Writing Overview and Progression of Skills

Across all writing, pupils are expected to write in complete sentences, ensuring that their ideas are clearly communicated. They use the correct tense to suit the purpose of their writing and organise their ideas effectively into paragraphs. Pupils develop cohesion within their work through the use of appropriate devices, and they write with a clear awareness of audience and purpose, adapting their language and structure accordingly.

	Year 3 Focus on structure and sequencing	Year 4 Focus on organisation and clarity	Year 5 Focus on development and cohesion	Year 6 Focus on control, adaptation and audience awareness
	Writing to Entertain: Character Descriptions, Settings and Poetry	**Writing to Entertain:** Poetry, letter of application based on Shackleton expedition, setting description	**Writing to Entertain:** Greek Myths: write own myth. Descriptive detail. Poetry. Use of figurative language.	**Writing to Entertain:** The Middler: Setting description, Character description, short narrative.
	Writing to Inform: Fact file about Henry VIII.	**Writing to Entertain:** Narrative/setting description with dialogue.	**Writing to Inform:** Letter form Camp Green Lake (based on Holes) Ofsted report on CGL.	**Writing to Persuade and Discuss:** The day the crayons quit, persuasive letter to tray (hook), The Grinch: persuasive speech to save Christmas
	Writing to Entertain: Character description of Farmer Boggis from Fantastic Mr. Fox.	**Writing to Inform:** Historical non-chronological report about Bronze age, Egyptians and Romans.	**Writing to Persuade and Discuss:** One sided argument based on film Pigeon Impossible	**Writing to Entertain:** Skellig: character description, setting description, narrative with speech
	Writing to Inform: Non-chronological report on the Stone Age.	**Writing to Persuade:** Non-chronological report based on their own civilisation. Poetry.	**Writing to Entertain:** A piece of narrative writing describing the events of The Highwayman poem.	**Writing to Inform:** WW2: Diary of an evacuee. Non-chronological report on mythical creatures (AI)
	Writing to Persuade: Writing letters to encourage children to come to St. Lawrence.	**Writing to Entertain:** Setting description and atmosphere description based on The Mousehole Cat book.	**Writing to Entertain:** Diary writing and an adventure story based on the Railway Children.	**Writing to Discuss and Entertain:** Balance argument answering the question: Who was to blame for the sinking of the Titanic. Narrative: child onboard titanic as it sinks.
	Writing to Entertain: Character descriptions, setting and story openings.	**Writing to Persuade** Smoothie adverts and pizza adverts.	**Writing to Persuade and Discuss:** Balance argument answering the question: Should human beings explore outer space?	**Writing to:** Review previous writing. Edit and improve.
Handwriting	**Letter-join**			
	Through three 15-20 minute lessons per week, secure Year 2 cursive skills (Module 3): ✓ Letter formation and orientation ✓ Joining techniques ✓ Develop fluency and speed Moving to four 10-15 minute lessons per week (Module 4), focusing on: ✓ Legibility ✓ Consistency Follow lessons, including dictations, which support spelling and grammar objectives for Year 3.	Through four 10-15 minute lessons per week, secure Year 3 cursive skills (Module 4) then focus on (Module 5): ✓ Building on handwriting skills across the curriculum ✓ Practising applying size-appropriate handwriting ✓ Maintaining legibility and consistency Follow lessons, including dictations, which support spelling and grammar objectives for Year 4.	Through four 15-30 minute lessons per week (Module 5 then 6): ✓ Develop handwriting automaticity ✓ Develop stamina when writing at length Follow lessons, including dictations, which support spelling and grammar objectives for Year 5.	Through four 15-20 minute lessons per week (Module 6 then 7): ✓ Maintain automaticity and stamina ✓ Adapt handwriting to tasks e.g. note-taking, final drafts, printing, block capitals Follow lessons, including dictations, which support spelling and grammar objectives for Year 6.

Spelling	**Little Wandle Spelling (Y3) / Spelling Shed**	Secure Year 2 spelling rules and use of phonics, using Little Wandle, according to need: ✓ Phase 5 review ✓ Bridge to Spelling o double letters o -k or -ck o -ch or -tch o suffixes -es/s o y to i when adding -ed o drop the e when adding -ing Through three 15-20 minute lessons per week (20 weeks), use Little Wandle spelling units to secure: ✓ silent letters w, k and g ✓ suffixes/rules ✓ -ge or -dge ✓ the 'w' special ✓ y to i when adding 'es ✓ -ey /ee/ ✓ -le/-al/-il/-el ✓ c /s/ ✓ /zh/ ✓ missing letters ✓ ti /sh/ ✓ possessive apostrophes ✓ swap, drop or double Through two 30 minute lessons per week (13 weeks), move to Stage 3 of Spelling Shed and cover lessons: 1.Words where 'ou' makes an /ow/ sound 2.Words where 'ou' makes a /u/ sound 4.Words ending in '-sure' 5.Words ending in '-ture' 6.Challenge words 7.Words with the prefix 're-' 8.Words with the prefix 'dis-' 9.Words with the prefix 'mis-' 12.Challenge words 13.Words with the 'ai' digraph 14.Words with the 'ei' digraph 15.Words where 'ey' makes an /ai/ sound 16.Adding the suffix '–ly' 17.Words that are homophones 18.Challenge Words 21.Adding '–ly' when the root word ends in '-le' 22.Adding '-ally' when the root word ends in '-ic' 23.Adding '–ly' when the words do not follow the spelling patterns	Through one 40 minute lesson per week (36 weeks), use Stage 4 of Spelling Shed to secure: 1.Words that are homophones 2.Words with the prefix 'in-' 3.Words with the prefixes 'il-', 'im-' and 'ir-' 4.Words with the prefix 'sub-' 5.Words with the prefix 'inter-' 6.Challenge Words. 7.Words ending in '-ation' 8.Words ending in '-ation' 9.Words ending '-ly' 10.Words ending '-lly' 11.Words where 'ch' makes a /sh/ sound 12.Challenge Words 13.Words ending in '-sion' 14.Words ending in '-ous' 15.Words ending in '-ous' where the ge from the root word remains 16.Words where 'i' makes an /ee/ sound 17.Words ending in '-ious' and 'eous' 18.Challenge Words 19.Words where 'au' makes an /or/ sound 20.Words ending in '-tion' 21.Words ending in '-sion' 22.Words ending in '-cian' 23.Words that are adverbs of manner 24.Challenge Words 25.Words that are homophones 26.Words spelled with 'c' before 'i' and 'e' 27.Words containing 'sol' and 'real' 28.Words containing 'phon' and 'sign' 29.Words with the prefixes 'super-', 'anti-' and 'auto 30.Words with the prefix 'bi-' 31.Challenge Words 32.Words containing an apostrophe for possession 33-36. Revision of spelling patterns learned in Stage 4	Through one 40 minute lesson per week (36 weeks), use Stage 5 of Spelling Shed to secure: 1.Words ending in '-tious' and '-ious' 2.Words ending in '–cious' 3.Words ending in /shul' spelled. '-cial' 4.Words ending in /shul/ spelled '-tial' 5.Words ending in /shul/ spelled '-cial' and '-tial' 6.Challenge words 7.Words ending in '-ant' 8.Words ending in '-ance' and '-ancy' 9.Words ending in '-ent' and '-ence' 10.Words ending in '-able' and '-ible' 11.Words ending in '-ably' and '-ibly' 12.Challenge Words 13.Words ending in '-able', where the 'e' from the root word remains 14.Words that are adverbs of time 15.Words ending in '–fer' 16.Words with 'silent' first letters 17.Words with 'silent' letters 18.Challenge Words 19.Words spelled with 'ie' after c 20.Words where 'ei' makes an /ee/ sound 21.Words where 'ough' makes an /or/ sound 22.Words containing 'ough' 23.Adverbs of possibility and frequency 24.Challenge Words 25.Words that are homophones or near homophones 26.Words that are homophones 27.Words that are homophones 28.Words that are homophones or near homophones 29.Words that are homophones or near homophones 30.Challenge Words 31.Words with hyphens 32.Challenge Words 33-36. Revision: Year 5 words	Through one 40 minute lesson per week (36 weeks), use Stage 6 of Spelling Shed to secure: 1-10. Challenge Words 11.Words with the short vowel sound /i/ spelled 'y' 12.Words with the long vowel sound /igh/ spelled 'y' 13.Adding the prefix '-over' 14.Words with the suffix '-ful' 15.Words that can be nouns and verbs 16.Words with an /oa/ sound spelled 'ou' or 'ow' 17.Words with a 'soft c' spelled 'ce' 18.Words with the prefixes 'dis-', 'un-', 'over-' and 'im-' 19.Words with a /f/ sound spelled 'ph' 20.Words with origins in other countries and languages 21.Words with unstressed vowel sounds 22.Words ending with /shuhl/ spelled 'cial' 23.Words ending with /shuhl/ spelled 'tial' 24.Words beginning with 'acc' 25.Words with the suffix '-ably' 26.Words with the suffix '-ible' 27.Adding the suffix '-ibly' to create an adverb 28.Words ending in '-ent' and '–ence' 29.Words ending in '-er', '-or' and '-ar' *30.Adverbs synonymous with determination *31.Adjectives to describe settings *32.Adjectives to describe feelings *33.Adjectives to describe characters *34.Grammar Vocabulary 1 *35.Grammar Vocabulary 2 *36.Mathematical Vocabulary *Summer 1 may be used to cover common suffixes, silent letters and other common spelling patterns. These units should be condensed in Summer 2 where this occurs as part of an additional spelling session or within English/Maths lessons.

		24.Challenge Words 25.Words ending in '-er' when the root word ends in 'ch' 26.Words where 'ch' makes a /k/ sound 27.Words where 'que' makes a /k/ sound 28.Words where 'sc' makes a /s/ sound 29.Words that are homophones 30.Challenge Words 31.Words that end in 'sion'			

Writing to entertain — **Narrative**

Text Features			
✓ Narratives are written in **first or third person** and mainly in the **past tense** ✓ Events are **sequenced clearly in chronological order** ✓ A clear **beginning, middle and end** is established ✓ Characters and settings are **introduced simply** ✓ **Simple description** is used to give basic detail ✓ **Dialogue is introduced** to show what characters say	✓ Narratives are written consistently in **first or third person and past tense** ✓ Events are organised into **clear paragraphs**, following a logical sequence ✓ A clear **story structure** is maintained (opening, build-up, resolution) ✓ Characters and settings are **developed with more detail** ✓ Description is expanded using **appropriate vocabulary choices** ✓ **Dialogue is used to develop character and move the narrative forward**	✓ Narratives may be structured **sequentially or non-sequentially** (e.g. flashbacks introduced) ✓ Events are organised into **well-developed sections**, shaping the narrative ✓ Description is used **purposefully to create atmosphere and engage the reader** ✓ Characters are developed through **actions, dialogue and description** ✓ **Dialogue is used deliberately** to reveal character and advance the plot ✓ The writer begins to **structure the narrative to influence the reader's response**	✓ Narrative structure is **selected and manipulated** to suit purpose (e.g. flashbacks, shifts in time, perspective) ✓ Events are organised **strategically to control pace and tension** ✓ Description is **crafted deliberately** to shape mood, atmosphere and reader response ✓ Characters are developed through **subtle, layered detail and viewpoint** ✓ **Dialogue is used strategically** to reveal character, advance action and control pace ✓ The writer demonstrates **full control of structure to achieve a specific effect on the reader**
Grammatical Features			
✓ Use of **past tense** and **third or first person** ✓ Use of **simple conjunctions** (and, because, so) to link ideas ✓ Use of **basic adverbials** (first, then, next) to sequence events ✓ Use of **noun phrases** to add simple description ✓ Introduction of **dialogue using inverted commas** ✓ Use **nouns and pronouns** to avoid repetition	✓ Consistent use of **past tense**, including **past progressive** ✓ Use of **fronted adverbials** for time and place, accurately punctuated ✓ Use of a wider range of **conjunctions** (e.g. when, before, although) ✓ Use of **expanded noun phrases** for more detailed description ✓ Use of **cohesive devices** (e.g. however, therefore – emerging) ✓ Secure use of **speech punctuation** ✓ Improved use of **pronouns and referencing for cohesion**	✓ Use of a **range of past tense forms**, including **past perfect** ✓ Use of **adverbials and conjunctions** to shape sequence and cause ✓ Use of **relative clauses** to add detail and clarity ✓ Use of **modal verbs and adverbs** to indicate possibility or viewpoint ✓ Use of **cohesive devices across paragraphs** ✓ Use of **dialogue and grammar variations purposefully** to affect meaning ✓ Use of **parenthesis (brackets, commas, dashes)** for additional detail ✓ Adapt **formality for audience and purpose**	✓ Confident use of a full range of **tense forms**, including **past perfect progressive** ✓ Use of **complex sentence structures** to develop ideas ✓ Use of a wide range of **cohesive devices** across the whole text ✓ **Control of formality and style** depending on purpose ✓ Use of **passive voice where appropriate** ✓ Use of **colons, semi-colons and dashes** to link and develop ideas ✓ Use of **parenthesis (brackets, commas, dashes)** for additional detail ✓ Grammar is **manipulated deliberately to influence the reader**
Text-specific Tier 2/3 Vocabulary			
✓ create, describe, choose, organise, build, imagine, develop, plan, sequence, improve ✓ beginning, middle, ending, character, setting, problem, solution, event, plot, dialogue	✓ develop, organise, structure, expand, vary, connect, describe, build, sequence, adapt ✓ opening, build-up, dilemma, resolution, character, setting, plot, dialogue, paragraph, description	✓ develop, refine, shape, control, adapt, connect, emphasise, convey, elaborate, structure, select ✓ introduction, opening, build-up, climax, resolution, characterisation, setting, atmosphere, plot, dialogue, flashback, viewpoint, paragraphing	✓ manipulate, craft, transform, convey, evoke, engage, control, justify, adapt, influence, refine, reflect ✓ opening, narrative structure, climax, resolution, characterisation, viewpoint, perspective, flashback, tension, atmosphere, plot development, dialogue, cohesion

Writing to entertain	**Poetry**	Text Features			
		✓ Recognise that poems are organised into **lines and stanzas** ✓ Begin writing using **free verse or simple patterns** ✓ Experiment with **repetition of words or phrases** ✓ Organise ideas into **simple lines or sections** ✓ Understand that poems may not follow a narrative structure	✓ Use **stanzas deliberately** to group ideas or themes ✓ Develop use of **repetition and pattern** to organise ideas ✓ Explore **simple poetic forms** ✓ Structure poems so **each section focuses on a clear idea** ✓ Understand how **structure contributes to meaning**	✓ Use structure **purposefully to shape meaning and effect** ✓ Develop and vary **patterns and repetition** deliberately ✓ Experiment with a wider range of **poetic forms and structures** ✓ Organise ideas to **guide the reader through the poem** ✓ Make **intentional structural choices to influence the reader**	✓ **Select and manipulate structure and form** to suit purpose and voice ✓ Use stanzas and organisation to **control flow, emphasis and impact** ✓ Use **variation within patterns deliberately** (e.g. breaking repetition for effect) ✓ Structure poems to create **cohesion across the whole text** ✓ Demonstrate clear awareness of **how structure shapes meaning and reader response**
		Grammatical Features			
		✓ Use **powerful nouns, adjectives and verbs** for simple imagery ✓ Introduce **similes** ✓ Experiment with **alliteration** ✓ Use **repetition of words or phrases** ✓ Use simple **sentence-like structures or fragments** ✓ Explore **sound patterns** through word choice	✓ Develop use of **similes and imagery** to create clearer pictures ✓ Use **expanded noun phrases** for detail ✓ Experiment with **exaggeration (early hyperbole)** ✓ Use **varied sentence openings** ✓ Sustain **patterns and repetition across a poem** ✓ Avoid **simple clichés**	✓ Select **precise and effective vocabulary** to create imagery ✓ Experiment with **unusual or creative word combinations** ✓ Use **sentence variation** (short, long, fragmented) for effect ✓ Develop use of **figurative language more creatively, including metaphors.** ✓ Use **repetition and parallel structures purposefully** ✓ Avoid clichés and begin to **craft original phrasing**	✓ Use **metaphors and personification** confidently and effectively ✓ **Manipulate sentence structures deliberately** (including fragments and rhythm) ✓ Use **highly precise and evocative vocabulary** ✓ Control **repetition, variation and pattern** for impact ✓ Use figurative language **purposefully to convey deeper meaning** ✓ Craft language in line with **voice, tone and audience** ✓ Demonstrate awareness of **how grammatical choices influence meaning and reader response**
		Text-specific Tier 2/3 Vocabulary			
		✓ invent, experiment, create, play, choose, repeat, pattern, powerful, describe, imaginative ✓ simile, alliteration, rhyme, rhythm, verse, stanza, line, repetition, pattern, word play	✓ exaggerate, pretend, compare, build, identify, develop, adapt, vary, combine, observe, experiment ✓ simile, image, imagery, cliché, repetition, pattern, verse, stanza, line, poetic form, exaggeration	✓ invent, experiment, combine, illustrate, convey, avoid, select, develop, refine, shape, entertain, emphasise ✓ imagery, cliché, repetition, pattern, rhyme, poetic form, stanza, line, verse, humour, word combination	✓ manipulate, transform, create, convey, evoke, engage, craft, select, adapt, justify, emphasise, influence, reflect ✓ metaphor, personification, imagery, stanza, verse, structure, poetic form, voice, pattern, symbolism, tone

Writing to inform

Non-chronological report

Text Features			
✓ Understand that reports are organised **logically rather than chronologically** ✓ Begin with a **simple opening statement** (basic classification) ✓ Group ideas into **simple sections** (e.g. appearance, habitat) ✓ Present information moving loosely from **general to specific** ✓ Include **simple descriptions** of: what something is like (qualities), where it lives or what it does (habits) ✓ Use teacher-guided structure (often scaffolded)	✓ Write a clear **opening classification**, sometimes expanded ✓ Include **additional detail or simple technical information** ✓ Organise writing into **clear paragraphed sections** with a logical order using **subheadings** where appropriate (general → specific) ✓ Develop sections that describe: **qualities** (appearance, characteristics), **parts and simple functions**, **basic habits or uses** ✓ Ensure that information is **grouped meaningfully** for the reader ✓ Increasing independence in structuring reports	✓ Use a **well-developed opening**, including: general classification, sometimes **more technical classification** (e.g. scientific naming) ✓ Structure reports **logically and consistently**, maintaining general → specific progression ✓ Provide **detailed, developed sections**, including: **qualities with explanation, parts and their functions (cause and effect), behaviours, uses, or significance** ✓ Use **examples and elaboration** to support information ✓ Ensure structure is **clearly shaped for the reader's understanding**	✓ Craft a **precise and formal opening**, including: general classification. Optional **technical/scientific classification for authority** ✓ Sustain a **coherent whole-text structure**, with strong logical progression ✓ Organise information strategically to guide the reader (e.g. most important → supporting detail) ✓ Develop sections in depth, including: **detailed qualities with comparison or context, parts and functions explained clearly and technically, behaviour, habits and wider significance or impact** ✓ Integrate **examples, elaboration and explanation smoothly** ✓ Demonstrate clear **awareness of audience and purpose** throughout
Grammatical Features			
✓ Write reports mainly in the **present tense** and **third person** ✓ Use **simple headings** to organise ideas into sections ✓ Group related information into **basic paragraphs** ✓ Use **co-ordinating and subordinating conjunctions** (e.g. *because, so*) to express time, place and cause ✓ Use **prepositions** (e.g. *before, after, during*) to add clarity ✓ Avoid repetition through simple **noun and pronoun referencing** ✓ Use **questions as titles** with correct punctuation ✓ Use **basic layout features** (headings, simple bullet points) ✓ Introduce **present perfect** tense ✓ Use **tenses consistently**	✓ Sustain writing in **third person and present tense**, with **occasional past tense** for historical reports ✓ Develop **clear paragraphing** linked to topics ✓ Use **pronouns and nouns more effectively** to improve cohesion ✓ Use **expanded noun phrases and adjectives**, including some **comparative language** ✓ Use **more varied conjunctions** (e.g. *although, however*) ✓ Introduce **subheadings** and more structured layout ✓ Use **brackets or commas for parenthesis** ✓ Increased awareness of **formal vs informal vocabulary** ✓ Use **fronted adverbials,** punctuated accurately with a comma	✓ Confident use of **formal, subject-specific vocabulary** ✓ Consistent use of **third person and appropriate tense (present/past depending on subject)** ✓ Clear **organisation into well-developed paragraphs and sections** ✓ Secure use of **cohesion across paragraphs** (linking ideas, avoiding repetition, use of adverbials) ✓ Use of a wider range of **layout devices** (columns, bullet points, labelled diagrams) ✓ Use **passive voice** in simple forms (e.g. *Sharks are found…*) ✓ Use **parenthesis (brackets, commas, dashes)** to add extra detail ✓ Effective use of **comparative language and description** ✓ Use of **relative clauses** to add extra information ✓ **Modal verbs** and **adverbials** indicate degrees of possibility	✓ Secure, consistent use of **formal style and precise vocabulary** ✓ Controlled use of **passive voice** for formality and objectivity ✓ Sophisticated **cohesion across the whole text** (e.g. repetition, synonyms, linking phrases) ✓ Confident use of **multiple layout features** for clarity and presentation ✓ Effective and deliberate use of **tense shifts** (e.g. present for facts, past for historical context) ✓ Accurate use of **parenthesis and punctuation for clarity and impact** ✓ Purposeful **variation in sentence structure** to suit audience and purpose
Text-specific Tier 2/3 Vocabulary			

		✓ group, type, kind, describe, important, different, similar, information, features, example ✓ title, heading, section, paragraph, report, statement, classification, group, information, topic	✓ category, identify, compare, contrast, detail, organise, specific, general, grouped ✓ heading, subheading, paragraph, section, classification, category, grouping, introduction, description, information, layout	✓ classify, indicate, demonstrate, represent, illustrate, significant, increasingly, particularly ✓ introduction, general classification, technical classification, section, paragraph, subheading, category, grouping, description, explanation, organisation, layout	✓ categorise, distinguish, justify, emphasise, consequence, impact, relevant, coherent ✓ introduction, general classification, technical classification, section, paragraph, subheading, structure, organisation, classification system, description, explanation, layout, presentation, cohesion

Writing to inform

Recount

Text Features			
✓ Begin with a simple **orientation** (who, what, where) *(e.g. It was the school holidays. I went to the park.)* ✓ Sequence events in **clear chronological order** ✓ Include **simple details about events** (what happened, basic reactions) ✓ Use a basic **closing statement** (reorientation) ✓ Follow a clear structure: opening (orientation), events in order, simple ending	✓ Write a clear **orientation** to establish context (who, where, when) ✓ Organise events into **paragraphs**, each focusing on a key event ✓ Maintain a clear **chronological structure** throughout ✓ Add **relevant detail or description** to events (e.g. reactions, feelings) ✓ Include a more developed **reorientation**, sometimes with reflection ✓ Ensure structure follows: clear introduction sequenced and developed events, closing statement with some elaboration	✓ Craft a **well-developed orientation** that sets context and engages the reader ✓ Structure events in **well-organised, chronological paragraphs**, showing clear progression ✓ Include **detailed elaboration** of events (e.g. thoughts, reactions, key moments) ✓ Maintain a clear **timeline**, with appropriate pacing of events ✓ Write a **reflective reorientation** that considers the significance of the experience ✓ Experiment with **non-linear elements** (e.g. brief references to past events), mainly within fiction-style recounts	✓ Use a **precise and purposeful orientation**, tailored to audience and purpose ✓ Structure recounts with **clear, well-paced chronological development**, highlighting key events ✓ Integrate **detailed elaboration** (description, reflection, significance) fluently within events ✓ Craft a **thoughtful, evaluative reorientation** that reflects on impact or meaning ✓ Confidently adapt structure, including: **shifting focus within the timeline,** using techniques such as **flashbacks** (particularly in narrative recounts) ✓ Ensure strong **cohesion across the entire text**, even when structure is adapted
Grammatical Features			
✓ Use **simple past tense** to recount events ✓ Use **past progressive** forms in simple contexts *(e.g. I was playing, we were walking)* ✓ Use **first person** for personal recounts and recognise third person ✓ **Express time, place and cause using conjunctions** (e.g. so, because), **adverbs** and **prepositions** ✓ Use **simple noun phrases** to add detail *(the big park, a blue butterfly)* ✓ Include **simple spoken language using inverted commas** ✓ Use **basic coordination (and, so)** to link ideas	✓ Use **consistent past tense**, including **past progressive** more fluently ✓ Experiment with **past perfect** in simple forms *(we had arrived, they had started)* ✓ Use a wider range of **time adverbials and fronted adverbials** *(after a while, just before that)* ✓ Use **conjunctions** to explain cause and sequence *(because, so, although)* ✓ Develop **expanded noun phrases** for description ✓ Use **first or third person appropriately and consistently** ✓ Use **inverted commas securely** for speech ✓ Use **adverbials for cohesion** *(however, therefore – emerging use)*	✓ Use a **range of past tense forms accurately**, including: **past progressive** *(we were waiting)*, **past perfect** *(we had tried earlier)* ✓ Use **past perfect progressive** *(we had been waiting for hours)* ✓ Use **a wide range of conjunctions** for coordination and subordination ✓ Use **precise time adverbials** to manage chronology *(meanwhile, shortly afterwards, at last)* ✓ Use **noun phrases and relative clauses** to add detail and clarity ✓ Use **modal verbs** to express reflection or possibility *(we should have…, it might have been…)* ✓ Use **adverbials (e.g. however, therefore)** to link ideas across paragraphs ✓ Maintain appropriate **degree of formality** depending on text type ✓ Use **direct speech effectively** where appropriate	✓ Use a **full range of past tense forms confidently**, including: **past, past progressive, past perfect, past perfect progressive** ✓ Control **tense shifts deliberately**, including: present tense for effect (e.g. informal recounts or anecdotal style), **present progressive** *(I am hoping…)* ✓ Use **complex sentence structures** fluently (subordination, relative clauses) ✓ Use **a wide range of conjunctions, adverbials and prepositions** to: sequence events, signal shifts in time (e.g. flashbacks) ✓ Use **cohesive devices across the whole text** *(however, therefore, meanwhile, this, these)* ✓ Use **modal verbs and adverbs** to reflect on events and possibility ✓ Maintain and manipulate **levels of formality** for purpose *(e.g. newspaper report vs diary)* ✓ Use **direct speech accurately and purposefully**

					✓ Demonstrate control when adapting grammar in **non-linear recounts** *(e.g. flashbacks and shifts in time)*
		Text-specific Tier 2/3 Vocabulary			
		✓ describe, recount, retell, sequence, organise, plan, write, explain, include, improve ✓ events, beginning, middle, ending, sequence, timeline, detail, conclusion, recount	✓ organise, develop, structure, expand, connect, describe, explain, sequence, adapt, improve ✓ introduction, orientation, events, chronological order, timeline, paragraph, detail, reorientation, reflection, conclusion	✓ develop, refine, structure, connect, adapt, emphasise, convey, elaborate, select, organise, shape, improve ✓ orientation, chronological structure, timeline, paragraphing, event sequence, elaboration, detail, reorientation, reflection, conclusion, flashback	✓ manipulate, craft, adapt, structure, convey, reflect, evaluate, shape, control, justify, emphasise, refine ✓ orientation, chronological structure, non-linear structure, flashback, timeline, paragraphing, cohesion, elaboration, reflection, reorientation, evaluation, conclusion

Writing to inform

Instructions

Text Features			
✓ Begin with a clear **goal or title** (e.g. *How to make a sandwich*) ✓ Provide a simple **list of materials or equipment** ✓ Write instructions in a **clear sequence of steps** ✓ Understand that instructions must be **ordered correctly** to achieve the outcome ✓ Include a simple **ending statement** (e.g. *Now enjoy your sandwich*) ✓ Use **simple diagrams or pictures** to support meaning	✓ Write a clear **goal or outcome statement** ✓ Organise writing into **distinct sections** (equipment and method) ✓ Present equipment in a **clear list** ✓ Write **logical, well-sequenced steps** ✓ Add **simple explanatory detail** where needed ✓ Use **diagrams or illustrations** to support understanding ✓ Include a more developed **final statement**, sometimes evaluative	✓ Write a **clear and purposeful goal statement**, tailored to audience ✓ Organise instructions into **well-defined sections** ✓ Present materials in a **logical and complete list** ✓ Structure steps so they are **precise, detailed and easy to follow** ✓ Include **extra explanation** or **clarification** within steps ✓ Use **diagrams effectively** (e.g. labelled or referenced in text) ✓ Include a **clear evaluative or advisory ending** (e.g. suggestions for improvement or use)	✓ Craft a **precise, audience-aware goal or outcome** ✓ Organise content using **multiple structural and layout features** ✓ Structure instructions with **clarity, precision and efficiency** ✓ Integrate **diagrams seamlessly with text**, referencing them where appropriate ✓ Add **useful guidance, alternatives or variations** ✓ Write a **purposeful evaluative conclusion** (e.g. reflecting on outcome, offering advice) ✓ Adapt structure depending on form (e.g. recipe, manual, guide)
Grammatical Features			
✓ Use **imperative verbs** (commands) *(cut, place, mix)* ✓ Use **negative commands** *(do not use…)* ✓ Use **commas in simple lists** (ingredients/materials) ✓ Use **basic sequencing language** *(first, next, then)* ✓ Use **simple noun phrases** for clarity ✓ Use **pronouns to avoid repetition**	✓ Use **imperative sentences consistently** ✓ Use a wider range of **sequencing conjunctions, adverbs and prepositions** *(after this, when finished, before adding)* ✓ Use **expanded noun phrases** for detail ✓ Use **pronouns effectively** to avoid repetition ✓ Use **adverbials for cohesion** *(however, therefore – emerging)*	✓ Use **imperative forms precisely**, including **variation in tone** ✓ Use **conjunctions** and **adverbials** to **explain and sequence processes clearly** ✓ Use **relative clauses** to add extra information ✓ Use **parenthesis** to give additional advice ✓ Use **modal verbs** to suggest alternatives *(you might want to…, you should…)* ✓ Use **cohesive devices** across steps ✓ **Manage formality depending on purpose**	✓ Use **a full range of imperative structures**, including negative commands ✓ Use **complex sequencing and explanatory language** ✓ Use **conditional adverbials**, including fronted forms *(If you prefer…, If you would like to…)* ✓ Use **modal verbs** to indicate degrees of possibility ✓ Use **parenthesis fluently** for advice or clarification ✓ Use a wide range of **cohesive devices across the whole text** ✓ Adjust **formality appropriately** *(formal instructions vs informal tone)* ✓ Use **relative clauses and expanded noun phrases** precisely
Text-specific Tier 2/3 Vocabulary			
✓ write, organise, sequence, describe, plan, explain, follow, include, check, improve ✓ instruction, command, step, list, equipment, materials, sequence, order, diagram, result	✓ organise, develop, structure, explain, connect, sequence, describe, clarify, follow, improve ✓ instruction, command, procedure, equipment list, materials, steps, sequence, method, diagram, outcome	✓ develop, refine, structure, explain, convey, clarify, organise, adapt, improve, emphasise ✓ procedure, method, sequence, process, equipment list, instructions, step-by-step, diagram, outcome, evaluation	✓ manipulate, craft, structure, convey, adapt, refine, evaluate, justify, control, improve ✓ procedure, process, sequence, method, instructions, outcome, evaluation, guidance, diagram, presentation, cohesion

Writing to persuade

Letter/Speech

Text Features			
✓ Begin with a simple **opening statement** expressing an opinion *(e.g. School uniform is a good idea.)* ✓ Provide **simple reasons** to support the viewpoint ✓ Present ideas in a **basic, logical order** ✓ Include **some elaboration** (short explanations or examples) ✓ End with a simple **closing statement**, restating the opinion	✓ Write a clear **opening statement (thesis)** stating the viewpoint ✓ Organise ideas into **paragraphs**, each presenting a reason ✓ Provide **supporting detail or examples** for each point ✓ Group ideas **logically and clearly** ✓ Write a **closing statement** that restates and reinforces the viewpoint	✓ Craft a **clear and purposeful thesis statement** ✓ Organise writing into **well-developed paragraphs**, each presenting a key argument ✓ Provide **detailed elaboration and supporting evidence** ✓ Structure arguments **strategically** (strongest points, building ideas) ✓ Maintain a clear and consistent **line of argument** ✓ Write a **strong closing statement** that clearly reinforces the viewpoint	✓ Write a **precise, engaging thesis** tailored to audience and purpose ✓ Structure arguments **strategically and cohesively**, with clear progression ✓ Develop **well-balanced, persuasive arguments** with detailed support ✓ Use structure to **guide the reader/listener towards agreement** ✓ Maintain strong **cohesion across paragraphs** ✓ Craft a **powerful closing statement** that reinforces and summarises the argument
Grammatical Features			
✓ Write mainly in the **present tense** ✓ Use **simple conjunctions** to link ideas *(and, because, so)* ✓ Use **adjectives for persuasion** *(fun game, good school)* ✓ Use **simple repetition** for emphasis ✓ Refer to **general groups** *(children, people)*	✓ Use **present tense consistently**, with some **present perfect** *(people have said…)* ✓ Use **expanded noun phrases** to create persuasive detail ✓ Use **logical conjunctions** *(because, so, if)* ✓ Use **rhetorical questions** (introduced) ✓ Use **second person** to address the reader *(you will enjoy…)* ✓ Use **adverbials** for cohesion (emerging)	✓ Use a range of **conjunctions and adverbials** *(therefore, however, this proves that)* ✓ Use **modal verbs** to suggest possibility or recommendation *(you should…, this could…)* ✓ Use **rhetorical questions** effectively ✓ Use **repetition** deliberately to strengthen arguments ✓ Use **generic participants** and **pronouns** for cohesion ✓ **Vary levels of formality** ✓ Use **relative clauses** to add detail	✓ Use **present tense and present perfect confidently** ✓ Use a wide range of **cohesive devices** *(therefore, consequently, however)* ✓ Use **modal verbs precisely** to suggest degrees of possibility ✓ Use **rhetorical questions** and **direct address** strategically ✓ Use **repetition** and **parallel structures** for impact ✓ Use **conditional language, including subjunctive forms** *(If people were to…)* ✓ **Adjust formality appropriately** (formal speech vs informal appeal) ✓ Use **passive voice** where appropriate *(It can be said that…)*
Text-specific Tier 2/3 Vocabulary			
✓ explain, describe, give reasons, organise, plan, persuade, choose, tell, include, improve ✓ opinion, reason, statement, argument, introduction, conclusion, persuade, idea, example, viewpoint	✓ organise, develop, explain, justify, connect, describe, persuade, support, convince, improve ✓ thesis, argument, reason, paragraph, introduction, conclusion, viewpoint, example, rhetorical question, audience	✓ develop, refine, justify, emphasise, convey, support, organise, structure, persuade, evaluate ✓ thesis, statement, argument, supporting evidence, paragraphing, rhetorical question, viewpoint, audience, conclusion, persuasion, counterargument (introduced simply)	✓ manipulate, craft, justify, evaluate, emphasise, persuade, influence, refine, structure, control ✓ thesis, argument, evidence, counterargument, viewpoint, audience, rhetorical question, cohesion, conclusion, persuasion, formal register

Writing to persuade

Leaflet

Text Features			
✓ Include a clear **heading** to introduce the place/ product ✓ Provide **simple factual information** (e.g. what you can see or do) ✓ Include **short persuasive statements** alongside information ✓ Organise ideas in **a basic list or simple sections** ✓ Use **simple pictures or illustrations** to support meaning ✓ Understand that the purpose is **to inform and persuade**	✓ Use a **clear heading and introductory section** ✓ Organise content into **simple sections with subheadings** (e.g. activities, location) ✓ Present **key information clearly** for the reader ✓ Combine **information with persuasive detail** ✓ Use **bullet points or lists** to organise ideas ✓ Include a clear **call to action** *(e.g. Visit today! Come and explore!)*	✓ Use a **clear overall structure**: introduction → organised sections → conclusion ✓ Organise content into **purposeful sections** (e.g. attractions, facilities, reasons to visit) ✓ Provide **detailed information and persuasive elaboration** ✓ Balance **informative content with persuasive language** ✓ Use **layout features effectively** (subheadings, bullet points, captions) ✓ **Integrate images and written information** (e.g. captions referring to visuals) ✓ Include a **strong, clear call to action or recommendation**	✓ Craft a **cohesive, multi-section leaflet** tailored to **audience and purpose** ✓ **Structure information strategically** to guide the reader's journey ✓ Organise content using **layered features** (headings, subheadings, highlighted sections) ✓ Present **information and persuasion** seamlessly together ✓ Use structure to **emphasise key selling points** ✓ **Integrate text, images, captions and layout cohesively** ✓ **Adapt** structure (e.g. luxury brochure vs family guide) ✓ Include a **targeted and persuasive call to action**
Grammatical Features			
✓ Use **present tense** (e.g. *This park is fun*) ✓ Use **simple adjectives** to describe **positively** ✓ Use **basic conjunctions** (*and, because*) ✓ Use **short persuasive phrases** (*Come today!*) ✓ Use **simple noun phrases** (*a big park, a fun ride*)	✓ Use **expanded noun phrases** *(a beautiful sandy beach)* ✓ Use **imperative verbs** *(visit, explore, discover)* ✓ Use **rhetorical questions** ✓ Use **second person** to address the reader (*you*) ✓ Use a wider range of **conjunctions** ✓ Use **adverbials** for **cohesion**	✓ Use **modal verbs** (*you should, you might enjoy*) ✓ Use **relative clauses** to add information ✓ Use **cohesive adverbials** *(therefore, this means that)* ✓ Use **persuasive noun phrases** ✓ Use **repetition and patterning** for emphasis ✓ **Balance informal and formal language** appropriately	✓ Use a **wide range of sentence structures** for effect ✓ Use **modal verbs** precisely to influence the reader ✓ Use **cohesive devices** across the whole text ✓ Use **rhetorical questions, commands and statements** strategically ✓ Use **repetition and parallel structures** ✓ **Adjust formality** to suit audience and purpose ✓ Use **passive voice** occasionally for authority *(It is widely recognised that…)*
Text-specific Tier 2/3 Vocabulary			
✓ describe, explain, organise, create, present, show, include, plan, tell, improve, persuade ✓ leaflet, brochure, title, information, picture, section, detail, message, place, activity, heading	✓ organise, develop, present, explain, describe, attract, persuade, connect, improve ✓ leaflet, brochure, heading, subheading, section, layout, information, bullet points, image, call to action	✓ develop, refine, structure, present, persuade, attract, emphasise, organise, clarify ✓ brochure, leaflet, introduction, section, layout, features, benefits, caption, call to action, presentation	✓ manipulate, craft, adapt, persuade, influence, refine, evaluate, structure, control ✓ brochure, leaflet, audience, layout, presentation, features, benefits, cohesion, visual impact, call to action

Writing to persuade

Advert

Text Features			
✓ Include a **clear title** or **slogan** to **grab attention** ✓ Present a **simple positive statement** about the product/event/idea ✓ Include **simple key information** (what, where, when) ✓ Use **short sections or phrases** rather than extended writing ✓ Use **simple layout features** (e.g. spacing, bullet points) ✓ Use **pictures or illustrations** to support meaning	✓ Use a **clear heading and subheadings** ✓ Organise **information into sections** (features, benefits, details) ✓ Include **key persuasive points** with **simple elaboration** ✓ Present information using **bullet points or lists** ✓ Combine **text and images** to support the reader ✓ Include a **clear call to action** *(e.g. Come and visit today!)*	✓ Create an **engaging headline** or **slogan** ✓ Structure content into **clear, purposeful sections** *(e.g. features, benefits, reasons to choose)* ✓ Present information **strategically to influence the reader** ✓ Use **bullet points, boxes, and layout features** to organise ideas ✓ Include **supporting detail or examples** ✓ Integrate **images, captions or diagrams** effectively ✓ End with a **strong call to action or recommendation**	✓ Craft **precise, impactful headlines** and **slogans tailored to audience** ✓ Structure information **strategically to guide the reader's attention** ✓ Use **layered organisation** (headings, subheadings, highlighted sections) ✓ Present arguments in a **clear, visually effective way** ✓ Combine **text, images, captions and layout cohesively** ✓ Use **structure to emphasise key persuasive points** ✓ Include a **strong, targeted call to action**
Grammatical Features			
✓ Use **present tense** ✓ Use **simple persuasive adjectives** *(fun, exciting, tasty)* ✓ Use **short command-like phrases** *(Come today! Try it now!)* ✓ Use **simple repetition** for emphasis ✓ Use **basic conjunctions** *(and, because)*	✓ Use **expanded noun phrases** *(delicious chocolate cake)* ✓ Use **imperative verbs** *(visit, try, discover)* ✓ Use **rhetorical questions** *(Do you want the best day ever?)* ✓ Use **second person** (you) to engage the reader ✓ Use a wider range of **conjunctions**	✓ Use **modal verbs** to suggest **possibility** or **recommendation** *(you should…, you might enjoy…)* ✓ Use **rhetorical questions** strategically ✓ Use **relative clauses** to add detail ✓ Use **adverbials** for **cohesion** *(therefore, so, this means that)* ✓ Use **repetition** and **patterning** for **emphasis** ✓ Vary **levels of formality**	✓ Use a **wide range of persuasive sentence types** ✓ Use **modal verbs precisely** to influence the reader ✓ Use **rhetorical questions, commands and statements** strategically ✓ Use **cohesive devices across sections** ✓ Use **repetition** and **parallel structures** for impact ✓ **Adjust formality** to suit audience and purpose ✓ Use **passive voice occasionally** for effect *(It is widely recognised that…)*
Text-specific Tier 2/3 Vocabulary			
✓ describe, explain, choose, organise, create, present, tell, include, show, improve, persuade ✓ advert, poster, headline, title, information, slogan, picture, detail, message, offer	✓ organise, develop, present, explain, describe, attract, persuade, connect, improve ✓ advert, headline, slogan, subheading, information, section, bullet points, layout, image, call to action	✓ develop, refine, present, persuade, attract, emphasise, organise, structure, improve ✓ headline, slogan, audience, features, benefits, layout, section, call to action, caption, presentation	✓ manipulate, craft, persuade, influence, refine, adapt, structure, present, evaluate, improve ✓ headline, slogan, audience, features, benefits, layout, presentation, branding, call to action, cohesion, visual impact

Writing to explain

Explanation

Text Features			
✓ Begin with a simple **general statement** *(e.g. In winter, some animals hibernate.)* ✓ Explain processes using **simple steps in order** ✓ Begin to link ideas using **basic cause and effect** ✓ Present explanation in a **clear, logical sequence** ✓ Include a simple **ending statement**	✓ Write a clear **general opening statement** introducing the topic ✓ Organise ideas into **paragraphs or sections** ✓ Explain processes in **logical order** ✓ Develop **cause and effect links** between steps *(because, so)* ✓ Include **more detail about each stage in the process** ✓ End with a **clear summarising statement**	✓ Write a **clear and precise general statement** defining the topic ✓ Organise explanation into **well-structured sections** ✓ Explain processes with **clear causal relationships across steps** ✓ Move beyond simple sequence to show **why things happen** ✓ Include **detailed elaboration of each phase** ✓ Ensure explanation is **logically connected throughout** ✓ Include a **clear summary or clarifying ending**	✓ Craft a **precise, formal general statement** introducing the explanation ✓ Organise content **strategically** (grouping by cause, phase or idea) ✓ Present explanation through **clearly linked causal chains** ✓ Ensure the reader can follow **complex relationships between ideas** ✓ Maintain strong **cohesion across sections and paragraphs** ✓ Include a **purposeful concluding statement** to clarify or reinforce understanding
Grammatical Features			
✓ Use **present tense** ✓ Use **simple conjunctions** *(because, so)* ✓ Use **basic adverbs for order** *(first, then)* ✓ Begin to use **prepositions** *(after, before)* ✓ Use **simple noun phrases** ✓ Use **pronouns to avoid repetition**	✓ Use **present tense consistently** ✓ Use a wider range of **sequencing adverbs** *(first, after that, finally)* ✓ Use **prepositions to clarify order** ✓ Use **conjunctions** for cause and explanation ✓ Use **fronted adverbials** *(During winter, …)* ✓ Use **pronouns and nouns** to maintain cohesion ✓ Use **questions as titles**	✓ Use **causal conjunctions and adverbials** *(therefore, as a result)* ✓ Use **relative clauses** *(which…, that…)* ✓ Use **modal verbs and adverbs** to show possibility *(might, could, perhaps)* ✓ Use **cohesive devices across paragraphs** ✓ Adapt **formality (informal/formal tone)** ✓ Use **noun–pronoun referencing** securely	✓ Use a wide range of **causal and logical language** *(therefore, consequently)* ✓ Use **modal verbs and adverbs precisely** ✓ Control **levels of formality** (informal hooks vs formal explanation) ✓ Use **passive voice where appropriate** *(gases are carried…)* ✓ Use **parenthesis** (brackets, commas, dashes) to add detail ✓ Maintain **cohesion across the whole text** ✓ Use **complex sentence structures** confidently
Text-specific Tier 2/3 Vocabulary			
✓ explain, describe, show, tell, organise, sequence, include, plan, write, improve ✓ process, explanation, steps, cause, effect, sequence, stages, system, cycle, change	✓ organise, explain, describe, connect, develop, sequence, clarify, present, improve ✓ process, explanation, stages, cause, effect, sequence, cycle, system, diagram, flow	✓ develop, refine, explain, connect, clarify, organise, structure, present, improve ✓ process, explanation, cause, effect, system, sequence, cycle, stages, diagram, explanation text, flow chart	✓ manipulate, refine, explain, justify, structure, present, clarify, evaluate, improve ✓ process, explanation, cause, effect, system, cycle, stages, cohesion, diagram, flow chart, technical explanation

Writing to discuss

Discussion

Text Features			
	✓ Begin with a clear **statement of the issue** *(e.g. Should school uniforms be compulsory?)* ✓ Present **simple arguments for one viewpoint** ✓ Show awareness of **an alternative viewpoint** (briefly) ✓ Organise ideas into **separate paragraphs** ✓ Include **simple examples** ✓ End with a **simple conclusion or opinion**	✓ Write a clear **introduction outlining the issue and viewpoints** ✓ Structure writing into: **arguments for arguments against** ✓ Use either: **separate sections** (for/against) or **simple alternating points** ✓ Support ideas with **examples or evidence** ✓ Present viewpoints in a **balanced way** ✓ End with a **summary and clear conclusion**	✓ Write a **precise introduction** presenting the issue and key arguments ✓ Structure discussion **strategically**, including: clearly separated arguments **or alternating viewpoints** ✓ Develop **balanced, well-evidenced arguments** ✓ Present viewpoints **objectively and fairly** ✓ Use structure to **guide the reader through contrasting ideas** ✓ End with: ✓ a **summary of both viewpoints**, and a **reasoned conclusion or recommendation**
Grammatical Features			
	✓ Write in **present tense** ✓ Begin to use **generalised participants** *(some people, children)* ✓ Use **simple conjunctions** *(because, but)* ✓ Organise ideas into **paragraphs** ✓ Begin to use **adverbials for cohesion** *(however – emerging)* ✓ Move from **general statements to simple examples**	✓ Use **present tense**, including **present perfect** *(some people have argued…)* ✓ Use **generalised noun phrases and abstract nouns** *(most people, pollution, education)* ✓ Use a range of **adverbials for cohesion** *(however, therefore, on the other hand)* ✓ Use **modal verbs** *(should, might, could)* ✓ Begin to use **passive voice** *(it could be argued…)* ✓ Use **formal vocabulary choices** increasingly ✓ Develop ideas using **more complex sentences**	✓ Use **present tense and present perfect confidently** ✓ Use **generalised and abstract nouns precisely** ✓ Use a wide range of **cohesive adverbials** *(however, therefore, consequently, in contrast)* ✓ Use **passive voice effectively** *(it is widely believed… some could claim…)* ✓ Use **conditional and subjunctive forms** *(if people were to…)* ✓ Adjust **formality appropriately** (formal report vs informal blog) ✓ Use **colons and semi-colons** to link complex ideas ✓ Maintain **cohesion across the whole text**
Text-specific Tier 2/3 Vocabulary			
	✓ explain, describe, give reasons, organise, present, compare, discuss, include, plan, improve ✓ discussion, issue, argument, opinion, reason, example, viewpoint, paragraph, conclusion, idea	✓ develop, explain, justify, compare, contrast, organise, present, support, evaluate, improve ✓ discussion, argument, viewpoint, evidence, issue, introduction, conclusion, paragraph, balanced view, alternative view	✓ analyse, justify, evaluate, refine, structure, present, argue, influence, emphasise, control ✓ discussion, argument, viewpoint, evidence, counterargument, issue, evaluation, reasoning, conclusion, cohesion

Writing to discuss	**Balanced Argument**	Text Features			
			✓ Begin with a clear **statement of the issue** *(e.g. Should children have homework?)* ✓ Present **simple arguments for one viewpoint** ✓ Include **an alternative view** (often briefly) ✓ Organise ideas into **separate paragraphs** ✓ End with a **simple conclusion or opinion**	✓ Write a clear **introduction outlining the issue and viewpoints** ✓ Structure writing into: **arguments for** (with explanation/examples) and **arguments against** (with explanation/ examples) ✓ Use either: **separate sections (for / against)** or **simple alternating structure** ✓ Support ideas with **evidence or examples** ✓ End with a **clear summary and conclusion**	✓ Write a **precise, balanced introduction** outlining the issue and main arguments ✓ Structure writing **strategically**, including: clearly separated viewpoints **or alternating arguments** for effect ✓ Develop **balanced, well-supported arguments on both sides** ✓ Use evidence and examples to **justify viewpoints** ✓ Ensure strong **cohesion across the whole text** ✓ End with a **clear summary and reasoned conclusion or recommendation** *(based on evidence presented)*
		Grammatical Features			
			✓ Use **present tense** ✓ Begin to refer to **general participants** *(some people, children)* ✓ Use **simple conjunctions** *(because, but)* ✓ Organise writing into **paragraphs** ✓ Use **simple adverbials for cohesion** *(however – emerging)* ✓ Distinguish between **general statements and examples**	✓ Use **present tense**, including **present perfect** *(some people have argued…)* ✓ Use **generalised noun phrases and abstract nouns** *(most people, education, pollution)* ✓ Use **a range of adverbials for cohesion** *(however, therefore, on the other hand)* ✓ Use **modal verbs** *(should, might, could)* ✓ Begin to use **passive voice** in simple forms *(it could be argued…)* ✓ Use **formal vocabulary choices** increasingly ✓ Develop ideas using **longer, more complex sentences**	✓ Use **present tense consistently**, including present perfect ✓ Use **generalised and abstract nouns** precisely ✓ Use **a wide range of cohesive adverbials** *(however, therefore, consequently, in contrast)* ✓ Use **passive voice effectively** *(it is widely believed…)* ✓ Use **conditional and subjunctive forms** *(if people were to…)* ✓ Use **formal and informal language appropriately** depending on purpose ✓ Use **colons and semi-colons** to develop complex ideas ✓ Maintain **cohesion across paragraphs and the whole text**
		Text-specific Tier 2/3 Vocabulary			
			✓ explain, describe, give reasons, organise, present, compare, discuss, include, plan, improve ✓ argument, opinion, issue, reason, example, viewpoint, paragraph, discussion, conclusion, idea	✓ develop, justify, explain, compare, contrast, organise, present, support, evaluate, improve ✓ argument, viewpoint, evidence, discussion, introduction, conclusion, paragraph, balanced argument, counterargument, issue	✓ analyse, justify, evaluate, refine, structure, present, argue, influence, emphasise, control ✓ argument, viewpoint, evidence, counterargument, discussion, issue, evaluation, conclusion, reasoning, cohesion

Assessment Statements					
	Composition	✓ Write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form, with support. ✓ In narratives, begin to describe characters and settings and show evidence of effective plot (beginning – build up – resolution). ✓ Begin to make relevant and interesting word choices. ✓ Begin to organise writing into paragraphs around a theme. ✓ Begin to show simple cohesion across sentences using nouns, pronouns and proper nouns.	✓ Write for a range of purposes and audiences, with an increasing awareness of appropriate language and form (including formality), with support. ✓ In narratives, describe characters and settings and have a clear structure (beginning – build up – resolution). ✓ Make relevant and interesting word choices. ✓ Use paragraphs as a way of grouping ideas around a theme. ✓ Aid cohesion across sentences using nouns, pronouns and proper nouns. ✓ Aid cohesion across sentences and paragraphs using adverbials of time, place and manner.	✓ Write for a range of purposes and audiences, selecting the appropriate language and form with an awareness of the reader. ✓ In narratives, describe characters, settings and atmosphere. ✓ In narratives, use dialogue to convey character or advance the action. ✓ Make precise and relevant word choices for effect. ✓ Use a range of devices to build cohesion within and across paragraphs (conjunctions, adverbials, pronouns, synonyms) ✓ Shift between different levels of formality within a piece of writing, where appropriate.	WTS ✓ write for a range of purposes ✓ use paragraphs to organise ideas ✓ in narratives, describe settings and characters ✓ in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) ✓ use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly ✓ spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list ✓ write legibly
	Grammar	✓ Write sentences that make sense using nouns, verbs, pronouns, adverbs and adjectives. ✓ Use co-ordinating conjunctions to join clauses (and, but, so, or) ✓ Add detail by expanding noun phrases. ✓ Use present and past tense mostly correctly.	✓ Write sentences that make sense using nouns, verbs, pronouns, adverbs, adjectives and prepositional phrases. ✓ Use co-ordinating (FANBOYS) and sub-ordinating (when, if because) conjunctions to join clauses. ✓ Add detail by expanding noun phrases using well-chosen vocabulary. ✓ Use present and past tense mostly correctly and consistently. Begin to use wider verb forms.	✓ Use a range of sentence structures and devices for effect (subordination and coordination, relative/embedded clauses, varied openers). ✓ Add detail by expanding noun phrases using well-chosen vocabulary. ✓ Use a range of verb forms correctly and consistently throughout a piece of writing. ✓	EXS ✓ write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) ✓ in narratives, describe settings, characters and atmosphere ✓ integrate dialogue in narratives to convey character and advance the action ✓ select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) ✓ use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns,
	Punctuation	✓ Use capital letters mostly accurately for the start of a sentence and proper nouns, including 'I'. ✓ Use full stops, exclamation marks and question marks mostly correctly. ✓ Use commas in a list. ✓ Use apostrophes for singular possession and contractions mostly correctly. ✓ Begin to use inverted commas for direct speech, where relevant.	✓ Use capital letters accurately for the start of a sentence and proper nouns, including 'I'. ✓ Use full stops, exclamation marks and question marks mostly correctly. ✓ Use commas in a list and after a fronted adverbial. ✓ Use apostrophes for singular possession, plural possession and contractions mostly correctly. ✓ Use inverted commas for direct speech, and use other speech punctuation (capital letter, full stop, question	✓ Use capital letters, full stops, exclamation marks and question marks correctly. ✓ Use commas in a list and to separate a main clause from a subordinate clause (avoiding the comma splice). ✓ Use apostrophes for singular possession, plural possession and contractions correctly. ✓ Use parenthesis to add information (brackets, dashes and commas) and a colon to introduce a list. ✓ Use speech punctuation (inverted commas, capital letter, full stop,	

			mark, exclamation mark, comma, new speaker/new line) mostly correctly.	question mark, exclamation mark, comma, new speaker/new line) correctly, varying the position of the reporting clause.	synonyms) within and across paragraphs ✓ use verb tenses consistently and correctly throughout their writing ✓ use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) ✓ spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary ✓ maintain legibility in joined handwriting when writing at speed <u>GDS</u> ✓ write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) ✓ distinguish between the language of speech and writing and choose the appropriate register ✓ exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this ✓ use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity
	Transcription	✓ Spell common homophones mostly correctly (including there/their/they're, your/you're, where/were) ✓ Begin to spell Y3/4 homophones correctly (e.g. break/brake, hear/here, groan/grown, weather/whether). ✓ Spell some words correctly from the Y3/4 statutory spelling word list. ✓ Spell many words with prefixes and suffixes correctly ✓ (dis-, re-, in-, mis-, sub- / -ful, -less, -ly, -ment, -ness) ✓ Write legibly, with mostly correct letter formation, sizing and spacing. ✓ Write legibly, using the correct horizontal and diagonal strokes needed to join some letters.	✓ Spell common homophones mostly correctly (including there/their/they're, your/you're, where/were) ✓ Spell most Y3/4 homophones correctly (e.g. break/brake, hear/here, groan/grown, weather/whether). ✓ Spell most words correctly from the Y3/4 statutory spelling word list. ✓ Spell many words with prefixes and suffixes correctly ✓ (il-, auto-, super-, inter-, anti- / -ation, -ous) ✓ Handwriting is legible, neat, joined and fluent.	✓ Spell common homophones mostly correctly (including there/their/they're, your/you're, where/were) ✓ Spell most words correctly from the Y3/4 statutory spelling word list, including homophones ✓ Spell some words from the Y5/6 statutory spelling word list correctly, including homophones (advice/advise, device/devise, practice/practise) and those with prefixes and suffixes (-cious, -tious, -able, -ible). ✓ Spell uncommon or ambitious vocabulary mostly correctly, independently accessing support. ✓ Write legibly, neatly, fluently and at speed (handwriting must be joined).	
	Exceeding Expectations	✓ Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing ✓ Use detail and vocabulary to interest and engage the reader ✓ Use paragraphs effectively ✓ Improve the effect of their writing by making changes when editing ✓	✓ Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing ✓ Writing engages the reader in a thoughtful and considered way, consistently including descriptions, opinions, explanations or justification that are appropriately developed ✓ Begin to make choices about using sentences of different lengths for effect ✓ Improve the effect of their writing by making changes when editing ✓	✓ Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader and drawing on their own reading, making their writing enjoyable and entertaining to read ✓ Manipulate sentence type, length, grammar and vocabulary for effect ✓ Use a range of devices to build cohesion across the whole piece (conjunctions, adverbials, pronouns, synonyms) ✓ Edit independently, making decisions about improvements that will enhance the effect on the reader ✓	

Appendix 1: Agreed school-wide definitions

These definitions should be used across Years 3-6, when introducing and discussing the below terms. Each English lesson should include a 'What is a sentence?' slide, which references the relevant parts of a sentence for that learning.

Definitions that are highlight denote the year group in which this term is usually introduced; these devices may be used at any point, but the terminology should be discussed from these points on. Any uncoloured vocabulary should be used with pupils from Year 3.

	Grammatical Term	Definition	Example
Word Classes	**Noun**	A noun names a person, place, thing or idea.	teacher, city, happiness, tiger
	Proper Noun	A proper noun is the name of a specific person, place or thing. It always begins with a capital letter.	Rebecca, England, River Thames, Tesco
	Collective Noun	A noun that refers to a group of people, animals or objects.	class, team, flock
	Abstract Noun	An abstract noun names an idea, feeling, quality or concept that cannot be touched.	happiness, power, freedom, education
	Pronoun	A pronoun replaces a noun so we do not have to repeat it.	he, she, they, it, we
	Verb	A verb shows an action, event or state of being.	run, jump, think, is
	Adjective	An adjective describes a noun.	giant spider, fluffy rabbit, beautiful beach
	Adverb	An adverb gives more information about a verb, adjective or another adverb.	quickly, yesterday, outside, always, quite
	Preposition	A preposition shows place, time or direction.	under, before, beside, after
	Conjunction (Co-ordinating and Subordinating)	A conjunction joins words, phrases or clauses.	and, but, because, although, when
	Determiner	A determiner comes before a noun and gives more information about it.	the, a, an, some, many, those
Sentence Structure	**Phrase**	A phrase is a group of words that does not contain a verb.	the tall tree
	Clause	A clause is a group of words containing a verb.	because the rain was falling
	Sentence	A sentence is a group of words that makes complete sense.	The boy kicked the ball.
	Main Clause	A main clause makes sense on its own.	We played football.
	Subordinate Clause	A subordinate clause adds extra information and cannot stand alone.	although it was raining
	Simple Sentence	A sentence containing one main clause.	The dog barked.
	Compound Sentence	A sentence containing two main clauses joined by a conjunction.	The dog barked so the cat ran away.
	Complex Sentence	A sentence containing a main clause and at least one subordinate clause.	Although it was raining, we played outside.
	(Expanded) Noun Phrase	A noun phrase is a group of words built around a noun. Sometimes this is referred to as an expanded noun phrase, which often adds extra detail to help the reader create a clearer picture.	the grey elephant; the enormous, grey elephant; the enormous, grey elephant with the long trunk
	Fronted Adverbial	the grey elephant; the enormous, grey elephant; the enormous, grey elephant with the long trunk	Later that day, we went swimming.
	Relative Clause	A relative clause adds extra information about a noun.	The boy, who was wearing a red coat, waved to his friend.
Verb Forms and Tenses	**First person**	Writing in the first person means the writer is speaking as themselves.	I, me, my, we, us, our I walked to school with my friends.
	Third Person	Writing in the third person refers to another person, group or thing.	He, she, it, they, them The children played happily in the park.
	Second Person	Writing in the second person speaks directly to the reader.	You, your, yours. You should visit this amazing place today.
	Past Tense	Used for things that have already happened.	The hedgehog hibernated during winter.
	Present Tense	Used for things happening now or regularly.	The hedgehog hibernates during winter.
	Future Tense	*Used for things that will happen in the future.*	*The hedgehog will hibernate next winter.*
	Past Perfect	Shows an action that happened before another past action.	The hedgehog had found shelter.
	Present Perfect	Shows something that has happened and is still important now.	The hedgehog has found a safe place to shelter.

	Future Perfect	*Shows an action that will be completed before a point in the future.*	*By December, the hedgehog will have settled into its nest.*
	Past Progressive	Shows an action that was continuing in the past.	The hedgehog was sleeping under leaves.
	Present Progressive	Shows an action that is happening right now.	The hedgehog is sleeping.
	Future Progressive	*Shows an action that will be continuing in the future.*	*The hedgehog will be sleeping during winter.*
	Past Perfect Progressive	Shows an action continuing before another past event.	The hedgehog had been gathering leaves.
	Present Perfect Progressive	*Shows an action that began in the past and is still continuing.*	*The hedgehog has been gathering leaves all afternoon.*
	Future Perfect Progressive	*Shows an action that will have been continuing for a period of time before a point in the future.*	*By midnight, the hedgehog will have been sleeping for six hours.*
	Imperative verbs	An imperative verb is a command verb. It tells someone what to do.	mix, cut, stop, collect, put Cut the card carefully. Mix the ingredients together.
	Subjunctive	Used for wishes, suggestions or hypothetical situations.	If people were to recycle more, less waste would go to landfill.; If I were a bird, I would fly south for the winter.
Text Structure and Cohesion	**Paragraph**	A paragraph is a group of sentences about one main idea.	
	Repetition	Repeating a word or phrase for emphasis or linkage.	
	General Statement	An opening statement introducing a report or explanation.	Hedgehogs are small mammals.
	Orientation	The opening section introducing context.	
	Reorientation	The closing section that rounds off a recount.	
	Conclusion	The final section that sums up key ideas.	
	Heading	A title showing the main subject of a text or section.	
	Subheading	A smaller heading used to organise information.	
	Thesis	The main viewpoint presented at the start of a persuasive text.	
	Call to Action	Words encouraging the reader to do something.	Visit today!
	Cohesion	The way ideas are linked together so writing flows clearly.	
	Cohesive Device	A word, phrase or technique used to connect ideas, e.g. through adverbials, conjunctions, pronouns or synonyms.	
	Classification	Grouping things according to shared features.	
	Technical Classification	A precise way of grouping things using subject-specific language.	
	Evidence	Facts, examples or information used to support a point.	
	Flashback	A shift backwards in time within a narrative.	
	Counterargument	An argument presenting an alternative viewpoint.	
	Evaluation	A judgement made using evidence, reasons or experience.	
	Dialogue	Dialogue is the interaction between characters that helps the reader understand the characters and moves the action of the story forward. It most often involved spoken conversation but can include a character's internal thoughts and feelings.	
Modality, Voice and Formality	**Formal Language**	Language that sounds serious, professional or authoritative.	Children should participate regularly.
	Informal Language	Language that sounds relaxed and conversational.	Kids should join in more often.
	Generic / General	A general group rather than a specific person or thing.	some people, most animals
	Modal verb	Shows possibility, certainty, advice, permission or obligation.	can, could, may, might, should, must, will
	Active Voice	The subject performs the action.	The boy kicked the ball.
	Passive Voice	The action is emphasised rather than the person doing it.	The ball was kicked by the boy.
Writers' Craft	**Simile**	A comparison using 'like' or 'as'.	as fast as a cheetah
	Metaphor	Says one thing is another to create an image.	The classroom was a zoo.
	Alliteration	Words close together beginning with the same sound.	slippery snakes slithered silently
	Free Verse	Poetry without a regular rhyme or rhythm pattern.	
	Stanza	A group of lines in a poem, similar to a paragraph in prose.	
	Repeating Pattern	A phrase, line or structure used more than once in a poem.	
	Patterning	Patterning is the repetition of words, phrases, sentence structures or ideas to create rhythm, emphasis or cohesion.	I remember the sunshine. I remember the laughter. I remember the long summer days.
	Parallel Structures	Parallel structures are repeated sentence or phrase patterns that help make writing clearer, more balanced and more effective.	She likes reading, writing and drawing. We came to learn, to explore and to succeed.
	Imagery	Words and phrases that help the reader imagine something.	

	Hyperbole	An exaggeration used for effect.	I have told you a million times!
	Cliché	An overused phrase that has lost its impact.	as busy as a bee
	Rhetorical Question	A question asked for effect rather than an answer.	Who would not want to visit?
	Poetic Form	The structure or shape of a poem.	
	Figurative Language	Figurative language uses words and phrases in imaginative ways to create images, feelings or deeper meaning.	similes, metaphors, personification, hyperbole
	Personification	Giving human qualities to something non-human.	The wind whispered through the trees.
	Tone	The attitude or feeling conveyed by a piece of writing.	
	Voice	The unique style or personality of a writer.	
	Symbolism	Using an object, character or action to represent a deeper meaning, such as light for happiness, or a dove for peace.	Ellie watched the first rays of sunlight break through the clouds. For the first time in weeks, she smiled.
	Direct address	Direct address is when the writer speaks directly to the reader, listener or audience.	Have you ever wondered how volcanoes erupt? Ladies and gentlemen, thank you for coming today.
Punctuation and Layout Features	**Full stop**	Used to end a sentence.	I am going to the shops.
	Question mark	Used at the end of a direct question.	Where are you going?
	Exclamation mark	An exclamation mark is punctuation used at the end of a sentence to show strong feelings, excitement, surprise, urgency or emphasis.	What an amazing day! Stop!
	Comma	Used to separate items, mark fronted adverbials, mark clauses or clarify meaning.	First, mix the ingredients. My grandma, who loves to travel, is going on a cruise.
	Apostrophe	Used to show possession or contraction.	Sarah's book, the girls' toilets, don't
	Inverted Commas (Speech Marks)	Used to show direct speech.	"Come here," called Sam.
	Bullet Points	A layout feature used to organise information clearly.	
	Brackets	Used to add extra information.	The whale (the largest animal on Earth) is a mammal.
	Dash(es)	Used to add extra information or emphasis.	The answer – the only answer – was obvious.
	Parenthesis	Extra information added using brackets, commas or dashes.	
	Colon	Introduces a list, explanation or example.	Bring these items: water, food and a torch. The answer was clear: he was next.
	Semi Colon	Links two closely related main clauses.	It was raining heavily; we stayed indoors.