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| F2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Narratives  Possible outcomes:   |  | | --- | | * Write short stories of different genres * Write character descriptions appropriate to a specific fiction genre * Write setting descriptions focussing on atmosphere, including changes in atmosphere * Write an extended narrative developing narrative techniques * Write in the style of an author to write a contemporary version of a text * Re-tell the story from different perspectives * Write and perform a play based on a familiar story * Use a familiar story as a model to write a new story * Write a traditional tale from a key character’s perspective * Write an adventure story focussing on plot * Write a story relating the theme to personal experience * Write an autobiographical story/account | | | | | | | |
| Listen to stories with increasing attention and recall, accurately anticipating key events and responding with relevant comments, questions or actions.   Join in with repeated refrains and anticipate key events and phrases in poems and rhymes.  Can I introduce a storyline or narrative into play?  Can I suggest how a story might end?  Can I describe orally main story settings, events and principal characters?  Can I use some story language in talk, such as 'Once upon a time....’?  Can I retell a familiar narrative which has been listened to many times?  Can I attempt to write short sentences?  Can I begin to write simple narratives and recounts by sequencing short sentences’?  Can I begin to be aware of the way stories are structured and use to sequence short sentences? | Can I write in the first or third person?  Can I write in the past tense?  Can I sequence my ideas to ensure that it makes sense?  Can I write a narrative where the main participants are humans or animals?  Can I write a simple narrative that uses typical characters, settings and events whether imagined or real?  Can I use story language to create purposeful-sounding writing?  Can I write personal recounts and retellings using the first person and past tense?  Can I write sentences that are demarcated using full stops, capital letters and finger spaces?  Can I use the conjunctions ‘and’ to join ideas and create variety in writing and sentence structure?  Can I use an exclamation mark to indicate emotions, surprise or shock?  Can I use some noun phrases?  Can I use the question mark to demarcate questions? | Can I write narratives and retellings that are written in first and third person?  Can I write narratives and retellings that are written in the past tense?  Can I sequence my events to create texts that make sense?  Can I write narratives where the main participants are humans or animals?  Can I write narratives that use typical characters, settings and events whether imagined or real?  Can I vary my language choices to help create realistic-sounding narratives, e.g. adverbs, adjectives and precise nouns?  Can I write sentences that are demarcated with a capital letter, full stop and use of finger spaces?  Can I use the conjunctions: and, so, because, when, if, that, or, but?  Can I use an exclamation mark to indicate emotions, shock or surprise?  Can I use a question mark when asking a question?  Can I use adjectives to aid descriptions and to make comparisons?  Can I use expanded noun phrases?  Can I use commas to separate items in lists?  Can I use powerful verbs for effect?  Can I use apostrophes to show contractions? | Can I write narratives and retellings which are written in first and third person?  Can I write narratives and retellings which are written in the past tense and occasionally they are told in the present tense?  Can I sequence my events to create chronological plots through the use of adverbials and prepositions of time?  Can I write descriptions, including those of settings that are developed?  Can I write narratives that use typical characters and settings?  Can I use figurative language?  Can I use of subordinating conjunctions?  Can I use the present perfect form of verbs in dialogue or a characters thoughts?  Can I use inverted commas to punctuate speech which allows characters to interact and the story to be developed?  Can I use expanded noun phrases to create effective descriptions of characters and settings?  Can I use verbs and adverbs chosen for effect?  Can I vary my language choices to help create realistic-sounding narratives?  Can I use paragraphs to organise my narrative into logical sections?  Can I use compound sentences? | Can I write narratives and retellings which are written in the first or third person?  Can I write narratives and retellings which are written in the past tense, including the past progressive and past perfect, but occasionally told in the present tense?  Can I sequence my events create chronological plots through the use of adverbials and prepositions of time?  Can I write descriptions, including those of settings that are developed?  Can I write narratives that use typical characters and settings?  Can I use of figurative language?  Can I vary my language choices to help create realistic sounding narratives?  Can I use dialogue to convey a characters’’ thoughts and to move the narrative forward?  Can I use fronted adverbials?  Can I creates cohesion within and across paragraphs?  Can I organise my ideas in to paragraphs and in to logical sections?  Can I use verbs and adverbs chosen for effect?  Can I use subordinating conjunctions?  Can I use the full range of speech punctuation used to indicate dialogue?  Can I use apostrophes to indicate plural possession?  Can I use expanded noun phrases?  Can I use compound and complex sentences? | Can I write narratives and retellings which are written in the first or third person?  Can I write narratives and retellings which are written in the past tense, including the past progressive, present perfect and past perfect, but occasionally told in the present tense?  Can I write narratives that are told sequentially?  Can I write descriptions of characters and settings and atmospheres which are developed through precise vocabulary choices?  Can I use figurative language?  Can I use dialogue to convey characters’ thoughts and to more the narrative forward?  Can I use higher level conjunctions, adverbials of time, place and manner?  Can I use modal verbs to suggest degrees of possibility?  Can I use adverbs?  Can I use parenthesis to add additional information through the use of brackets, commas or dashes?  Can I use the passive voice in my writing?  Can I choose between vocabulary typical of informal speech and that appropriate for formal speech?  Can I use relative clauses to add extra information?  Can I use colons, semi-colons and dashes to separate and link ideas?  Can I use compound and complex sentences? | Can I write narratives and retellings which are written in the first or third person?  Can I write narratives and retellings which are written in the past tense, including the past progressive, present perfect and past perfect, but occasionally told in the present tense?  Can I write descriptions of characters and settings and atmospheres which are developed through precise vocabulary choices?  Can I use figurative language?  Can I choose between vocabulary typical of informal speech and that appropriate for formal speech?  Can I use the passive voice?  Can I use the subjunctive form?  Can I use of a wider range of cohesive devices such as organisational feature, pronouns, nouns and adverbials to create cohesion within and across paragraphs?  Can I use of repetition or ellipses for effect?  Can I use colons, semi-colons and dashes to separate and link ideas?  Can I use compound and complex sentences?  Can I use all of the punctuation taught in KS1 and KS2? |
| Recounts   |  | | --- | | Recounts are sometimes referred to as ‘accounts’. They give details about an experience or event that has already happened. A diary entry is a recount text, as is a newspaper article explaining an event that has happened. They are usually written in the past tense and include the use of time connectives (adverbials).  Structure:   * An introduction with the five ‘w’s: Who? What? Where? Why? When? * Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) * An account of the events that took place, often in chronological order (The first person to arrive was ...) * Some additional detail about each event (He was surprised to see me.) * Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) * Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts.   Examples:   * Retelling stories in English lessons and other curriculum areas such as RE * Giving accounts of schoolwork, sporting events, science experiments and trips out * Writing historical accounts * Writing biographies and autobiographies * Letters and postcards * Diaries and journals * Newspaper reports * Magazine articles * Obituaries * Encyclopaedia entries | |  | | | | | | | |
| Can I retell a past event in the correct order (e.g. went down a slide, hurt finger)?  Can I link statements and stick to a main theme or intention?  Can I orally organise and sequence ideas, explaining what happened and recalling and reliving past experiences?  Can I use the past tense accurately to talk about events and experiences that have already happened? | Can I describe incidents from my own experience using the first person?  Can I use simple time connectives to aid sequencing such as ‘then’ and ‘after that’?  Can I use the past tense?  Can I demarcate sentences using full stops, capital letters and finger spaces? | Can I write simple first-person recounts linked to topics of interest or to personal experience?  Can I use past and present tense throughout my writing?  Can I use progressive forms of verbs?  Can I use conjunctions for coordination and subordination?  Can I use noun phrases that are expanded by adjectives, including comparatives?  Can I use a wider range of time connectives to sequence ideas/events in order?  Can I start to group related sentences into paragraphs? | Can I write first person and third person recounts linked to topics of interest or to personal experience?  Can I mainly use the past tense, including the past progressive?  Can I use the present tense, including the present progressive?  Can I use shifts in formality?  Can I use coordinating and subordinating conjunctions to express time, place and cause?  Can I use adverbs and prepositions to express time, place and cause, including chronological order?  Can I use noun phrases that are expanded by a range of adjectives and determiners for effect?  Can I use inverted commas to punctuate direct speech?  Can I group related sentences into paragraphs? | Can I write first person and third person recounts linked to topics of interest or to personal experience?  Can I mainly use the past tense including the past progressive and the past perfect?  Can I use the present tense, including the present progressive for informal anecdotal storytelling?  Can I use shifts in formality?  Can I use noun phrases that are expanded by adding modifying adjectives, nouns and preposition phrases for effect?  Can I use a range of punctuation to punctuate direct speech?  Can I use fronted adverbials?  Can I use conjunctions to coordinate events and show subordination?  Can I use conjunctions, adverbs and prepositions to show chronological order, e.g. then, next, first, afterwards, just before that, at last, meanwhile?  Can I use connectives (adverbials) to show the relationship between ideas/sentences, e.g. therefore, however?  Can I use paragraphs to organise ideas around a theme? | Can I write first person and third person recounts linked to topics of interest or to personal experience, using the correct levels of formality?  Can I mainly use the past tense, including past progressive, past perfect and past perfect progressive form of verbs?  Can I use present tense, including the present progressive to enable writing to meet different levels of formality and informality, e.g. Formal for a newspaper report but informal for a diary entry?  Can I use conjunctions to coordinate events and show subordination?  Can I use conjunctions, adverbial phrases and prepositional phrases to show chronological order?  Can I use noun phrases expanded by a range of determiners, modifying nouns and prepositional phrases effectively to add detail and interest the reader?  Can I use connectives (adverbials) to create cohesion within and across paragraphs e.g. therefore, furthermore, moreover?  Can I use modals to suggest degrees of possibility?  Can I use a range of punctuation to punctuate direct speech across a range of recounts e.g. eye-witness reports in newspapers, retelling a conversation in a diary or a letter?  Can I use paragraphs and other organisational and presentational devices to organise ideas, e.g. headings, bullet points and underlining? | Can I write first person and third person recounts linked to topics of interest or to personal experience, using the correct levels of formality and selecting the appropriate style and form to suit a specific purpose and audience?  Can I mainly use the past tense, including past progressive, past perfect and past perfect progressive form of verbs?  Can I use the present tense, including the present progressive to enable writing to meet different levels of formality and informality, e.g. Formal for a newspaper report but informal for a diary entry?  Can I use noun phrases that are expanded by adding a wide range of determiners, modifying nouns and prepositional phrases effectively to add detail, quality and precision?  Can I use conjunctions to co-ordinate events and show subordination?  Can I use conjunctions, adverbial phrases and prepositional phrases to show chronological order?  Can I adapt degrees of formality and informality to suit the form of the text e.g. diary entry, newspaper report?  Can I use a wide range of devices to create cohesion across paragraphs?  Can I use modals to suggest degrees of possibility?  Can I use a full range of punctuation to punctuate direct speech across a range of recounts e.g. eye-witness reports in newspapers, retelling a conversation in a diary or letter?  Can I use a range of organisational and presentational devices to structure writing, e.g. headings, sub-headings, columns, bullet points? |
| Non-chronological reports  Non-chronological reports describe things the way they are, so they usually present information in an objective, unbiased way. They are usually written in the present tense but the past tense can be used for historical reports. They aren’t written in time order and are usually focussed on a single topic**.** In the absence of a chronological structure, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations.  Structure:  • An opening statement, often a general classification (Sparrows are birds)  • Sometimes followed by a more detailed or technical classification (Their Latin name is...);  • A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: its qualities (Like most birds, sparrows have feathers.); its parts and their functions (The beak is small and strong so that it can ...); its habits/behaviour/ uses (Sparrows nest in…)  Examples:   * Describing aspects of daily life in history (e.g. fashion, transport, buildings) * Describing the characteristics of anything (e.g. particular animals or plants; the planets in the solar system, different rocks and materials; mythological creatures) * Comparing and describing localities or geographical features * Describing the characteristics of religious groups and their lifestyles in RE * Information leaflets * Tourist guidebooks * Encyclopaedia entries * Magazine articles * Letters * Non-fiction books * Catalogues | | | | | | |
| Can I describe something/someone (possibly after drawing it/them)?  Can I develop a description in response to prompts or questions (what does she like to eat? Has she a favourite toy?)?  Can I ask questions to elicit a fuller description from someone else?  Can I experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role play situations? | Can I write a simple non-chronological report by writing sentences to describe aspects of the subject?  Can I write in the third person?  Can I mainly use the present tense but can use the past tense for historical reports?  Can I write a series of sentences to describe the subject?  Can I demarcate sentences using full stops, capital letters and finger spaces?  Can I use question marks to denote questions?  Can I use conjunctions to aid explanation e.g. because? | Can I write a report based on information gathered on a subject, using appropriate language to present and categorise ideas?  Can I write in the third person?  Can I mainly use the present tense but can use the past tense for historical reports?  Can I use questions can be used to form titles?  Can I use question marks are used to denote questions?  Can I use coordinating conjunctions?  Can I use subordinating conjunctions to aid the explanation?  Can I use adjectives including comparative adjectives to describe and differentiate?  Can I start to use paragraphs to organise ideas? | Can I write a report independently based on notes from several sources using the correct function, form and typical language features?  Can I use the third person and present tense but may use the past tense for a historical report?  Can I use direct questions to make links with the reader?  Can I use conjunctions (e.g. so, because), adverbs and prepositions to express time, place and cause?  Can I use noun phrases that are expanded by a range of adjectives, including comparatives, and determiners to describe?  Can I use paragraphs to organise ideas?  Can I use headings and subheadings to aid the presentation? | Can I write a report based on research into a subject, focussing on purpose and audience?  Can I use the third person and present tense but may use the past tense for a historical report?  Can I use direct questions and include direct addresses to the audience to reflect the level of formality?  Can I use conjunctions, subordination, adverbials and prepositional phrases to express time, place and cause?  Can I use connectives (adverbials) to show the relationship between ideas/sentences, e.g. therefore, however?  Can I use noun phrases that are expanded by adding modifying adjectives, nouns and preposition phrases for effect?  Can I use nouns and pronouns to create cohesion and avoid repetition?  Can I use paragraphs to organise ideas around a theme?  Can I use headings and subheadings to organise different sections and to present information clearly? | Can I write a report based on research into a subject, focussing on purpose and audience, making appropriate form and language choices?  Can I use the third person and present tense but may use the past tense for a historical report?  Can I use formal and informal language and grammar to reflect the function and form of the report?  Can I use a range of conjunctions, subordination, adverbials and prepositional phrases  to express time, place and cause?  Can I use connectives (adverbials) to create cohesion within and across paragraphs e.g. therefore, furthermore, moreover?  Can I use noun phrases expanded by a range of determiners, modifying nouns and prepositional phrases effectively to add detail and interest the reader?  Can I use appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition?  Can I use parenthesis to add additional information?  Can I use paragraphs and layout devices to provide additional information and guide the reader? | Can I write a report based on research into a subject, securing understanding of the form, language conventions and grammatical features and choosing the appropriate style and form of writing to suit a specific purpose and audience?  Can I use the third person and present tense but may use the past tense for a historical report?  Can I use language and grammar typical of informal speech and that are appropriate for formal speech in the appropriate written forms?  Can I use a wide range of conjunctions, subordination, adverbials and prepositional phrases to express time, place and cause?  Can I use the passive voice to avoid personalisation and to  maintain an appropriate level of formality for  the context and purpose of writing?  Can I use a variety of ways to aid cohesion and avoid repetition within and across sentences?  Can I use parenthesis to add additional information?  Can I use noun phrases which are expanded by adding a wide range of determiners, modifying nouns and prepositional phrases effectively to add detail, quality and precision?  Can I use a wide range of devices to create cohesion across paragraphs? |
| Explanation texts  Explanatory texts include information about causes, motives or reasons. They are written in the present tense and may include a range of organisational devices, including pictures and diagrams. They describe a process such as how bees make honey or the water cycle.  Structure:   * A general statement/opening paragraph to introduce the topic being explained. E.g. In the winter some animals hibernate. * May include images or other features to help the reader, e.g. diagrams, photographs, a flow chart, a text box, captions, a list, or a glossary. * The steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide.   Examples:   * Explaining electricity, forces, food chains etc. in science * Explaining inventions such as the steam train, the causes of historic events such as wars and revolutions, explaining the role of the Nile in determining the seasons in Ancient Egypt * Explaining phenomena such as the water cycle or how a volcano erupts in geography * Explaining religious traditions and practices in RE * Encyclopaedia entries * Technical manuals * Question and answer articles and leaflets * Science write-ups | | | | | | |
| Can I comment and ask questions about aspects of my familiar world such as the place where they live or the natural world?  Can I talk about some of the things I have observed such as plants, animals, natural and found objects?  Can I talk about why things happen and how things work and ask questions?  Can I listen to someone explain a process and ask questions?  Can I give oral explanations e.g. their or another’s motives; why and how they made a construction? | Can I draw pictures to illustrate a simple process and use the picture to explain the process orally?  Can I write simple sentences in the present tense to support the explanation?  Can I demarcate sentences using full-stops, capital letters and finger spaces? | Can I follow practical tasks, produce a simple diagram and record a series of sentences to support the explanation?  Can I use the present tense, including present progressive?  Can I use questions can be used to form titles?  Can I use question marks to denote questions?  Can I use the conjunctions ‘so’ and ‘because’?  Can I use time connectives to sequence ideas/events in order, e.g. First, next, then, after that?  Can I start to use paragraphs to organise the text? | Can I create and use a diagram to write an explanation of a process, ensuring relevant details are included and accounts ended effectively?  Can I consistently use the present tense, including the present progressive?  Can I use conjunctions (e.g. so, because), adverbs (first, then, finally) and prepositions (before, during) to express time, place and cause?  Can I use adverbs to open sentences?  Can I use paragraphs to organise the text into logical sections?  Can I use headings and subheadings to aid the presentation? | Can I create and use a diagram to write an explanation of a process, ensuring relevant details are included and adding a few interesting details to interest the reader?  Can I consistently use the present tense, including the present progressive and the present perfect?  Can I use a range of fronted adverbials?  Can I use adverbs, conjunctions and prepositions to show time, cause and effect?  Can I adopt a degree of formality and informality to suit the form of the text?  Can I use nouns and pronouns to create cohesion and avoid repetition?  Can I use connectives (adverbials) to show the relationship between ideas/sentences, e.g. therefore, however?  Can I use paragraphs to organise the explanation into logical sections?  Can I use layout devices such as headings and subheadings to present information clearly? | Can I research, plan and write an explanation of a process, focussing on purpose and audience and adding interesting details to engage the reader?  Can I consistently use the present tense, including the present progressive and the present perfect?  Can I use a wide range of adverbials to open sentences?  Can I use a range of conjunctions, subordination, adverbials and prepositional phrases to express time, cause and effect?  Can I adopt a degree of formality and informality to suit the form of the text?  Can I use appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition?  Can I use connectives (adverbials) to create cohesion within and across paragraphs e.g. therefore, furthermore, moreover?  Can I use modal verbs and adverbs to indicate degrees of possibility?  Can I use relative clauses to add further information?  Can I use parenthesis to add clarification of technical words?  Can I use paragraphs and a range of layout devices to provide additional information and guide the reader? | Can I research, plan and write an explanation of a process choosing the appropriate form of writing and style to suit a specific purpose and audience drawing on and using the appropriate language conventions and grammatical features?  Can I consistently use the present tense, including the present progressive and the present perfect?  Can I use a wide range of adverbials to open sentences?  Can I use a range of conjunctions, subordination, adverbials and prepositional phrases to express time, cause and effect?  Can I adopt a degree of formality and informality to suit the form of the explanation and the audience?  Can I use a variety of ways to aid cohesion and avoid repetition within and across sentences?  Can I use modality to indicate degrees of possibility?  Can I use relative clauses and parenthesis to add further information and provide clarification of technical words?  Can I use the passive voice?  Can I use a wide range of cohesive devices, including adverbials, paragraphs and organisational devices, to create cohesion within and across paragraphs? |
| Instruction texts  Instruction texts are texts that explain to someone how to do something, such as bake a cake, play a game or work a DVD player. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions.  Structure:   * Begin by defining the goal or desired outcome. E.g. How to make a board game. * May have an introduction using rhetorical questions. * List any material or equipment needed, in order. * Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. * Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.) * A final evaluative statement can be used to wrap up the process. E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat.   Examples:   * How to design and make artefacts * Technical manuals: how to operate computers, phones, devices * How to carry out science experiments or to carry out a mathematical procedure * How to play a game * Writing rules for behaviour * How to cook and prepare food * Timetables and route-finders * Posters, notices and signs * Instructions on packaging | | | | | | |
| Can I respond to instructions involving a two-part sequence?  Can I begin to read and follow simple classroom instructions on labels with additional pictures or symbols?  Can I attempt to write instructions on labels? | Can I listen to and follow a single more detailed instruction and a longer series of instructions?  Can I contribute to a class composition of instructions with the teacher scribing?  Can I, following a practical experience, write up simple instructions using imperative verbs and simple time connectives?  Can I demarcate sentences using full stops, capital letters and finger spaces?  Can I use question marks and exclamation marks? | Can I compose a set of instructions in a group?  Can I write simple instructions independently using command sentences/imperative verbs?  Can I use commas in lists?  Can I use adverbs to give extra information about the action?  Can I use a question in an opening sentence?  Can I use expanded noun phrases for description or detail?  Can I use coordinating conjunctions?  Can I use subordinating conjunctions?  Can I use time connectives to sequence ideas/events in order? | Can I write a clear set of instructions using command sentences/imperative verbs?  Can I use adverbs to start sentences to order and explain the procedure?  Can I use rhetorical questions?  Can I use noun phrases that are expanded by a range of adjectives, including comparatives, and determiners for description or detail?  Can I use coordinating conjunctions to link ideas?  Can I use subordinating conjunctions, adverbs and prepositions to order and explain the procedure?  Can I use a heading and subheadings to aid the presentation? | Can I write more complex instructions, ensuring they are clear and concise?  Can I use imperative sentences, including negative commands?  Can I use rhetorical questions to appeal directly to the reader’s interest and  Enthusiasm?  Can I use noun phrases that are expanded by adding modifying adjectives, nouns and preposition phrases for effect?  Can I start to use different degrees of formality?  Can I use nouns and pronouns to create cohesion and avoid repetition?  Can I use coordinating conjunctions to link ideas?  Can I use subordinating conjunctions, adverbs and prepositions to order and explain the procedure?  Can I use headings and subheadings to separate the equipment from the procedure? | Can I write complex instructions, focussing on purpose, audience and form?  Can I use imperative sentences, including negative commands?  Can I use rhetorical questions and other devices to appeal directly to the reader’s interest and enthusiasm?  Can I use noun phrases expanded by a range of determiners, modifying nouns and prepositional phrases effectively to add detail and interest the reader?  Can I use different degrees of formality?  Can I use appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition?  Can I use a range of compound and complex sentences to link ideas and order and explain the procedure?  Can I use relative clauses and parentheses to add additional information or advice?  Can I use modal verbs and adverbs to suggest degrees of possibility?  Can I use a range of layout devices to provide additional information and guide the reader? | Can I write complex instructions, choosing the appropriate form of writing and style to suit a specific purpose and audience and using the language conventions and grammatical features as appropriate?  Can I use imperative sentences, including negative commands?  Can I use rhetorical questions and other devices to appeal directly to the reader’s interest and enthusiasm?  Can I use noun phrases which are expanded by adding a wide range of determiners, modifying nouns and prepositional phrases effectively to add detail, quality and precision?  Can I adapt degrees of formality and informality to suit the form and audience of the instructions?  Can I use a wide range of cohesive devices, including adverbials, paragraphs and organisational devices, to create cohesion within and across paragraphs?  Can I use a wide range of compound and complex sentences to link ideas and order and explain the procedure?  Can I use relative clauses and parentheses to add additional information or advice?  Can I use modal verbs and adverbs to suggest degrees of possibility?  Can I use layout devices such as bullet points, numbers or letters to help your reader keep  track as they work their way through each  step? |
| Persuasive texts  Persuasive texts can be written, oral, or written to be spoken, e.g. a script for a television advert or presentation. Persuasive texts are constructed to make the reader do something.  They can take a number of forms, for example, an advert persuading you to buy some chocolate, a poster encouraging people to stop smoking, or a travel brochure enticing the reader to go to a particular country.  Structure:   * An opening statement/paragraph that sums up the viewpoint being presented. * The main points are to be made in a strategic order and persuasive information is added to support each point. * Elaborate on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...) * A closing statement/paragraph repeats and reinforces the original viewpoint. (All the evidence shows that ... It’s quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.)   Examples:   * Writing publicity materials such as tourist brochures based on trips to places of interest * Writing editorials to newspapers about controversial issues * Writing letters about topics such as traffic on the high street or deforestations * Creating posters and leaflets about issues such as bullying or stranger danger * Creating posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition * Writing book reviews for other pupils * Book blurbs * Political pamphlets * Applying for a job or a position on the school council | | | | | | |
| Can I talk about how certain words, stories and pictures make them behave in particular ways (e.g. pictures of food that make them want to eat things)?  Can I recognise what is happening when someone is trying to persuade someone to do something?  Can I give oral explanations of their or another’s motives?  Can I start to give oral explanations of why and how they can persuade or be persuaded? | Can I read captions, pictures, posters and adverts that are trying to persuade?  Can I begin to recognise what persuasive texts are trying to do and some of the ways they do it?  Can I, through games and role play, begin to explore what it means to persuade or be persuaded, and what different methods might be effective? | Can I create simple signs, posters, adverts or leaflets to persuade others to do, think or buy something?  Can I use the present tense, including the present progressive form of verbs?  Can I use a range of sentence types, including rhetorical questions using second person?  Can I use expanded noun phrases for persuasive effect?  Can I use comparative and superlative adjectives for persuasive effect?  Can I use coordinating conjunctions?  Can I use subordinating conjunctions?  Can I start to use paragraphs to organise ideas? | Can I write letters, information leaflets or other more complex persuasive texts, persuading the reader to do, think or buy something?  Can I use the present tense, including the present progressive form and present perfect forms of verbs?  Can I use a range of sentence types, including rhetorical questions using the second person to appeal to the reader e.g. Have you ever wanted to have longer playtimes?  Can I use noun phrases that are expanded by a range of adjectives, including comparatives, and determiners for persuasive effect?  Can I use coordinating and subordinating conjunctions (e.g. so, because), adverbs (first, then, finally) and prepositions (before, during) to express time, place and cause?  Can I use paragraphs to organise ideas? | Can I write persuasive texts, linking points persuasively and selecting style and vocabulary appropriate to the listener/reader?  Can I use the present tense, including the present progressive form and present perfect forms of verbs?  Can I use a range of sentence types, including rhetorical questions for persuasive effect?  Can I sometimes use the second person to appeal to the reader enabling adaptation of the degrees of formality and informality?  Can I use noun phrases that are expanded by adding modifying adjectives (including comparatives), nouns and preposition phrases for persuasive effect? Can I use coordinating and subordinating conjunctions (e.g. so, because), adverbs (first, then, finally) and prepositions (before, during) to express time, place and cause?  Can I use nouns and pronouns to create cohesion?  Can I use adverbials e.g. therefore, however… to show the relationship between ideas/sentences?  Can I use paragraphs to organise ideas around a theme?   |  |  | | --- | --- | |  |  | | Can I write persuasive texts, understanding how persuasive writing can be adapted for different audiences and purposes, and how it can be incorporated into or combined with other text types?  Can I use the present tense, including the present progressive form and present perfect forms of verbs?  Can I use a range of sentence types, including rhetorical questions for persuasive effect?  Can I sometimes use the second person to appeal to the reader enabling adaptation of the degrees of formality and informality?  Can I use noun phrases expanded by a range of determiners, modifying nouns and prepositional phrases for persuasive effect?  Can I use co-ordinating and subordinating conjunctions (e.g. so, because), adverbs (first, then, finally) and prepositions (before, during) to express time, place and cause?  Can I use nouns, pronouns and adverbials to create cohesion within paragraphs?  Can I use modal adverbs and verbs to suggest degrees of possibility? Can I use paragraphs and layout devices to guide the reader? | Can I write persuasive texts using persuasive language techniques to deliberately influence the audience, developing points logically and effectively, choosing the appropriate style and form to suit purpose and audience?  Can I use the present tense, including the present progressive form and present perfect forms of verbs.  Can I use a range of sentence types, including rhetorical questions for persuasive effect?  Can I sometimes use the second person to appeal to the reader enabling adaptation of the degrees of formality and informality?  Can I use noun phrases which are expanded by adding a wide range of determiners, modifying nouns and prepositional phrases for persuasive effect?  Can I make formal and informal vocabulary choices, adapting degrees of formality and informality to suit the purpose and audience?  Can I use co-ordinating and subordinating conjunctions (e.g. so, because), adverbs (first, then, finally) and prepositions (before, during) to express time, place and cause?  Can I use nouns, pronouns and adverbials to create cohesion within paragraphs?  Can I use modal adverbs and verbs to suggest degrees of possibility?  Can I use the passive voice?  Can I use the subjunctive form to hypothesise?  Can I use nouns, pronouns, adverbials and repetition to create cohesion within and across paragraphs?  Can I use a wide range of cohesive devices, including nouns, pronouns, adverbials, repetition, paragraphs and organisational devices, to create cohesion within and across paragraphs? |
| Discussion texts  Discussion texts are used to present different viewpoints and provide evidence for them. Discussions contrast with persuasion texts, which generally only develop one viewpoint and may present a biased view, often the writer’s own, whereas discussion texts present both sides of an issue or argument.  Structure:   * An opening statement/paragraph of the issues involved and a preview of the main arguments. * Arguments for, with supporting evidence/examples. * Arguments against or alternative views, with supporting evidence/examples. * Another common structure presents the arguments ‘for’ and ‘against’ alternatively. * Discussion texts usually end with a summary and a statement of recommendation or conclusion. * The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided   Examples:   * Non-fiction text on an ‘issue’ * Write-up a debate * Leaflet or article giving balanced account of an issue * Writing editorials about historical attitudes to gender, social class, colonialism etc. * Writing letters about pollution, factory farming or smoking etc. * Writing essays giving opinions about literature, music or works of art etc. | | | | | | |
| Can I know that other children don’t always enjoy the same things, and are sensitive to this?  Can I know about similarities and differences between themselves and others, and among families, communities and traditions?  Can I know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family?  Can I recognise that others sometimes think, feel and react differently from themselves?  Can I 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)?  Can I give oral explanations e.g. their or another’s preferences, e.g. what they like to eat and why? | Can I through talk and role play explore how others might think, feel and react differently from themselves and from each other?  Can I, in reading, explore how different characters might think, feel and react differently from themselves and from each other? | Can I, through reading and in life situations, recognise that different people (characters) have different thoughts/feelings about, views on and responses to particular scenarios?  Can I explore different views and viewpoints? | Can I, through reading, explore how different views might be expressed/explained/justified?  Can I, through role play and drama, explore how different views might be expressed/explained/justified? | Can I, through reading, explore texts presenting a particular argument and begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced?  Can I continue to explore the expression of different views through discussion, role play and drama?  Can I use the present tense, including the present perfect?  Can I use uncountable noun phrases (some people, most dogs), nouns that categorise (vehicles, pollution) and abstract nouns (power)?  Can I use headings and subheadings to aid  Presentation?  Can I use paragraphs to organise the discussion into logical sections?  Can I use adverbials e.g. therefore, however, to create cohesion within and across paragraphs?  Can I start to make vocabulary choices to suit the formality of the text? | Can I, through reading, explore texts, presenting a particular argument, distinguishing and discussing any texts which seem to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue?  Can I experiment with the presentation of various views (own and others, biased and balanced) though discussion, debate and drama?  Can I use the present tense, including the present perfect?  Can I use uncountable noun phrases (some people, most dogs), nouns that categorise (vehicles, pollution) and abstract nouns (power)?  Can I use paragraphs and other layout devices to organise the discussion and to guide the reader?  Can I use adverbials e.g. moreover, nevertheless to create cohesion within and across paragraphs?  Can I adapt degrees of formality and informality to suit the form of the discussion?  Can I make formal and informal vocabulary choices to suit the form of the writing by making generic statements followed by specific examples? | Can I, through reading, identify the language, grammar, organisational and stylistic features of balanced written discussions?  Can I choose the appropriate style and form to suit a specific purpose and audience?  Can I use the present tense, including the present perfect?  Can I use uncountable noun phrases (some people, most dogs), nouns that  categorise (vehicles, pollution) and abstract  nouns (power)?  Can I use paragraphs and other layout devices to organise the discussion and to guide the reader?  Can I use adverbials e.g. moreover, nevertheless to create cohesion within and across paragraphs?  Can I adapt degrees of formality and informality to suit the form of the discussion?  Can I make formal and informal vocabulary choices to suit the form of the writing by making generic statements followed by specific examples?  Can I use the passive voice to present points of view without bias?  Can I use the subjunctive form to hypothesise?  Can I use semi-colons, colons and dashes to make boundaries between clauses and to separate and link complex ideas? |
| Poetry  Examples:   * Acrostic poems * List poems * Short narrative poems * Shape poems * Limericks, riddles and comic verse * Diamante poems * Longer narrative poems * Calligrams * Free verse | | | | | | |
| Can I enjoy listening to poems and rhymes and join in with repeated refrains, anticipating key events and phrases?  Can I continue a rhyming string?  Can I use intonation, rhythm and phrasing to make the meaning clear to others?  Can I show awareness of rhyme and alliteration and recognise rhythm in spoken words?  Can I listen to and join in with poems, one-to-one and in small groups, learning some off by heart? | Can I listen to and discuss a wide range of poems?  Can I join in with predictable phrases?  Can I appreciate rhymes and poems and recite some by heart?  Can I perform rhymes and poems with repeated phrases, creating and including actions?  Can I write short poems using single words or short sentences?  Can I start to sequence sentences into verses?  Can I start to use rhyming couplets?  Can I start each line with a capital letter?  Can I use adjectives to create simple expanded noun phrases? | Can I listen to, discuss and express views about a wide range of contemporary and classic poetry?  Can I recognise simple recurring literary language in poetry?  Can I continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear?  Can I participate in discussion about poems?  Can I perform a range of poetry, including contemporary and classic poetry, poems with repeated patterns, question and answer poems and simple raps?  Can I write longer poems using single words and short sentences?  Can I sequence sentences into verses?  Can I start to explore poetic devices such as alliteration and rhyming couplets and use them to write poetry?  Can I explore exclamation marks, question marks, commas for lists and apostrophes?  Can I use adjectives to create expanded noun phrases?  Can I use comparative adjectives?  Can I use powerful verbs?  Can I use some adverbs? | Can I listen to, discuss and express views about a wide range of poetry, including poems that are structured in different ways?  Can I identify themes and conventions in a wide range of poems?  Can I participate in discussion about poems, discussing words  and phrases that capture the reader’s interest and imagination?  Can I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action?  Can I learn a range of poetry by heart?  Can I write poems, varying the length of sentences?  Can I use verses to group related sentences?  Can I explore and use poetic devices such as alliteration, rhyme and repetition.  Can I write poems using all four sentence types?  Can I use a range of adjectives and determiners to expand noun phrases?  Can I use powerful verbs, interesting adjectives, including comparatives and superlatives, and adverbs for poetic effect?  Can I start to use figurative language for effect, including similes, metaphors? | Can I listen to, discuss and express views about a wider range of poetry, including poems that are structured in different ways e.g. narratives, free verse, syllabic poetry?  Can I identify themes and conventions in a wider range of poems?  Can I participate in discussion about a range of poems, discussing words and phrases that capture the reader’s interest?  Can I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action?  Can I continue to learn a range of poetry by heart?  Can I write poems, varying the length of sentences for poetic effect?  Can I use verses to group related sentences?  Can I explore and use poetic devices such as alliteration, rhyme and repetition?  Can I write poems using all four sentence types, experimenting with punctuation?  Can I use noun phrases that are expanded by adding modifying adjectives, nouns and preposition phrases for effect?  Can I use powerful verbs, interesting adjectives, including comparatives and superlatives, and adverbs for poetic effect?  Can I use figurative language, including similes, metaphors and personification, sometimes extending these for poetic effect? | Can I continue to read and discuss an increasingly wide range of poetry, including poems that are structured in different ways and are written for a range of purposes?  Can I increase familiarity with a wide range of poems, including poems from our literary heritage and from other cultures and traditions?  Can I identify and discuss themes and conventions in and across a wide range of poetry?  Can I participate in discussions about a wide range of poems, making comparisons within an across poems?  Can I learn a wider range of poetry by heart?  Can I prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and movement so that the meaning is clear to an audience?  Can I write a range of different poems, varying the length of sentences for poetic effect?  Can I use verses to group related sentences?  Can I explore and use a range of poetic devices including alliteration, assonance, different types of rhyme and repetition?  Can I write poems using all four sentence types, experimenting with punctuation?  Can I use noun phrases which are expanded by adding a range of determiners, modifying nouns and prepositional phrases for poetic effect?  Can I choose and use language for poetic effect, including adjectives, interesting verbs, adverbs, specific nouns and connectives?  Can I use a wide range of figurative language including extended similes, extended metaphors, personification (including pathetic fallacy), and onomatopoeia, extending these for poetic effect? | Can I continue to read and discuss an increasingly wide range of poetry, including poems that are structured in different ways and are written for a range of purposes?  Can I increase familiarity with a wider range of poems?  Can I continue to identify and discuss themes and conventions in and across a wide range of poetry?  Can I participate in discussions about a wider range of poems, making comparisons within an across poems?  Can I continue to learn a wider range of poetry by heart?  Can I prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and movement so that the meaning is clear to an audience.  Can I write a wide range of poems, varying the length of sentences for poetic effect?  Can I use verses to group related sentences?  Can I explore and use a wide range of poetic devices including alliteration, assonance, different types of rhyme and repetition?  Can I write poems using all four sentence types, experimenting with punctuation for poetic effect?  Can I use noun phrases which are expanded by adding a wide range of determiners, modifying nouns and prepositional phrases for poetic effect?  Can I choose and use language for poetic effect, including adjectives, interesting verbs, adverbs, specific nouns and connectives, paying close attention to audience and purpose?  Can I use a wider range of figurative language for poetic effect including extended similes, extended metaphors and personification (including pathetic fallacy, onomatopoeia and hyperbole for poetic effect? |