



Year 1

- Retell familiar stories and recount events in sequence.
- Focus on who, where and what.
- Write own version of a familiar story in sequential order.
- Use a simple structure: beginning – middle – end.
- Separate words with spaces.
- Capital letters (including proper nouns), full stops, question marks and exclamation marks.
- Join clauses using simple conjunctions (and, but).

Year 2

- All from previous year.
- Plan and write own stories with a logical sequence of events.
- Include descriptions of characters, setting and some speech.
- Be consistent with tense.
- Use progressive form of verbs in present or past tense.
- Begin to use the possessive apostrophe and apostrophes for contractions.
- Use subordinating and coordinating conjunctions.
- Form lower-case letters and capital letters of the correct size and start joining letters.

Year 3

- All from previous years.
- Write narratives that have a problem and resolution organised into paragraphs.
- Use adverbs of time to link paragraphs.
- Use speech with inverted commas to move the plot on and add interest.
- Express time, place and cause using conjunctions and adverbs and prepositions.
- Vary sentence structure using subordinate clauses.

Year 4

- All from previous years.
- Write from a character's perspective.
- Plan and write longer stories using a clear structure.
- Develop settings using figurative language.
- Use appropriate pronouns and nouns to avoid repetition.
- Use fronted adverbials with correct punctuation to connect paragraphs.
- Use paragraphs to organise ideas around a theme.
- Correct use of singular and plural possessive apostrophes.
- Use direct speech with correct punctuation.
- Expand noun phrases to give detail.

Year 5

- All from previous years.
- Plan and write complete stories and organise into several paragraphs.
- Vary pace by using direct and reported speech.
- Use relative clauses to give extra information.
- Link ideas across paragraphs using adverbials of time, place and manner.
- Use adverbs and modal verbs to indicate a degree of possibility.
- Use parenthesis to give extra information.

Year 6

- All from previous years.
- Plan and write an extended narrative.
- Vary sentence length to have a desired effect.
- Have an understanding of how the selection of grammar and vocabulary can change and enhance meaning.
- Create convincing characters, problems and resolutions.
- Link ideas across paragraphs using a wider range of cohesive devices.
- Use a semi-colon, colon and dash to mark the boundary between independent clauses.
- Use a colon to introduce a list.
- Use ellipsis to build tension or show an omission.
- Use hyphens to avoid ambiguity.

Terminology

Year 1

Letter, capital letter
word, singular, plural
sentence punctuation,
full stop, question
mark, exclamation
mark

Year 2

Noun, noun
phrase, statement,
question,
exclamation,
command
compound, suffix,
adjective, adverb,
verb tense (past,
present)
apostrophe,
comma.

Year 3

Preposition,
conjunction, word
family, prefix
clause,
subordinate
clause, direct
speech,
consonant,
consonant letter,
vowel, vowel
letter, inverted
commas (or
'speech marks')

Year 4

Determiner
pronoun,
Possessive pronoun,
adverbial.

Year 5

Modal verb,
relative pronoun,
relative clause,
parenthesis,
bracket, dash
cohesion,
ambiguity.

Year 6

Subject, object
active, passive,
synonym, antonym,
ellipsis, hyphen,
colon, semi-colon,
bullet points.

Progression of Non-Chronological Reports

Year 1

Write sentences to describe certain aspects of the subject by doing the following:

- Separate words with spaces.
- Capital letters (including proper nouns), full stops, question marks and exclamation marks.
- Join clauses using simple conjunctions (and, but).

Year 2

Write sentences to describe the subject by doing the following:

- All from previous year.
- Begin to recognise that the style of writing is for precision as opposed to other styles.
- Begin to use the possessive apostrophe.
- Use subordinating and coordinating conjunctions.
- Form lower-case letters and capital letters of the correct size and start joining letters.
- Include some subject specific vocabulary.

Year 3

Write to describe the subject by doing the following:

- All from previous years.
- Use of short statement at the start of each paragraph to introduce new topic.
- Begin to include language of comparison and contrast (Using -er and -est suffixes).
- Include subject specific vocabulary.
- Begin to use organisational devices such as headings and sub-headings.
- Express time, place and cause using conjunctions and adverbs and prepositions.

Year 4

Write to describe the subject by doing the following:

- All from previous years.
- Correct use of subject verb agreements
- Use subordinate and coordinating conjunctions to support moving between general to more specific information.
- Use appropriate pronouns and nouns to avoid repetition.
- Use fronted adverbials with correct punctuation
- Use paragraphs to organise ideas around a theme.
- Correct use of singular and plural possessive apostrophes.

Year 5

Write to describe the subject by doing the following:

- All from previous years.
- Use relative clauses to give extra information.
- Link ideas across paragraphs using adverbials of time, place and manner.
- Use adverbs and modal verbs to indicate a degree of possibility.
- Use parenthesis to give extra information.

Year 6

Write to describe the subject by doing the following:

- All from previous years.
- Use the passive voice to avoid personalisation and maintain the level of formality.
- Link ideas across paragraphs using a wider range of cohesive devices (repeating words or a phrase, formal conjunctions)
- Use a semi-colon, colon and dash to mark the boundary between independent clauses.
- Use a colon to introduce a list.
- Use layout devices such as bullet points to list information and structure text.

Terminology

Year 1

Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 2

Noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma.

Year 3

Preposition, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')

Year 4

Determiner pronoun, Possessive pronoun, adverbial.

Year 5

Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity.

Year 6

Subject, object active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.

Progression of Instruction

texts

Year 1

- Listen to and follow a simple instructions.
- Plan and give clear oral instructions
- Contribute to class composition of instructions
- Separate words with spaces.
- Capital letters (including proper nouns), full stops, question marks and exclamation marks.
- Join clauses using simple conjunctions (and, but).
- Use imperative verbs.

Year 2

- All from previous year.
- Listen to and follow more complex instructions
- Begin to recognise that the style of writing is for precision as opposed to other styles.
- Plan and write a set of instructions for a familiar topic.
- Include a introduction, list of materials needed and sequential steps.
- Use expanded noun phrases to give detail and accuracy
- Use subordinating and coordinating conjunctions.
- Use commas to separate items in a list.
- Include a title.

Year 3

- All from previous years
- Analyse more complex instructions to identify organisational devices (bullet points, diagrams)
- Begin to use organisational devices such as paragraphs, sub-headings.
- Express time, place and cause using conjunctions and adverbs and prepositions to build cohesion and accuracy.

Year 4

- All from previous years.
- Explore instructions with different levels of formality and decide the level for own writing.
- Decide when to use noun phrases and when not to avoid unnecessary complexity.
- Use subordinate conjunctions (if) to offer advice.
- Use fronted adverbials with correct punctuation
- Use paragraphs to organise ideas around a theme.
- Correct use of singular and plural possessive apostrophes.
- Explore the use of nouns and pronouns and recognise that nouns are often repeated to increase accuracy.

Year 5

- All from previous years.
- Evaluate the effectiveness of instruction examples and justify opinions.
- Practise simplifying overcomplicated sentences in instructions to increase accuracy.
- Write a set of extended instructions and test them out.
- Use relative clauses to give extra information.
- Link ideas across paragraphs using adverbials of time, place and manner.
- Use parenthesis to give extra information.

Year 6

- All from previous years.
- Choose the appropriate style of writing to suit a specific purpose.
- Use diagrams to support certain complex instructions
- Link ideas across paragraphs using a wider range of cohesive devices (repeating words or a phrase, formal conjunctions)
- Use a semi-colon, colon and dash to mark the boundary between independent clauses.
- Use a colon to introduce a list.
- Use layout devices such as bullet points to list information and structure text.

Terminology

Year 1

Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 2

Noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma.

Year 3

Preposition, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')

Year 4

Determiner pronoun, Possessive pronoun, adverbial.

Year 5

Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity.

Year 6

Subject, object active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.

Progression of Recount Texts

Year 1

Year 2

- Describe from own experience in chronological order using basic sequencing words/phrases.
- Read personal recounts and begin to recognise structure (listed above)
- Write simple first person recount linked to personal experience.
 - Separate words with spaces.
 - Capital letters (including proper nouns), full stops, question marks and exclamation marks.
 - Join clauses using simple conjunctions (and, but).
- Maintain past tense.

- All from previous year.
- Collect a wider range of words/phrases to support sequencing.
- Create simple timelines to record order of events.
- Write recounts from personal experiences and from the perspective of others.
- Use expanded noun phrases to give detail and accuracy
- Use subordinating and coordinating conjunctions.
- Use commas to separate items in a list.
- Maintain past tense consistently.

Year 3

- All from previous years
- Watch or listen to third person recounts and identify the sequence of events.
- Use words to support chronology (specific timings)
- Use well-chosen verbs to add detail and description.
- Begin to use paragraphs to group related material.
- Write a concluding line the summarises the whole recount.
- Express time, place and cause using conjunctions and adverbs and prepositions to build cohesion and accuracy.

Year 4

Year 5

- All from previous years.
- Explore and compare texts that recount the same event to evaluate their effectiveness.
- Explore how direct speech can be used in recounts (opening line or the summarising line)
- Use fronted adverbials with correct punctuation.
- Use paragraphs to organise ideas around a theme including a summary paragraph.
- Correct use of singular and plural possessive apostrophes.
- Maintain and manage switching between past and present tenses.

- All from previous years.
- Analyse and Evaluate the effectiveness and formality of two contrasting recounts.
- Practise writing a recount with a word limit to increase accuracy..
- Decide whether a personal or impersonal writing style is appropriate for the intended purpose.
- Reflect the theme (positive/negative) of the recount by selecting appropriate words/phrases.
- Use relative clauses to give extra information.
- Link ideas across paragraphs using adverbials of time, place and manner.
- Use parenthesis to give extra information.

Year 6

- All from previous years.
- Choose the appropriate style of writing to suit a specific purpose.
- Use passive voice to change the presentation of information.
- Link ideas across paragraphs using a wider range of cohesive devices (repeating words or a phrase, formal conjunctions)
- Use a semi-colon, colon and dash to mark the boundary between independent clauses.
- Use a colon to introduce a list.
- Justify grammar, punctuation, formality and style of writing to give an intended purpose.

Terminology

Year 1

Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 2

Noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma.

Year 3

Preposition, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')

Year 4

Determiner pronoun, Possessive pronoun, adverbial.

Year 5

Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity.

Year 6

Subject, object active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.

Progression of Persuasion Texts

Year 1

- Explore suitable adverts, posters etc. to recognise the purpose of persuasion.
- Role play persuading in a shop setting.
- Write basic letters or posters with the purpose to persuade (A letter to _____)
- Separate words with spaces.
- Capital letters (including proper nouns), full stops, question marks and exclamation marks.
- Join clauses using simple conjunctions (and, but).

Year 2

- All from previous year.
- Explore a range of persuasive texts and understand some of the features they include.
- Evaluate basic texts and comment on how effective it is.
- Write persuasively linked to topic, season or current experiences.
- Include an opening statement that presents a persuasive point of view.
- Use expanded noun phrases to give detail and accuracy
- Use subordinating and coordinating conjunctions.
- Use commas to separate items in a list.
- Consistent use of tense.

Year 3

- All from previous years
- Read and evaluate a wider range of persuasive texts to identify all of the features used.
- Write persuasively and begin to link points together with an appropriate style and choice of vocabulary.
- Have several reasons to persuade and begin to group in paragraphs related material.
- Express time, place and cause using conjunctions and adverbs and prepositions to build cohesion and accuracy.
- Where appropriate, give a customer review using inverted commas.

Year 5

- All from previous years.
- Read other persuasive examples (newspaper reports etc.) to compare the purpose (deliberate ambiguity, bias etc.)
- Draft and write individual, group and class persuasive extended texts for real purposes.
- Support the purpose with diagrams, graphs, data etc.
- Use relative clauses to give extra information.
- Use modal verbs and adverbs to indicate degrees of possibility (should, surely)
- Link ideas across paragraphs using adverbials of time, place and manner.
- Use parenthesis to give extra information.

Year 4

- All from previous years.
- Analyse and evaluate a wider range of persuasive texts giving basic justifications to why it is effective or not.
- Distinguish between texts which try to persuade and those that try to inform.
- Begin to recognise and use some of the figurative language used to persuade (hyperbole, similes, alliteration).
- Expand noun phrases to persuade.
- Use fronted adverbials with correct punctuation.
- Use paragraphs to organise ideas around a theme and give a closing statement that reinforces the opening statement.
- Correct use of singular and plural possessive apostrophes.
- Give customer reviews with accurate punctuation.

Year 6

- All from previous years.
- Analyse examples or own writing to identify possible objections and decide how best to counter these.
- Choose the appropriate style of writing to suit a specific purpose.
- Use passive voice to change the presentation of information.
- Link ideas across paragraphs using a wider range of cohesive devices (repeating words or a phrase)
- Use a semi-colon, colon and dash to mark the boundary between independent clauses.
- Use a colon to introduce a list.
- Consider and justify appropriate layout devices (bullet points, tables, etc.)

Terminology

Year 1

Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 2

Noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma.

Year 3

Preposition, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')

Year 4

Determiner pronoun, Possessive pronoun, adverbial.

Year 5

Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity.

Year 6

Subject, object active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.

Progression of Explanation Texts

Year 1

- Explore simple explanation texts/videos/pictures to identify purpose.
- Draw pictures to illustrate a process – caption or discuss orally.
- Write series of sentences to explain a process based on first hand experience.
- Separate words with spaces.
- Capital letters (including proper nouns), full stops, question marks and exclamation marks.
- Join clauses using simple conjunctions (and, but).

Year 2

- All from previous year.
- Discuss a range of explanation texts and their basic features.
- Draw diagrams/flowcharts that are clearly sequenced and caption the process.
- Begin to write longer explanations linked to personal experience or from topic/interest.
- Use expanded noun phrases to give detail and accuracy
- Use subordinating and coordinating conjunctions.
- Use commas to separate items in a list.
- Consistent use of tense.

Year 3

- All from previous years
- Explore a wider range of texts and comment on their effectiveness – give basic justifications.
- Begin to decide where an explanation can be supported by diagrams due to its complexity.
- Write a series of extended sentences using the features and use basic layout devices – headings/sub-headings.
- Begin to group related material in paragraphs.
- Express time, place and cause using conjunctions and adverbs and prepositions to build cohesion and accuracy.

Year 4

- All from previous years.
- Analyse a wide range of texts noting features of impersonal style.
- Comment on and justify views on the effectiveness of a text.
- Interest the reader by writing directly to the reader (You'll be surprised)
- Use fronted adverbials with correct punctuation.
- Use paragraphs to organise ideas around a theme.
- Avoid repetition by choice of pronoun or noun.
- Correct use of singular and plural possessive apostrophes.

Year 5

- All from previous years.
- Analyse a range of texts from many areas of the curriculum.
- In shared writing, plan, write, edit and refine pieces to increase clarity.
- Use relative clauses to give extra information.
- Use modal verbs and adverbs to indicate degrees of possibility
- Link ideas across paragraphs using adverbials of time, place and manner.
- Use parenthesis to give extra information.

Year 6

- All from previous years.
- Choose the appropriate style of writing to suit a specific purpose and audience.
- Explore when a different tense is needed in explanations
- Use passive voice to change the presentation of information.
- Link ideas across paragraphs using a wider range of cohesive devices (repeating words or a phrase)
- Use a semi-colon, colon and dash to mark the boundary between independent clauses.
- Use a colon to introduce a list.
- Use appropriate layout devices to structure text: headings, sub-headings, columns and bullet points.

Terminology

Year 1

Letter, capital letter
word, singular, plural
sentence punctuation,
full stop, question
mark, exclamation
mark

Year 2

Noun, noun
phrase, statement,
question,
exclamation,
command
compound, suffix,
adjective, adverb,
verb tense (past,
present)
apostrophe,
comma.

Year 3

Preposition,
conjunction, word
family, prefix
clause,
subordinate
clause, direct
speech,
consonant,
consonant letter,
vowel, vowel
letter, inverted
commas (or
'speech marks')

Year 4

Determiner
pronoun,
Possessive pronoun,
adverbial.

Year 5

Modal verb,
relative pronoun,
relative clause,
parenthesis,
bracket, dash
cohesion,
ambiguity.

Year 6

Subject, object
active, passive,
synonym, antonym,
ellipsis, hyphen,
colon, semi-colon,
bullet points.