Chuckery Primary School
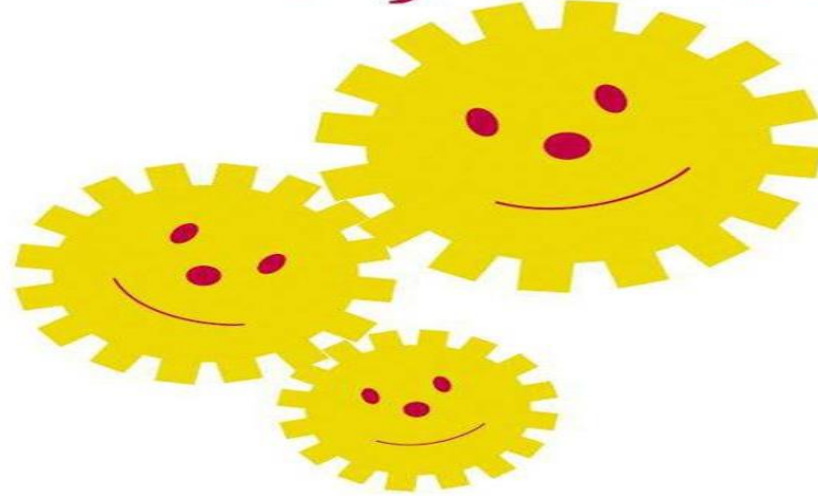
Working Together

Genre coverage and skills progression

2022-2023

Overview

Narrative	Recount	Information report	Procedure	Persuasion	Explanation	Poetry
Y1 – Train ride	Y1 – Bold women in black history	Y1 – Trees	Y1 – Bees	Y1 – How do we celebrate?	Y1 – Healthy eating	Y1 – Firework night
Y1 – London	Y1 – Safari	Y1 – Toys from the past	Y1 – Vehicles	Y2 – Singapore	Y2 – life cycles	Y2 – Questions that puzzle us
Y1 – Easter	Y2 – Great fire	Y1 – Weather	Y2 – Bird feeder	Y3 – Stone age	Y3 – Rocks	Y3 – Light
Y2 - Nature	Y2 – space	Y2 – plants	Y3 – edible garden	Y4 – Italy	Y3 - Pilgrimage	Y4 – Caring
Y2 – light and dark	Y2 – meerkat mail	Y2 – habitats	Y4 – electricity	Y5 – save our planet	Y4 – digestion system	Y4 – Rivers
Y2 – Castles	Y3 – Railway children	Y 3 – muscles and bones	Y5 – True meaning of Christmas	Y6 – Victorians	Y5 – life cycles	Y5 – Crime and punishment
Y2 – Crows tale	Y4 – Romans	Y4 – Tudors	Y6 – Home front	Y6 – Key leaders	Y5 – Forces	Y6 – humanism
Y3 – Magnets	Y5 – Egypt	Y5 – Changes in state			Y6 – Light	
Y3 – Greeks	Y5 – exploration	Y6 – Mountains				
Y3 – Baghdad	Y5 – Mayans					
Y3 – Little pigs	Y6 – Evolution					
Y3 – China	Y6 – Coasts					
Y4 – journey of life						
Y4 – sound						
Y4 – plague						
Y4 – Chocolate						
Y5 - Respect						
Y5 – Space						
Y5 – Rainforest						
Y6 – Heart						
Y6 – Vikings						
Y6 – Islands						
Y6 – Animals						

Narrative

Genre/Forms	Purpose	Structure	General grammatical features

Narrative
 	
Forms
Adventure
Mystery
Science Fiction
Fantasy
Historical fiction
Contemporary fiction
Dilemma Stories
Dialogue
Play scripts
film narratives
Myths
Legends
Fairy tales
Fables
Traditional tales
	The essential purpose of narrative is to tell a story, but the detailed purpose may vary according to genre. For example, the purpose of a myth is often to explain a natural phenomenon and a legend is often intended to pass on cultural traditions or beliefs.	The most common structure is: an opening that establishes setting and introduces characters; a complication and resulting events; a resolution/ending. Effective writers are not constrained by predictable narrative structure. Authors and storytellers often modify or adapt a generic structure, e.g. changing chronology by not telling the events in order (time shifts, flashbacks, backtracking). Children can add these less predictable narrative structures to their own writing repertoires.	• generally past tense
			• told/written in first or third person (I, we, she, it, they);
			• prepositional phrases or adverbs of time and place to establish setting
			• time connectives to sequence events
			• range of verb types:
			   – doing or action verbs predominate in complication and resolution as action unfolds
			   – relating verbs to describe
			   – saying verbs used in dialogue or reported speech
			   – thinking and feeling verbs to reflect characters' internal world
			• noun groups to build description of characters, places, things
			• attitudes expressed through evaluative language choices to convey likes or dislikes, judgement of characters' actions or behaviours, appreciation of appearances or object etc
			• figurative language, e.g. simile, metaphor

Year 1

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Beginning or end of narrative signalled e.g. one day	Simple sentences, starting with a pronoun and a verb e.g. He went home	Year 1 ambitious vocabulary used	**Noun**	Use spaces to separate words.
Ideas grouped together for similarity.	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	Range of size adjectives used e.g. big, small	What a noun is. Regular plural nouns with 'er'	Begin to use full stops.
Attempts at third person writing. e.g. The wolf was hiding.		Range of colour adjectives used e.g. red, blue	**Verbs** Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'	Begin to use exclamation marks.
Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was… Jack is…		Range of emotion words used e.g. sad, angry, cross	**Adjectives** Add 'er' and 'est' to adjectives where no change is needed to root word.	Begin to use exclamation marks.
		Pronouns: I, she, he, they. Conjunctions: and, but, then, or, this	**Connectives/conjunctions** Join words and sentences using and/then.	Capital letters for start of sentence, names, personal pronouns.
		Prepositions: up, down, in, into, out, to, onto	**Tense** Simple past tense 'ed'.	Read words with contractions.
		Time connectives: first, then, next		
		Once upon a time, one day, happily ever after		

Year 2

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Sentences organised chronologically indicated by time related words e.g. finally	Subject/verb sentences e.g. He was… They were… It happened…	Year 2 ambitious vocabulary used Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise	**Noun** Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.	Use spaces that reflect the size of the letters.
Divisions in narrative may be marked by sections/paragraphs	Simple connectives and, but, then, so, when link clauses		**Verbs** Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.	Use full stops correctly.
Connections between sentences make reference to characters e.g. Peter and Jane/ they	Speech-like expressions in dialogue e.g. Chill out!		**Adjectives** Add 'er' and 'est' to adjectives where no change is needed to root word.	Use question marks correctly.
	Use simple adverbs e.g. quickly, slowly.			Use exclamation marks correctly.
	Use simple noun phrases e.g. massive field	Conjunctions: who, because	**Connectives/conjunctions** Subordination – when, if, that, because Coordination – or, and, but.	Use capital letters correctly.
Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting		Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully	**Tense** Correct and consistent use of past and present tense.	Apostrophes for contractions. Possessive apostrophes for singular nouns.
			Adverbs 'ly' added to adjective to form adverb.	Commas to separate items in lists.

Year 3

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

Year 4

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

Year 5

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

Year 6

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

Recount

Genre/Forms	Purpose	Structure	General grammatical features
Recount _**Forms**_ journal, diary, newspaper article, historical recount, biography, autobiography memoir	The primary purpose of recounts is to retell events. Their most common intentions are to inform and/or entertain.	• Introduction – provides details of events to follow - who, when, where • Sequenced series of events – generally in chronological order • Ending – completes the sequence of events, resets in time 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.	• Usually written in the past tense. Some forms may use present tense, e.g. informal anecdotal storytelling (Just imagine – I'm in the park and I suddenly see a giant bat flying towards me!). • Events being recounted have a chronological order so temporal connectives are common (then, next, first, afterwards, just before that, at last, meanwhile). • The subject of a recount tends to focus on individual or group participants (third person: they all shouted, she crept out, it looked like an animal of some kind). • Personal recounts are common (first person: I was on my way to school … We got on the bus). • adverbs or prepositional phrases provide details of where, when, with whom, how • attitudes expressed evaluate behaviours or actions of people, appreciate places or impact of events

Year 1

Text Structure	Sentence	Useful Vocabulary	Word Classes
Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	First Next After Finally The best part was The worst part was I liked I didn't like	<u>Noun</u> What a noun is. Regular plural nouns with 'er' <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Connectives/conjunctions</u> Join words and sentences using and/then. <u>Tense</u> Simple past tense 'ed'.

Year 2

Text Structure	Sentence	Useful Vocabulary	Word Classes
Brief introduction and conclusion. Written in the past tense e.g. I went… I saw… Main ideas organised in groups. Ideas organized in chronological order using connectives that signal time.	Subject/verb sentences e.g. He was… They were… It happened… Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.	Afterwards After that When Suddenly Just then Next Much later I found it interesting when I found it boring when I didn't expect	<u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Connectives/conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but. <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> 'ly' added to adjective to form adverb.

Year 3

Text Structure	Sentence	Useful Vocabulary	Word Classes
Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.	Last week During our school trip Soon Meanwhile To begin with I was pleased that I didn't expect that It was difficult to	**Noun** Form nouns using prefixes. Nouns and pronouns used to avoid repetition. **Verbs** Present perfect forms of verbs instead of 'the' **Adjectives** Choose appropriate adjectives. **Connectives/conjunctions** Express time and cause (when, so, before, after, while, because) **Tense** Correct and consistent use of past and present tense. **Adverbs** Introduce/revise adverbs. Express time and cause; then, next, soon.

Year 4

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

Year 5

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

Year 6

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

Information report

Genre/Forms	Purpose	Structure	General grammatical features
Information report **Forms** descriptive report, scientific report, classifying report, historical report.	To provide detailed information about the way things are or were. To help readers/listeners understand what is being described by organising or categorising information.	In the absence of a temporal (chronological) structure where events happen in a particular order, 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. A common structure includes: 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...).	• Often written in the third person and present tense. (They like to build their nests ... It is a cold and dangerous place to live.) • Sometimes written in the past tense, as in a historical report. (Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.) • The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing. (Sparrows are found in ... Sharks are hunted ... Gold is highly valued ...) • Tends to focus on generic subjects (Dogs) rather than specific subjects (My dog Ben). • Description is usually an important feature, including the language of comparison and contrast. (Polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal.) • Description is generally used for precision rather than to create an emotional response so imagery is not heavily used.

Year 1

Text Structure	Sentence	Useful Vocabulary	Word Classes
Ideas grouped together for similarity. Attempts at third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	____ are... ____ is... They are... The different... This is a ____ There are ____ These can be grouped____	**Noun** What a noun is. Regular plural nouns with 'er' **Verbs** Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' **Adjectives** Add 'er' and 'est' to adjectives where no change is needed to root word. **Connectives/conjunctions** Join words and sentences using and/then. **Tense** Simple past tense 'ed'.

Year 2

Text Structure	Sentence	Useful Vocabulary	Word Classes
Brief introduction and conclusion. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... . Main ideas organized in groups.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.	They like to They can It can Like many I am going to There are two sorts of They live in The ____ have but the ____ have ____	**Noun** Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. **Verbs** Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. **Adjectives** Add 'er' and 'est' to adjectives where no change is needed to root word. **Connectives/conjunctions** Subordination – when, if, that, because Coordination – or, and, but. **Tense** Correct and consistent use of past and present tense. **Adverbs** 'ly' added to adjective to form adverb.

Year 3

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

Year 4

Text Structure	Sentence	Useful Vocabulary	Word Classes
Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly into key ideas. Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour.	Variation in sentence structures e.g. While the eggs hatch female penguins ... Use embedded/relative clauses e.g. Penguins, which are very agile, ... Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use technical vocabulary to show the reader the writer's expertise.	This report will The following Information Usually Normally Even though Despite the fact As a rule	**Noun** Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. **Verbs** Standard English forms for verbs. **Adjectives** Choose appropriate adjectives **Connectives/conjunctions** Use a wide range of connectives. **Tense** Correct use of past and present tense. **Adverbs** Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.

Year 5

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

Year 6

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

Procedure

Genre/Forms	Purpose	Structure	General grammatical features
Procedure ***Forms*** instructions, procedural recount, recipe, directions, manual	To instruct someone on how to do something To recount or retell steps in a simple procedure.	• Begin by defining the goal or desired outcome. (How to make a board game.) • 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.)	• Use of imperative verbs (commands), e.g. Cut the card … Paint your design • Instructions may include negative commands. (Do not use any glue at this stage.) • Additional advice (It's a good idea to leave it overnight if you have time. If the mixture separates …) or suggested alternatives (If you would like to make a bigger decoration, you could either double the dimensions of the base or just draw bigger flowers.). • general and technical nouns • Adverbs or prepositional phrases which provide details of how, when, where, extent, with whom • Expanded noun phrases to provide details of ingredients/ materials/ equipment

Year 1

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped in sentences in time sequence. Written in the imperative e.g. sift the flour. Use of numbers or bullet points to signal order.	Simple connectives are used to construct simple sentences e.g. and, but, then, so. Imperative verbs start sentences e.g. spread, slice, cut. Sentences do not include pronouns and are written impersonally	1, 2, 3, 4, 5 First Next After Cut Move Fold Stir Colour Paint	<u>Noun</u> What a noun is. Regular plural nouns with 'er' <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Connectives/conjunctions</u> Join words and sentences using and/ then. <u>Tense</u> Simple past tense 'ed'.	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.

Year 2

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
A goal is outlined – a statement about what is to be achieved. Written in sequenced steps to achieve the goal. Diagrams and illustrations are used to make the process clearer.	Imperative verbs are used to begin sentences. Use simple adverbs e.g. slowly, quickly. Use simple noun phrases e.g. long stick.	First of all To start with Firstly Lastly Finally Carefully Gently Slowly Softly	<u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Connectives/conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but. <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> 'ly' added to adjective to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.

Year 3

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

Year 4

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
A set of ingredients and equipment needed are outlined clearly. Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter. Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.	Variation in sentence structures e.g. While the pastry cooks… As the sauce thickens… Include adverbs to show how often e.g. additionally, frequently, rarely.	Continue by… Carry on… Do this until… Stop when… When you have done this… Try not to.. Avoid..	<u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech

Year 5

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

Year 6

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

Persuasion

Genre/Forms	Purpose	Structure	General grammatical features
Persuasion *Forms* exposition, discussion advertisement, letter to the editor, speech, newspaper article	To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.	**Argument (Exposition)** (presenting one point of view) • Statement of position or Thesis – introduces what the author is wanting to argue, might include an overview of the arguments to follow • Arguments – series of arguments or points with supporting evidence or reasons • Reinforcement of position or thesis – summing up and restatement of position **Discussion** (presenting different sides of an issue) • Statement of position or Thesis – introduces what the author is wanting to argue, might include an overview of the arguments to follow • Arguments or points for one side of the issue with supporting evidence or reasons • Arguments or points for the other side of the issue with supporting evidence or reasons • Conclusion/ Recommendation Summing up of both sides and recommendation of which side to adopt	• Written in simple present tense. • Often refers to generic rather than specific participants (Vegetables are good for you. They ...). • Uses logical rather than temporal connectives (This proves that ... So it's clear ... Therefore ...). • Tends to move from general to specific when key points are being presented. (The hotel is comfortable. The beds are soft, the chairs are specially made to support your back and all rooms have thick carpet.) • Use of rhetorical questions. (Do you want to get left behind in the race to be fashionable? Want to be the most relaxed person in town? So what do you have to do to?) • Text is often combined with other media to emotively enhance an aspect of the argument, e.g. a photo of a secluded beach, the sound of birds in a forest glade or a picture of a cute puppy. • modal verbs (should, must, might) and modal adverbs, e.g. usually, probably • comment adverbials at the beginning of a sentence e.g. surely, obviously • conjunctions or connectives to link ideas, e.g. because, therefore, on the other hand • passive voice

Year 1

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas are grouped together for similarity. Writes in first person.	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	It was Brilliant Best Exciting The most Super Fantastic Great It will Now you can Try	<u>Noun</u> What a noun is. Regular plural nouns with 'er' <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Connectives/conjunctions</u> Join words and sentences using and/then. <u>Tense</u> Simple past tense 'ed'	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.

Year 2

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written In the present tense. Main ideas organised in groups.	Subject/verb sentences e.g. He was… They were… It happened… Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes Uses rhetorical questions. Uses ambitious adjectives to grab the reader's attention.	The biggest The greatest The longest The tallest I think that I believe that Extraordinary Remarkable	<u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Connectives/conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but. <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> 'ly' added to adjective to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.

Year 3

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

Year 4

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences	Variation in sentence structures e.g. While we were at the park… As we arrived… Use embedded/relative clauses e.g. Mrs Holt, who was very angry… The tiger, that was pacing… Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. haven't you always longed for a…?	I believe that It seems to me that It is clear that Is it any wonder that Furthermore As I see it Tremendous Implore you to consider Extremely significant Inevitably Finally In conclusion In summary The evidence presented… Have you ever thought about…? Do you think that..? Fed up with…?	<u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.

Year 5

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

Year 6

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

Explanation

Genre/Forms	Purpose	Structure	General grammatical features
Explanation **_Forms_** scientific writing, spoken presentation	To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is.	• Phenomenon identification – statement introducing, describing, defining the phenomenon • Explanation sequence Causal explanation (why something occurs) – cause and effect sequence Sequential explanation (how something occurs)– sequence or phases detailing how the process occurs Cyclical explanation – explains phases of a cycle of events (e.g. life cycle of a butterfly, the water cycle)	• Written in simple present tense. (Hedgehogs wake up again in the • spring.) • Use of temporal connectives, e.g. first, then, after that, finally. • Use of causal connectives, e.g. so, because of this, as a result, to establish cause/ effect; temporal (time) conjunctions or connectives or adverbs such as when, as, after that, next to establish sequence • relating verbs to define, describe the phenomenon • action verbs in explanation of what occurs and in sequence of events • extended noun phrases to include factual adjectives • passive voice

Year 1

Text Structure	Sentence	Useful Vocabulary	Word Classes
Ideas grouped together for similarity. Attempts at third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest… Dinosaurs were…	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	____ are… ____ is… They are… The different… This is a ____ There are ____ These can be grouped____	Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'.

Year 2

Text Structure	Sentence	Useful Vocabulary	Word Classes
Brief introduction and conclusion. Written in the appropriate tense. e.g. Sparrow's nest… Dinosaurs were… . Main ideas organized in groups.	Subject/verb sentences e.g. He was… They were… It happened… Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.	They like to They can It can Like many I am going to There are two sorts of They live in The ___ have but the ___ have ____	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.

Year 3

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

Year 4

Text Structure	Sentence	Useful Vocabulary	Word Classes
Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly into key ideas. Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour.	Variation in sentence structures e.g. While the eggs hatch female penguins … Use embedded/relative clauses e.g. Penguins, which are very agile, …. Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use technical vocabulary to show the reader the writer's expertise.	This report will The following Information Usually Normally Even though Despite the fact As a rule	**Noun** Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. **Verbs** Standard English forms for verbs. **Adjectives** Choose appropriate adjectives **Connectives/conjunctions** Use a wide range of connectives. **Tense** Correct use of past and present tense. **Adverbs** Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.

Year 5

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

Year 6

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

Poetry

Genre/Forms	Purpose	Structure	General grammatical features
Poetry ***Forms*** Free verse Visual poems Structured poems	Poems can have many different purposes, e.g. to amuse, to entertain, to reflect, to convey information, to tell a story, to share knowledge or to pass on cultural heritage. Some forms of poetry are associated with certain purposes, e.g. prayers to thank, celebrate, praise; advertising jingles to persuade; limericks to amuse. Although a poem may share the same purpose as the text type it is related to (e.g. to recount) the context for writing does not always mean that a poem is the most appropriate choice of text type.	• Poems are often grouped for learning and teaching by theme, structure, form or language features. • Themes: Poetry selections or anthologies often group poems by their content or subject matter and include different examples of structures. • Structure: Poetry has an extremely wide range of structural variety, from poems that follow a rigid textual structure to those that have only a visual or graphic basis. The most common structures include patterns of rhyme (e.g. ABABCC) or metre (di-dum di-dum di-dum). Structures based on syllable counts (such as haiku and some versions of cinquains) are also common. • Other structures rely on repetition of grammatical patterns rather than rhythm. For example, some list poems, dialogue poems and question and answer poems follow a specific structure even though they don't include rhyme or follow a pattern of line length.	Poems use the same language features as other text types but each feature is often used more intensively to achieve a concentrated effect, e.g. of mood, humour, musicality: frequent alliteration, use of imagery or repetitive rhythm. Rhyme is used almost exclusively by poetic texts. The language features used depend on context, purpose and audience and also on the intended style of a poem. Different poetic forms tend to use different language features. The most common are rhyme, metre and imagery. Rhyme: many traditional forms use particular rhyme patterns which are usually described using an alphabetic system. AABBA is the usual rhyme pattern of a limerick. Other common patterns in children's poetry are AABB and ABABCC for each verse. The usual order of clauses or words is sometimes deliberately rearranged to create a rhyme at the end of a line. For example, did he smile his work to see? Did he who made the lamb make thee? (William Blake 'The Tyger'.) Playing with rhyme and creating nonsense poems is an important element in exploring and manipulating language. Children also need to learn how to avoid the danger of 'forced rhyme' where they use a word simply because it rhymes, not because it is what they want to say. Metre: rhythm, stress patterns (e.g. dum-de, dum-de or dedum, de-dum) syllable patterns (e.g. 5, 7, 5 syllables in the three lines of a haiku). Imagery: e.g. simile, metaphor, personification. The effective use of imagery is often a key ingredient in powerful, memorable poetry. Children usually begin using imagery by comparing one thing with another and by saying what something was like. Rich vocabulary: powerful nouns, verbs, adjectives, invented words and unusual word combinations. Sound effects: alliteration, assonance (repetition of the same vowel phoneme in the middle of a word, especially where rhyme is absent: cool/food) onomatopoeia (where the sound of a word suggests its meaning: hiss, splutter). When a poem does not use rhyme at all, it is often the distinct combination of metre, imagery and vocabulary that distinguishes it from prose. The language effects found in poems can be different across time and cultures because poems reflect the way that language is used by people.