative adjectives used to create description (e.g Polar bears are the biggest carnivores.); use of noun phrases which inform (e.g sharp claws, black fur)</p>
Y3	<p>Analyse a number of report texts and note their function, form and typical language features:</p> <ul style="list-style-type: none"> • introduction indicating an overall classification of what is being described • use of short statement to introduce each new item • language (specific and sometimes technical) to describe and differentiate • impersonal language • mostly present tense <p>Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information.</p> <p>Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum.</p> <p>Analyse broadcast information to identify presentation techniques and notice how the language used signals change.</p> <p>Teacher demonstrates how to write non-chronological report using notes in a spidergram; draws attention to importance of subject verb agreements with generic participants (e.g.) <i>family is.... , people are...</i></p> <p>Write own report independently based on notes from several sources.</p> <p>Y3 grammatical features: as in previous year group, plus use of prepositions (before, after); headings to organise different sections; use subordinating conjunctions to join clauses, including as openers; use of relative clauses to add further detail</p>

Y4/Y5	<p>Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information.</p> <p>Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from</p>
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	<p>verbs</p> <p>Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings.</p> <p>Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.</p> <p>Y4 grammatical features: as in previous year groups, plus cohesion can be created, and repetition avoided, through the use of nouns and pronouns (e.g The Tudors liked...They were particularly fond of.); paragraphs to organise information into appropriate sections</p> <p>Y5 grammatical features: as in previous year groups, plus layout devices such as heading, subheadings, columns and bullets to present information clearly; brackets, dashes and commas used to add extra information; use of subordinating conjunctions in varied positions; use of colons to link related clauses</p>
Y6	<p>Secure understanding of the form, language conventions and grammatical features of non-chronological reports. Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</p> <p>Y6 grammatical features: as in previous year groups, plus passive voice to avoid personalisation, naming the agent of the verb or to add variety to sentences or maintain an appropriate level of formality for the context and purpose of writing (e.g sharks are hunted...; sparrows can be found in...)</p>

Sentence Structures to Teach Year by Year

Using a range of sentence structures and punctuation often makes the difference between average and good writing. Focusing regularly on practising different types of sentence from the moment children start to write should help them become fluent and thoughtful writers. It is suggested that the following sentence structures and word patterns are introduced to the year groups listed below, but these can be used flexibly with less or more able learners. In any case, sentence structures and word patterns from previous years need to be practised regularly to ensure familiarity.

Practising a sentence orally and / or on whiteboards and / or by playing a game should be a regular activity in most English lessons. When the children write at greater length, they can then be asked to include an example of the sentence type they have practised that day or recently. They should also be asked to include a range of sentence types (correctly punctuated) in all their writing. If different sentence types are displayed on the wall, it makes it easier for this to become natural practice. Focusing on sentences in this way also encourages children to concentrate on word choice so they enrich their vocabulary as they diversify their approach to sentence writing. Many sentence ideas also teach correct punctuation in a very practical way.

The description of the sentence on the left is less important than providing the model on the right which the children can first copy and then use as an example to explore and use in different ways.

The ideas below have been gathered from a range of sources. Some of the best ideas come from Alan Peat's work. (See his website and his book: *Writing Exciting Sentences Age 7 plus*).

Reception

1. Subject + verb:
2. subject + verb + place adverbial :
3. repetition of verb for effect:
4. Use of "feeling" words: (adjectives)
5. "like" + activity:
6. "can" + verb + adverb:
7. verb "to be" + adjective:
8. 2 nouns joined by "and":

The dog barked.
Emma and Jon went to the shops.
Sally ran and ran.
Jenny is happy.
We like reading the story.
I can run fast.
My bag is yellow.
We saw houses and cars.

Year One

1. subject + verb + adverbial:
2. repetition of verb + adverbial:
3. "like" + activity + adverbial:
4. "saw" + noun + activity:
5. Subject performs 2 actions joined by "and" (subject not repeated): *Mum opened the box and took out the teddy.*
6. 2 main clauses in contrast to one another, joined by "and": *The cow is big and the mouse is small.*
7. Repetition of auxiliary verb for emphasis: *Polly didn't sit down and she didn't eat her lunch.*
8. 2 main clauses in contrast to one another, joined by "but": *The sun was hot but the sea was cold.*
9. 2 main clauses providing options, joined by "or": *You can comb it or you can brush it.*
10. "must" governing 2 main clauses (subject not repeated): *You must clean your teeth and eat some fruit.*
11. A question, correctly punctuated: *Is the bird hungry?*
12. An exclamation correctly punctuated: *Run! Ouch! Help!*
13. Compound sentence using "so": *Mum was busy so I played with my toys.*
14. Start with time adverbial: *In the afternoon we went to my cousin's house. Next, he cut it out.*

15. Start with a place adverbial:
16. Traditional story language:
17. Begin with imperative verb:

*In the garden he saw an old man.
Once upon a time...
Underline the correct word.*

Year Two

1. "When" introduces a complex sentence:
2. "When" used in middle position of complex sentence:
3. As above, but with imperative verbs:
4. 2 adjectives before a noun – include comma:
5. "Before" used in both positions in a complex sentence:
6. "After" used in both positions in a complex sentence:
7. "Because" used in both positions in a complex sentence:
8. "As soon as" used in both positions in a complex sentence:
9. Simile:
10. Begin sentence with a simile:
11. Begin sentence with adverb:
12. Begin instruction with adverb:
13. Begin sentence with "feeling" adverb:
14. Exclamation punctuated correctly:
15. Rhetorical question:
16. Verb "to be" + 2 adjectives:
17. Begin with time connective:
18. Begin instruction with chronological time connective:
19. Use commas in a list:

*When she saw the cat, she laughed out loud.
She laughed out loud when she saw the cat.
When you have finished, leave it to dry.
or Leave it to dry when you have finished.
She showed them an ancient, wrinkled piece
of leather.
Before we sat down, we looked at the seat.
or We looked at the seat before we sat down.
After we sang the song, we played games.
or We played games after we sang the song.
He started to cry because he couldn't find his
dog. or Because he couldn't find his dog, he
started to cry.
As soon as they saw Mum, they started to
smile. and They started to smile as soon as
they saw Mum.
The king was as proud as a peacock.
As angry as a storm, the king burst through
the door.
Suddenly, she heard a noise.
Carefully, cut around the edges.
Sadly, we all got back on the coach.
Oh no!
Was it a monster?
The witch was cruel and hungry.
Later, they found out what the noise was.
Next, collect all the items you need.
My favourite drinks are water, orange juice
and apple juice.*

20. Use "while" in a subordinate clause:

They ate popcorn while they watched the film.

Year Three

1. Begin with adverb, action + "because" clause: *Miserably, they cried because the treasure had all gone. Quickly we got into groups because we wanted to start the game.*
2. Begin instruction with adverb, action + subordinate clause: *Gently push them together before the glue dries.*
3. "So" used in both positions in a complex sentence: *They opened the gate so they could go into the meadow below. and So she could never forget, she took one last look at the dragon.*
4. Adverb included in "so" complex sentence: *We watched the birds silently so we would not frighten them away.*
5. Begin with adverb, action + "so" clause: *Silently, he looked through the window so he could see what was going on below.*
6. "To" + verb used in sense of "in order to" in both positions in complex sentence: *Carefully we opened the box to see what was inside. and To make the puppet, we needed an old sock, some stuffing and some string.*
7. Short sentence for dramatic impact: *Sarah shuddered.*

8. List of 3 adjectives, correctly punctuated: *She was tired, hungry and exhausted.*
9. List of 3 actions: *He picked it up, stuffed it into his pocket and hurried towards the teacher.*
10. As for 8. but begin with the adjectives: *Lively, loud and friendly, the puppy soon cheered him up.*
11. 2 double adjectives in the same sentence: *He was a short, scruffy man carrying a battered, green folder.*
12. Begin sentence with "Where?" adverbial: *Down in the meadows, the sun shone brightly. Through the lens everything looks much bigger.*
13. Speech punctuated correctly before and after verb of saying: *"Come inside," said the old witch. The old witch said, "Come inside."*
14. Use alliteration: (and simile in this example!) *He crept cautiously like a cunning cat.*
15. Use 1 or more examples of onomatopoeia: *The stream gurgled and spluttered its way through the leafy forest.*
16. Double -ly adverb: *Confidently and quickly he strode into the palace.*
17. The more.... the more.... : *The more he screamed, the more frightened he became.*
18. Use question punctuated correctly in speech: *"Can you see me?" asked Sarah.*
19. Use exclamation punctuated correctly in speech: *"Remember the book!" shouted Dad.*
20. Use adverbs to qualify adjectives (very / really / extremely / quite etc) : *It was extremely dark as they searched for the very old key.*
21. Begin a subordinate clause with "If" : *If I keep my room tidy, I will be able to find things.*
22. Use expanded noun phrases: *The boy with the sad eyes led her to the door under the old bridge.*

Year Four

1. Prepositional phrase used to describe a thing or person + how adverb + "Where?" adverbial: *The girl with the red hair laughed loudly in the garden.*
2. Descriptive phrase separated with a pair of commas: *The book, wrapped in shiny paper, lay unnoticed on the table.*
3. A "How?" adverbial (especially to describe feelings) *The sad boy cried in despair.*
4. Two adjectives (separated by commas) before a noun + "How?" adverb + where adverbial: *The confused, angry teacher stomped angrily into the office.*
5. Prepositional descriptive phrase + look / seem/ sound + 2 adjectives: *The plant with no light looked yellow and unhealthy.*
6. Two simultaneous clauses joined by "as": *The mighty oak shuddered as the thunder roared.*
7. Complex sentence with comparison beginning "as if": *They ran as if they were running for their lives.*
8. Complex sentence beginning with -ing verb + comma after subordinate clause: *Laughing crazily, the witch followed them through the dusty woods.*
9. Begin with -ing verb + comma+ 2 alliterating verbs: *Sighing loudly, John stood and stared.*
10. -Ing verb beginning + comma + "How?" and "Where?" adverbials: *Buzzing loudly, the bee flies furiously from flower to flower.*
11. Three actions+ correct comma: *The dog sniffed the shoe, dug a hole and quickly buried it.*
12. Descriptive phrase separated by pair of commas: *Harry, my mum's friend, is a postman.*
13. Embedded clause describing person + 2 commas: *The man, who had a mean smile, stared at them.*
14. Embedded clause describing thing + 2 commas: *The volcano, which had recently erupted, was still smouldering.*
15. Embedded clause describing place + 2 commas: *The playground, where most of our games take place, is not big enough.*
16. -Ing verb opener + comma + saw / noticed / heard + noun followed by -ing verb clause: *Glancing up at the sound, she noticed a strange face staring at her.*
17. Use of names and specific nouns: *Pedro the over-sized poodle ate his favourite beef biscuits.*
18. Confident use of "How?" "Where?" and "When?" adverbials + combining them + changing order: *At last they sat down. They sat down on the grass. They sat down carefully. At last they sat down carefully on the grass. Carefully they at last sat down on the grass.*
19. Colon to introduce a list: *This is what you need: cardboard, scissors, glue, string and coloured pencils.*
20. Apply colon and list to description: *This is what he could see: trees, statues, huts and a few horses.*
21. List of questions: *Why were the Romans such good soldiers? And builders? And craftspeople?*
23. Use persuasive sentence openers: *Surely it is obvious that.... Most sensible people think that...*

Year Five

1. A pair of adjectives separated from rest of sentence by commas: *The children, tired and hungry, stumbled to the door.*
2. Begin the sentence with pair of adjectives: *Tired and hungry, the children stumbled to the door.*
3. Start sentence with past tense –ing verb: *Having started the investigation, we needed to finish it.*
4. As in 3. but using imperative: *Having designed your chair, make a list of what you will need.*
5. Begin with prepositional phrase + comma: *With a large shovel, he began to clear away the snow. With a look of radiant happiness, she opened the door to the garden.*
6. As in 5. but using imperative: *With an old pen, scratch your design carefully onto the polystyrene.*
7. Superlative phrase describes subject of sentence + 2 commas: *Stig, the largest of the three pups, was the most mischievous.*
8. Begin or end with "like" simile: *Like a huge golden coin in the sky, the sun beamed down on the old farmhouse. The sun beamed down on the old farmhouse like a huge golden coin in the sky.*
9. Develop description of items in the list following a colon: *This is what they saw: golden sand, rows of deck chairs, crowds of people and one monstrous seagull.*
10. Begin with past participle of verb + comma at end of subordinate clause: *Surrounded by forest, there seemed no hope of escape.*
11. Begin with adjective + comma (especially feelings): *Stunned, he could think of nothing to say.*
12. Speech and action show character's feelings + comma: *"Terrible!" said Asif, laughing at his dad.*
13. Sentence ends with –ing clause + comma before it: *The sad old man shuffled slowly into the shop, carrying a battered old suitcase.*
14. "When?" "How?" and "Where?" adverbials + 2 adjectives separated by comma: *Five minutes later, the crumbling, dilapidated building exploded loudly into the air.*
15. Use range of conjunctions at start of and in middle of sentence + comma after subordinate clause at start of sentence: *Until he looked carefully, he could not work out the puzzle.
It could be dangerous if they did not take action soon*
16. Reported speech with correct tenses: *The teacher said that he wanted to speak to the whole class.*
17. Impersonal verbs: *It is thought that the whole species is now extinct.*
18. Extend a simile (Where? When?): *He was as proud as a king being crowned in a golden cathedral.*

19. Two sentences – the 1st tells what's happening on the outside; the 2nd (in brackets) tells the inside story:
She smiled bravely at Adam's suggestion. (But inside she felt doubtful and afraid.)
20. Adjective – adjective + reason:
The man was grumpy – grumpy because the children kept asking him questions.
21. Use personification to describe the weather:
The wind whispered messages of fear. The drizzle hugged him in a soggy cuddle.
22. Use metaphors in description:
Her thoughts were a deep muddy pool of despair.
23. Use a range of connectives to link / contrast ideas:
Therefore, most people wear lighter clothes in summer. On the other hand, it is possible to disagree with this opinion.
24. Provide the answer after the colon:
The answer was obvious: send for Simon! There is an easy solution to this: provide more rubbish bins.

Year Six

1. Embedded –ing clause + pair of commas: *Sasha, hoping to meet him again, had returned to the library.*
2. Embedded past participle clause + pair of commas: *Tom, beaten by his old enemy, was feeling humiliated and tired.*
3. Passive verb: *The phones had been confiscated and locked away by the Year 6 teacher.*
4. Passive verb without agent: *The book had been badly damaged.*
5. If ... clause + comma + conditional verb: *If everyone saved a little money, it would soon make a difference.*
6. As for 5. but past tense: *If only she had known what to expect, she would have worn something different.*
7. Conditional as above but starting with "had": *Had they known how hard it would be, they would have never started the climb.*
8. –Ing verb in 1st clause, impersonal verb in 2nd: *Weighing up all the evidence, it can be seen that school uniform is a good idea.*
9. Further develop list description. semi-colon separates long items in a list: *This is what she saw on the table: a rusty iron box with broken hinges; a pile of hand-written documents; an opened bottle of red wine and a bowl of mouldy cherries.*
10. Begin adjective + preposition + subordinate clause: *Astounded at what had happened, they immediately decided to give up.*
11. Open with developed phrase describing subject of main clause: *Thought to be the first of its kind in the world, this machine eliminates the need for eating.*
12. So + adjective + that + exaggeration: *He was so evil that even vampires shrank away in fear.*
13. As in 12 but developed: *When baby Arabella cried, her piercing shrieks and sobs were so deafening that people living four streets away could not hear their television.*
14. More than one subordinate clause, + "no matter...": *Joining the two pieces together, he realised (that) the plate would never be the same again, no matter how hard he tried.*
15. Use a further range of conjunctions in subordinate clauses e.g. although, even if, whereas, despite the fact that, rather than, instead of
Alison asked whether they had heard the noise.
16. Indirect question: *She wondered whether they would be going to the play.*
17. Indirect question with future conditional: *The door opened; a stranger walked in.*
18. Two short closely connected main clauses separated by semi-colon: *Quiet and thoughtful, hopeful yet anxious, she made her way upstairs.*
19. Begin with 2 pairs of adjectives:

20. The second main clause (after the colon) gives information about the first. The 1st clause describes; the second gives detail: *Gnortown was a dreadful place: everything was grey and no-one ever smiled.*
21. In the 2nd main clause (after the colon), the writer gives the reader some information about the story: *He wondered how long he could continue like this: he did not know he would be alone for another two days.*
22. Start with a noun + dash+ character's feelings: *Worms – she had hated them for as long as she could remember.*
23. Three "if" clauses: *If she hadn't argued with her mother, if she hadn't lost the money, if Rose hadn't cancelled her visit, she might have been smiling today.*
24. List of 3 + dash + question: *Rain, snow, drought – which of these causes the most damage?*
25. Use a semi-colon to balance two contrasting ideas: *On the left was an old fortress; on the right a ramshackle cottage. Some people think that homework is essential; others say it is pointless.*
26. Use paired conjunctions – not only.. but also.. / both.... and.... / neither... nor.... / either.... or.... / : *Not only is this idea expensive, it is also giving young people the wrong idea. This story is both boring and badly spelt.*
27. Use inverted commas to emphasise irony: *Our "star" prize turned out to be an ugly leather bag.*