



St. Andrew's



Progression through the Writing genres

A document showing the progression through our writing genres and each year group for (in this order):

- Instructions
- Recounts
- Non-chronological reports
- Persuasion: advert, leaflet, argument
- Newspapers
- Explanation
- Discussion/balanced argument
- Stories
- Biographies



Year 3 - Instructions

<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>A goal is outlined - a statement about what is to be achieved.</p> <p>A set of ingredients and equipment are outlined clearly.</p> <p>Organised into clear points, written in chronological order.</p>	<p>Simple noun phrases (e.g long stick).</p> <p>Simple adverbs (e.g. quickly, slowly).</p> <p>Adverbials to express time (after that) and cause (now that you have...).</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>Imperative verbs (e.g. cut, slice, add, mash)</p> <p>Afterwards</p> <p>After that</p> <p>To begin with</p> <p>Begin by</p> <p>Secondly</p> <p>The next step is to</p> <p>With a slow movement</p> <p>Try to</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> To express time, place and cause Co-ordinating conjunctions (and, but, or, so). Subordinating conjunctions (if, when, because).</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause</p>	<p>Full stops and capital letters.</p> <p>Possessive apostrophes for plural nouns.</p>



Year 4 - Instructions

<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Sentences include precautionary advice (e.g. Be careful not to over whisk as it will turn into butter.)</p> <p>Friendly tips/suggestions are included to heighten engagement (e.g. This dish is served best with a dash of nutmeg.)</p>	<p>Subordinate clauses to write complex sentences.</p> <p>Adverbs to show how often (e.g. additionally, frequently, rarely).</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>Imperative verbs (e.g. cut, slice, add, mash)</p> <p>Continue by...</p> <p>Carry on...</p> <p>Do this until...</p> <p>Stop when...</p> <p>When you have done this...</p> <p>Try not to...</p> <p>Avoid...</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion within paragraphs. Noun phrases expanded by adding modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Present perfect forms of verbs. Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> FANBOYS I.SAW.A.WABUB</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Adverbial phrases - no verbs - (e.g. in a while, after that) Fronted adverbials with commas</p>	<p>Full stops and capital letters.</p> <p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p>



Year 5 - Instructions

<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>Consolidate work from previous learning.</p> <p>Can write accurate instructions for complicated processes.</p> <p>Can write imaginative instructions using flair and humour.</p>	<p>Use a range of sentence structures</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>Imperative verbs (e.g. cut, slice, add, mash)</p> <p>Continue by...</p> <p>Carry on...</p> <p>Do this until...</p> <p>Stop when...</p> <p>When you have done this...</p> <p>Try not to...</p> <p>Avoid...</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion within paragraphs. Noun phrases expanded by adding modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Present perfect forms of verbs. Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> FANBOYS I.SAW.A.WABUB</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Adverbial phrases - no verbs - (e.g. in a while, after that) Fronted adverbials with commas</p>	<p>Full stops and capital letters.</p> <p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p>



Year 6 - Instructions

<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>Consolidate work from previous learning.</p>	<p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials</p> <p>Complex noun phrases used to add detail e.g The golden pastry can be decorated with smaller pastry petals.</p> <p>Prepositional phrases used cleverly e.g In the event of overcooking,</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>Imperative verbs (e.g. cut, slice, add, mash)</p> <p>Whilst that is ...</p> <p>Try to make sure that ...</p> <p>When you do, don't...</p> <p>I would suggest ...</p> <p>Many people at this stage ...</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs: dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes: ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> FANBOYS I.SAW.A.WABUB A wide range of conjunctions.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Full stops and capital letters.</p> <p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p>



Recounts



St Andrew's Junior School Hatfield Peverel

Year 3 - Recounts

<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>Brief introduction and conclusion.</p> <p>Written in the past tense.</p> <p>Organised into paragraphs shaped around key events.</p> <p>Chronological order.</p>	<p>Subject/verb agreement sentences e.g. He was... They were... It happened...</p> <p>Simple sentences with noun phrases.</p> <p>Some complex sentences using when, if, as.</p> <p>Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>Afterwards</p> <p>After that</p> <p>When</p> <p>Much later</p> <p>I found it interesting when</p> <p>Last week</p> <p>During our school trip</p> <p>Soon</p> <p>To begin with</p> <p>I was pleased that</p>	<p><u>Noun</u> Form nouns using suffixes. Expanded noun phrases for description. Pronouns to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives. Add 'er' or 'est' to verbs.</p> <p><u>Conjunctions</u> Coordination - and, but, or, so Subordination - when, if, because ---</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Revise adverbs. Express time and cause: then, next, soon.</p>	<p>Full stops and capital letters.</p>



Year 4 - Recounts

<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses to events.</p>	<p>Variation in sentence structures e.g. some simple, some compound and complex.</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>Use emotive language to show personal response.</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>Later on</p> <p>Before long</p> <p>At that very moment</p> <p>At precisely</p> <p>When this was complete</p> <p>I was gripped by</p> <p>I was overwhelmed when</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by using modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English form for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> Coordination - and, but, or, so + Subordination - when, if, because --- +</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Fronted adverbials marked with a comma.</p>	<p>Full stops and capital letters.</p>



Year 5 - Recounts

<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>Developed introduction and conclusion including personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p>	<p>Sentence types varied.</p> <p>Sentence lengths varied.</p> <p>Wide range of subordinate conjunctions in complex sentences.</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>As it happened</p> <p>As a result of</p> <p>Consequently</p> <p>Subsequently</p> <p>Unlike the rest of the group, I felt ...</p> <p>In a flash</p> <p>Presently</p> <p>Meanwhile</p>	<p><u>Noun</u> Expanded noun phrases. Pronouns to avoid repetition.</p> <p><u>Verbs</u> Standard English form for verbs. Use modal verbs, Prefixes for verbs: dis, de, mis, over, use ify. Convert adjectives in verbs using suffixes: ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> A wide range of conjunctions.</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Fronted adverbials marked with a comma. Adverbial phrases. Adverbials of time, place and manner.</p>	<p>Full stops and capital letters.</p>



Year 6 - Recounts

<u>Text Structure</u>	<u>Sentence</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>Recount is well constructed.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance.</p> <p>Paragraphs are cohesive and link together well..</p>	<p>Verbs forms are controlled and precise.</p> <p>Active/passive voice used deliberately to heighten engagement.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type will be varied according to purpose.</p> <p>Fronted adverbials.</p> <p>Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</p> <p>Prepositional phrases are used cleverly e.g. In the event of a fire</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded to convey complicated information concisely.</p> <p><u>Verbs</u> Standard English form for verbs. Modal verbs. Prefixes for verbs: dis, de, mis, over, ise ify. Convert adjectives in verbs using suffixes: ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> Use a wide range of conjunctions.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Full stops and capital letters.</p>



Non-Chronological Reports



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Year 3 - Non-Chronological Reports

<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>Brief introduction and conclusion.</p> <p>Written in the appropriate tense.</p> <p>Organised into paragraphs shaped around a key topic.</p> <p>Use of subheadings.</p> <p>Third person.</p>	<p>Subject/verb agreement sentences e.g. He was... They were... It happened...</p> <p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as.</p> <p>Adverbials e.g. Inside the caterpillar's cocoon, ...</p> <p>Technical vocabulary.</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>Use generalisers: many, most, all, occasionally etc</p>	<p><u>Noun</u> Form nouns using suffixes. Pronouns to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Express time and cause: then, next, soon.</p>	<p>Full stops and capital letters.</p>



Year 4 - Non-Chronological Report

<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>Clear introduction and conclusion.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Subheadings are used to organise information.</p> <p>Cohesive techniques between sentences help the reader navigate from one idea to the next.</p>	<p>Variation in sentence structures.</p> <p>Include adverbs to show often e.g. additionally, frequently, rarely</p> <p>Sentences build from a general idea to more specific.</p> <p>Use technical vocabulary.</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>Use generalisers: many, most, all, occasionally etc</p> <p>Usually</p> <p>Normally</p> <p>Despite the fact</p> <p>Even though</p>	<p><u>Noun</u> Expanded noun phrases. Pronouns to avoid repetition and for clarity and cohesion.</p> <p><u>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> Coordinate and subordinate conjunctions.</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Fronted adverbials marked with commas.</p>	<p>Full stops and capital letters.</p>



Year 5 - Non-Chronological Report

<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>Developed introduction and conclusion using all the layout features.</p> <p>Generalised sentences are used to categorise and sort information for the reader.</p> <p>The purpose of the text is to inform and describe.</p> <p>Formal and technical language is used throughout.</p> <p>Questions for sub-heading.</p>	<p>Sentences vary in structure and length.</p> <p>Wide range of subordinate conjunctions to write complex sentences.</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>Some experts believe</p> <p>Many specialists consider</p> <p>Firstly, I will</p> <p>Unlike</p> <p>Despite</p> <p>Although</p> <p>Like many</p>	<p><u>Noun</u> Expanded noun phrase.</p> <p><u>Verbs</u> Modal verbs. Prefix to verbs: Convert adjectives in verbs using suffixes:</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> Use a wide range or conjunctions.</p> <p><u>Tense</u> Change tense according to the features of the genre.</p> <p><u>Adverbs</u> Fronted adverbials marked with commas. Adverbials of time, place and manner.</p>	<p>Full stops and capital letters.</p>



Year 6 - Non-Chronological Report

<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>The report is well constructed and answers and reader's questions.</p> <p>The writer understands the impact and thinks carefully about the response.</p> <p>Information is prioritised according to importance.</p> <p>Questions for subheadings</p>	<p>Active and passive voice</p> <p>Verbs forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type are varied.</p> <p>Fronted adverbials to clarify writer's position e.g. As a consequence of their actions,...</p> <p>Complex noun phrases to add detail</p> <p>Prepositional phrases used cleverly</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>Use generalisers: many, most, all, occasionally etc</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely</p> <p><u>Verbs</u> Modal verbs. Prefixes for verbs: dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes: ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> Use a wide range.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Full stops and capital letters.</p>



Persuasion: advert, leaflet, argument



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Year 3 - Persuasion

<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>Clear introduction and brief conclusion.</p> <p>Written in present tense.</p> <p>Points about subject/issue</p> <p>Organised into paragraphs</p> <p>Sub-headings if appropriate</p>	<p>Simple sentences with extended noun phrases</p> <p>Some complex sentences using when, if, as.</p> <p>Tense consistent throughout.</p> <p>Adverbials of time, cause and place.</p> <p>Begin sentences with verbs.</p> <p>Uses rhetorical questions.</p> <p>Ambition adjectives to grab the readers' attention.</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>Surely</p> <p>Obviously</p> <p>Clearly</p> <p>Don't you think</p> <p>Firstly</p> <p>Secondly</p> <p>Thirdly</p> <p>My own view is</p> <p>My last point is</p> <p>My final point if</p> <p>Imagine</p> <p>Consider</p> <p>Enjoy</p>	<p><u>Noun</u> Form nouns using prefixes, Nouns and pronouns used to avoid repetition,</p> <p><u>Verbs</u> Present perfect form of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives. Use expanded noun phrases.</p> <p><u>Conjunctions</u> Express time and cause e.g. when, so, before, after, while, because</p> <p><u>Tense</u> Consistent and correct use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</p>	<p>Possessive apostrophes for plural nouns.</p> <p>Inverted commas.</p>



Year 4 - Persuasion

<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>Clear introduction and conclusion.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Links between ideas.</p> <p>Subheadings if appropriate.</p>	<p>Variation in sentence structures - simple and compound with some complex.</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>More complicated rhetorical questions e.g. haven't you always longed for a ...?</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>I believe that</p> <p>It seems to me that</p> <p>It is clear that</p> <p>Is it any wonder that</p> <p>Furthermore</p> <p>As i see it</p> <p>Implore you to consider</p> <p>Inevitably</p> <p>Finally</p> <p>In conclusion</p> <p>Have you ever thought about...?</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion, Noun phrases expanded by the addition of a modifying adjective, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> Express time and cause e.g. when, so, before, after, while, because</p> <p><u>Tense</u> Consistent and correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials marked with commas.</p>	<p>Apostrophes to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Inverted commas and other punctuation to indicate direct speech.</p>



Year 5 - Persuasion

<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>View point is transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p>	<p>Sentence length varied e.g. short/long.</p> <p>Wide range of subordinate conjunctions e.g. whilst, until, despite.</p> <p>Complex sentences that use well-known economic expression (be compact in what you're saying).</p> <p>Persuasive statements are used to change the readers opinion e.g. You will never need to...</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>It strikes me that</p> <p>There is no doubt that</p> <p>I am convinced that</p> <p>It appears</p> <p>In my opinion</p> <p>Surely only a fool would consider</p> <p>Moreover</p> <p>On balance</p> <p>Unbelieve</p> <p>Outrageous</p>	<p><u>Noun</u> Expanded noun phrases</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs: dis, mis, de, over; ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Tense</u> Change tense according to features of the genre</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Commas after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semicolons</p>



Year 6 - Persuasion

<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>	<p>Active and passive voice.</p> <p>Verbs forms are controlled and precise. E.g. It will be a global crisis if people do not take a stand against...</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g</p> <p>Prepositional phrases used cleverly e.g In the event of a blackout...</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>It appears that</p> <p>There can be no doubt that</p> <p>It is critical</p> <p>Fundamentally</p> <p>How can anyone believe this to be true?</p> <p>Does anyone really believe that?</p> <p>As everyone knows</p> <p>I would draw your attention to</p> <p>On the basis on the evidence presented</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs: dis, mis, de, over, ise, ify. Convert adjectives in verbs using suffixes: ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions.</p> <p><u>Tense</u> Change tense according to features of the genre</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Use a wide range of punctuation.</p>



Newspapers



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Year 3 - Newspapers

<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>Brief introduction and conclusion.</p> <p>5Ws.</p> <p>Main points organised into paragraphs.</p> <p>Points about the visit/issues.</p> <p>Topic sentences.</p> <p>Some newspaper layout features included.</p> <p>A bold eye-catching headline.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent</p> <p>Adverbials E.g. As the police arrived, the crowd scattered.</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>While, if, as, when</p> <p>Witnesses felt..</p> <p>He reported that..</p> <p>He also claimed that...</p> <p>She went on to state that...</p> <p>He continued by...</p> <p>Hours later..</p> <p>Unfortunately...</p>	<p><u>Noun</u> Expanded noun phrases for description. Add 'es' to nouns. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect form of verbs instead of 'the'.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Full stops and capital letters.</p> <p>Exclamation marks.</p> <p>Apostrophes for contractions.</p> <p>Possessive apostrophes for singular and plural nouns.</p> <p>Use inverted commas and other punctuation to direct speech.</p>



Year 4 - Newspapers

<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the newspaper.</p> <p>5Ws information is clear to orientate the reader.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>All newspaper layout features included.</p> <p>Bold, eye-catching headline which includes alliteration.</p>	<p>Variation in sentence structures e.g. While the witness was distracted... As the police arrived.</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>John Smith (64), a retired community officer said...</p> <p>Within minutes...</p> <p>The school confirmed...</p> <p>She claimed that...</p> <p>He continued by informing us that...</p> <p>Police were...</p>	<p><u>Noun</u> Expanded noun phrases (including modified adjectives, nouns and prepositional phrases)</p> <p><u>Verbs</u> Standard English form for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Commas after fronted adverbials. Adverbials of time, place and number.</p>	<p>Possessive apostrophes for singular and plural nouns.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to direct speech.</p>



Year 5 - Newspapers

<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>Developed introduction and conclusion using all the newspaper's layout features.</p> <p>Paragraphs developed with prioritised information into columns.</p> <p>Formal language used throughout to engage the reader.</p> <p>Quotations are succinct/emotive.</p>	<p>Sentence length varied e.g. short/long.</p> <p>Use relative clauses</p> <p>Wide range of subordinating conjunctions to write complex sentences e.g. whilst, until, despite.</p> <p>Complex sentences that use well-known economic expression (be compact in what you're saying). E.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>Until this is resolved..</p> <p>Unfortunately..</p> <p>Chaos ensued...</p> <p>Many panicked when...#</p> <p>He disputed...</p> <p>She refused to accept that...</p> <p>Witnesses...</p> <p>Pupils emphasised ...</p> <p>They spoke to..</p>	<p><u>Noun</u> Expanded noun phrases (including modified adjectives, nouns and prepositional phrases)</p> <p><u>Verbs</u> Use modal verbs Prefixes for verbs: dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes: ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions. Use conjunctions to ensure cohesion within a paragraph.</p> <p><u>Tense</u> Change tense according to the features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Commas after fronted adverbials. Adverbials of time, place and number. Use adverbials to ensure cohesion within a paragraph.</p>	<p>Consolidate all previous learning.</p> <p>Commas to clarify meaning or avoid ambiguity</p> <p>Brackets, dashes and commas for parenthesis.</p>



Year 6 - Newspapers

<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>Newspaper is well constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response (re-orientation) set up for the reply.</p> <p>Headline includes puns.</p>	<p>Verb forms are controlled and precise.</p> <p>Active and passive voice used,</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied.</p> <p>Fronted adverbials to clarify writer's position e.g. As a consequence of the accident...</p> <p>Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous.</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>The impact of..</p> <p>Despite continued efforts...</p> <p>Subsequently..</p> <p>The appointed spokesman...</p> <p>Tragic...</p> <p>Crisis situation..</p> <p>Many parents refused to accept...</p>	<p><u>Noun</u> Expanded noun phrases (including modified adjectives, nouns and prepositional phrases)</p> <p><u>Verbs</u> Use modal verbs Prefixes for verbs: dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes: ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions. Use conjunctions to ensure cohesion within a paragraph.</p> <p><u>Tense</u> Change tense according to the features of the genre.</p> <p><u>Adverbs</u> Use adverbials to ensure cohesion within a paragraph.</p>	<p>Use a wide range of punctuation throughout the writing.</p>



Explanation



St Andrew's Junior School Hatfield Peverel

Year 3 - Explanation

<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>Brief introduction and conclusion.</p> <p>Written in the appropriate tense.</p> <p>Organised into paragraphs shaped around a key topic.</p> <p>Third person.</p>	<p>Subject/verb agreement sentences e.g. He was... They were... It happened...</p> <p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as.</p> <p>Adverbials e.g. Inside the caterpillar's cocoon, ...</p> <p>Technical vocabulary.</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>Firstly</p> <p>Secondly</p> <p>After a while</p> <p>Later</p>	<p><u>Noun</u> Form nouns using suffixes. Pronouns to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Express time and cause: then, next, soon.</p>	<p>Full stops and capital letters.</p>



Year 4- Explanation

<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>Clear introduction and conclusion.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Cohesive techniques between sentences help the reader navigate from one idea to the next.</p>	<p>Variation in sentence structures.</p> <p>Include adverbs to show often e.g. additionally, frequently, rarely</p> <p>Sentences build from a general idea to more specific.</p> <p>Use technical vocabulary.</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>Firstly</p> <p>Secondly</p> <p>Finally</p> <p>Therefore</p> <p>As a result</p>	<p><u>Noun</u> Expanded noun phrases. Pronouns to avoid repetition and for clarity and cohesion.</p> <p><u>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> Coordinate and subordinate conjunctions.</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Fronted adverbials marked with commas.</p>	<p>Full stops and capital letters.</p>



Year 5 - Explanation

<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>Developed introduction and conclusion using all the layout features.</p> <p>Generalised sentences are used to categorise and sort information for the reader.</p> <p>The purpose of the text is to inform and describe.</p> <p>Formal and technical language is used throughout.</p>	<p>Sentences vary in structure and length.</p> <p>Wide range of subordinate conjunctions to write complex sentences.</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>Firstly</p> <p>Secondly</p> <p>As a result</p> <p>Hence</p> <p>Since</p> <p>Therefore</p> <p>After a few days</p>	<p><u>Noun</u> Expanded noun phrase.</p> <p><u>Verbs</u> Modal verbs. Prefix to verbs: Convert adjectives in verbs using suffixes:</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> Use a wide range or conjunctions.</p> <p><u>Tense</u> Change tense according to the features of the genre.</p> <p><u>Adverbs</u> Fronted adverbials marked with commas. Adverbials of time, place and manner.</p>	<p>Full stops and capital letters.</p>



Year 6- Explanation

<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
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<p>The report is well constructed and answers and reader's questions.</p> <p>The writer understands the impact and thinks carefully about the response.</p> <p>Information is prioritised according to importance.</p>	<p>Active and passive voice</p> <p>Verbs forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type are varied.</p> <p>Fronted adverbials to clarify writer's position e.g. As a consequence of their actions,...</p> <p>Complex noun phrases to add detail</p> <p>Prepositional phrases used cleverly</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>As a result</p> <p>Consequently</p> <p>Thus</p> <p>Accordingly</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely</p> <p><u>Verbs</u> Modal verbs. Prefixes for verbs: dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes: ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> Use a wide range.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Full stops and capital letters.</p>
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Discussion/Balanced Argument



Year 4 - Discussion / Balanced Argument

<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
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<p>Clear introduction and conclusion.</p> <p>Points about a subject/issue.</p> <p>Use paragraphs to organise ideas around a theme.</p> <p>Subheadings used to organise texts.</p>	<p>Variation in sentence structures e.g. While we were at the park, ... As we arrived, ...</p> <p>Tense consistent</p> <p>Subordinate clauses to write complex sentences</p> <p>Begin sentences with verbs e.g. imagine, consider, enjoy.</p> <p>More complicated rhetorical questions e.g. Have you ever considered the impact of...?</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>This piece of writing will..</p> <p>...feel convinced...</p> <p>I intend to</p> <p>On the other hand</p> <p>On balance</p> <p>Finally, I would like to add</p> <p>Furthermore</p> <p>My next point concerns</p> <p>Having considered the arguments for and against...</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely Nouns and pronouns used for clarity and cohesion.</p> <p><u>Verbs</u> Standard English form for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> Use a wide range to link ideas</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Use apostrophes to show plural possession</p> <p>Commas after fronted adverbials</p>
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Year 5 - Discussion / Balanced Argument



<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>Developed introduction and conclusion using all the features.</p> <p>Structure and organise writing in well-linked paragraphs</p> <p>Both views are transparent for the reader.</p> <p>Emotive language used throughout to engage the reader.</p>	<p>Use a range of sentence structures</p> <p>Persuasive statements are used to change the reader's opinion. E.g. you will never need to...</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>It strikes me that..</p> <p>My intention is to ...</p> <p>As I see it ..</p> <p>It appears to me ...</p> <p>Subsequently ...</p> <p>Nevertheless ...</p> <p>In stark contrast ...</p> <p>Contrary to this position ...</p> <p>In conclusion ...</p> <p>The evidence presented leads me to conclude...</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely Nouns and pronouns used for clarity and cohesion.</p> <p><u>Verbs</u> Use modal verbs Prefixes for verbs: dis, de, mis, over, ise, ify Convert adjectives to verbs using suffixes: ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> Use a wide range to create cohesion within a paragraph</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials. Comma after fronted adverbial</p>	<p>Consolidate all previous learning.</p> <p>Brackets, dashes, commas.</p>

Year 6 - Discussion / Balanced Argument



<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>	<p>Verb forms are controlled and precise.</p> <p>Modifiers are used to intensify or qualify.</p> <p>Sentence length and type are varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>It strikes me that..</p> <p>My intention is to ...</p> <p>As I see it ..</p> <p>It appears to me ...</p> <p>Subsequently ...</p> <p>Nevertheless ...</p> <p>In stark contrast ...</p> <p>Contrary to this position ...</p> <p>In conclusion ...</p> <p>The evidence presented leads me to conclude...</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely Nouns and pronouns used for clarity and cohesion.</p> <p><u>Verbs</u> Use modal verbs Prefixes for verbs: dis, de, mis, over, ise, ify Convert adjectives to verbs using suffixes: ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> Use a wide range to create cohesion within a paragraph</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials. Comma after fronted adverbial</p>	<p>Consolidate all previous learning.</p> <p>Brackets, dashes, commas.</p>



Stories

Year 3 - Stories



St Andrew's Junior School Hatfield Peverel

<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>Beginning, middle and end.</p> <p>Develop an idea over several sentences</p> <p>Organised into paragraphs.</p> <p>Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting.</p>	<p>Subject.verb sentences. E.g. he was/they were/it happened</p> <p>Simple sentences with extra description.</p> <p>Some complex sentences using because, if, when.</p> <p>Sentences joined with 'or' and 'but'.</p> <p>Dialogue is realistic and conversational.</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>Year 3 ambitious vocabulary used.</p>	<p><u>Noun</u> Expanded noun phrases for description. Add 'es' to nouns. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect form of verbs instead of 'the'.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time, reason and place</p>	<p>Full stops and capital letters.</p> <p>Exclamation marks.</p> <p>Apostrophes for contractions.</p> <p>Introduce possessive apostrophes for singular and plural nouns.</p> <p>Use inverted commas with direct speech.</p>

Year 4 - Stories



<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>Link between opening and resolution.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly to build up to a key event.</p>	<p>Variation in sentence structures e.g. while, although, until</p> <p>Use subordinate clauses to write complex sentences</p> <p>Include adverbs to show how often (time) or meaning e.g. exactly, suspiciously</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>Year 4 ambitious vocabulary used.</p>	<p><u>Noun</u> Expanded noun phrases for description by using modifying adjectives, nouns and modifying adjectives and prepositional phrases. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect form of verbs instead of 'the'. Standard English form for verbs.</p> <p><u>Conjunctions</u> Use a wide range of conjunctions to link ideas within a paragraph.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Commas after fronted adverbials.</p>	<p>Full stops and capital letters.</p> <p>Exclamation marks/question marks.</p> <p>Apostrophe to mark singular and plural possession.</p> <p>Use inverted commas and other speech punctuation with direct speech.</p>

Year 5 - Stories



<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>Sequence of plot may be disrupted for effect e.g. foreshadowing.</p> <p>Opening and resolution shape the story.</p> <p>Structural features of narrative are included e.g. repetition for effect.</p> <p>Balance narrative writing between action, description and dialogue.</p> <p>Structure and organise writing in well-linked paragraphs which are sometimes used creatively</p>	<p>Use a range of sentence structures</p> <p>Embedded subordinate clauses</p> <p>Figurative language used to build description</p> <p>Repetition used for effect.</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>Year 5 ambitious vocabulary used.</p>	<p><u>Noun</u> Expanded noun phrases for description by using modifying adjectives, nouns and modifying adjectives and prepositional phrases. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Modal verbs Ensure correct subject verb agreement</p> <p><u>Conjunctions</u> Use a wide range of conjunctions to link ideas within a paragraph.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Adverbials for cohesion. Fronted adverbials. Commas after fronted adverbials.</p>	<p>Consolidate all previous learning.</p> <p>Brackets, dashes and commas for parenthesis.</p>

Year 6 - Stories



<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>The story is well constructed and raises intrigue.</p> <p>Create atmosphere and integrate dialogue to advance the action</p> <p>Deliberate ambiguity is built up in the mind of the reader until later in the text.</p> <p>Sequence of plot may be disrupted for effect e.g. flashback.</p> <p>Add depth and detail to paragraphs.</p>	<p>Uses simple, compound and complex sentences cohesively and accurately.</p> <p>Modifiers are used to intensify or qualify.</p> <p>Sentence length and type are varied.</p> <p>Figurative language used to build up description.</p> <p>Complex noun phrases used to add detail.</p> <p>Prepositional phrases.</p> <p>Apply taught sentence structures (see termly objectives).</p>	<p>Year 6 ambitious vocabulary used.</p>	<p><u>Noun</u> Expanded noun phrases for description by using modifying adjectives, nouns and modifying adjectives and prepositional phrases. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Modal verbs. Standard English form for verbs.</p> <p><u>Conjunctions</u> Use a wide range of conjunctions to link ideas within a paragraph.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Adverbials for cohesion. Fronted adverbials. Commas after fronted adverbials.</p>	<p>Use the full range of punctuation.</p>



Biographies

Year 5 - Biographies



St Andrew's Junior School Hatfield Peverel

<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
Past tense Third person Chronological order Headings and subheadings Introduction that summarises the main events of a person's life Information about key events Specific facts about achievements, influences and significant people Direct or indirect quotes A conclusion about how they are/will be remembered	Structure and organise writing in well-liked paragraphs Use modal verbs and adverbials to indicate degrees of possibility Write in formal language - select appropriate grammar and vocabulary to match the purpose and audience Build cohesion within and between paragraphs Use a range of sentence structures	Noted for.... In his youth... Considerable talent Believed to be... Arguably, the The xxxx the world has ever seen It was there that It is not specified Growing up, Since is/was know for/as	Adjectives Verbs Modal verbs and adverbs Relative clauses Adverbs and modal verbs	Commas to mark clauses Brackets, dashes, commas for parenthesis Commas to clarify meaning or avoid ambiguity

Year 6- Biographies



<u>Text Structure</u>	<u>Sentence</u>	<u>Useful Vocabulary</u>	<u>Word Classes</u>	<u>Punctuation</u>
<p>Past tense</p> <p>Third person</p> <p>Chronological order</p> <p>Headings and subheadings</p> <p>Introduction that summarises the main events of a person's life</p> <p>Information about key events</p> <p>Include anecdotes</p> <p>Specific facts about achievements, influences and significant people</p> <p>Direct or indirect quotes</p> <p>A conclusion about how they are/will be remembered</p>	<p>Add depth and detail to paragraphs</p> <p>Use modal verbs and adverbials to indicate degrees of possibility</p> <p>Write in formal language - select appropriate grammar and vocabulary to match the purpose and audience</p> <p>Build cohesion within and between paragraphs</p> <p>Passive verbs</p> <p>Use a range of sentence structures</p>	<p>Noted for....</p> <p>In his youth...</p> <p>Considerable talent</p> <p>Believed to be...</p> <p>Arguably, the</p> <p>The xxxx the world has ever seen</p> <p>It was there that</p> <p>It is not specified</p> <p>Growing up,</p> <p>Since</p> <p>is/was know for/as</p>	<p>Adjectives</p> <p>Verbs</p> <p>Modal verbs</p> <p>Relative clauses</p> <p>Adverbs and modal verbs</p>	<p>Commas to mark clauses</p> <p>Brackets, dashes, commas for parenthesis</p> <p>Commas to clarify meaning or avoid ambiguity</p> <p>Colons and semi-colons</p>





St Andrew's Junior School Hatfield Peverel