

**Year 2**

Coverage of genre and progression instructure	National curriculum	Talk for writing examples/guidance
<p><b>Pay attention to Y2 requirements: these must be consolidated</b></p> <p><b>Fiction</b>  <b>Secure use of planning tools:</b> Story map / story mountain / story grids/ 'Boxing up' grid  <b>Plan opening</b> around character(s), setting, time of day and type of weather  <b>Understanding 5 parts to a story</b> with more complex vocabulary <b>Opening</b> e.g. In a land far away.... One cold but bright morning..... <b>Build-up</b> e.g. Later that day  <b>Problem / Dilemma</b> e.g. To his amazement  <b>Resolution</b> e.g. As soon as  <b>Ending</b> e.g. Luckily, Fortunately, Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation</p> <p><b>Non-fiction</b>  <b>Secure use of planning tools:</b> Text map / 'Boxing –up' grid  <b>Introduction:</b> Heading Hook to engage reader Factual statement / definition /opening question  <b>Middle section(s)</b> Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams  <b>Ending</b> Make final comment to reader Extra tips! / Did-you-know? facts / True or false?</p>	<p><b>Year 2</b>  <b>Sentence:</b>  <b>Subordination</b> (using when, if, that, because) and co-ordination (using or, and, but)  <b>Expanded noun phrases</b> for description and specification (the blue butterfly, plain flour, the man in The Moon)            How the grammatical patterns in a sentence indicate its function as a <b>statement, question, exclamation or command.</b>  <b>Text:</b>            Correct choice and consistent use of <b>present tense and past tense</b> throughout writing. Use of the <b>progressive</b> form of <b>verbs in the present</b> and <b>past tense</b> to mark actions in progress (she is drumming, he was shouting).  <b>Punctuation:</b> Use of <b>capital letters, full stops, question marks</b> and <b>exclamation marks</b> to demarcate sentences. <b>Commas</b> to separate items in a <b>list.</b> <b>Apostrophes</b> to mark where <b>letters</b> are <b>missing</b> in spelling and to mark <b>singular possession</b> in nouns (the girl's name).  <b>Word (National Curriculum)</b>  <b>Formation of nouns</b> using suffixes such as –ness, –er  <b>Formation of adjectives</b> using suffixes such as –ful, –less  <b>Use of the suffixes –er and –est and -ly</b> to form comparisons of adjectives and adverbs</p>	<p><b>Year 2</b>  <b>Prepositions:</b> behind above along before between after  <b>Alliteration</b> e.g. wicked witch slimy slugs <b>Similes</b> using...like... e.g. ... like sizzling sausages ...hot like a fire  <b>Two adjectives</b> to describe the noun e.g. The scary, old woman... Squirrels have long, bushy tails.  <b>Adverbs for description</b> e.g. Snow fell gently and covered the cottage in the wood.  <b>Adverbs for information</b> e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.  <b>Generalisers for information,</b> e.g. Most dogs.... Some cats....</p> <p><b>Additional coverage GD:</b>  <b>-ly starters.</b> Usually, eventually, finally, carefully, slowly,  <b>Further subordinating conjunctions –</b> what/while/where/then/so that/to/until            Use <b>long sentences</b> to add description or information. Use <b>short sentences</b> for emphasis.  <b>List of three for description</b> e.g. He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.  <b>Speech bubbles/speech marks</b> for direct speech</p>

<p><b>Coverage of genre and progression in structure</b></p> <p><b>Year 3</b></p> <p><b>Text structure</b></p> <p><b>Fiction</b></p> <p><b>Secure use of planning tools:</b> Story map /story mountain / story grids / ‘Boxing-up’ grid</p> <p><b>Plan opening</b> around character(s), setting, time of day and type of weather</p> <p><b>Paragraphs</b> to organise ideas into each story part</p> <p><b>Extended vocabulary to introduce 5 story parts:</b></p> <p><b>Introduction</b> –should include detailed description of setting or characters <b>Build-up</b> –build in some suspense towards the problem or dilemma <b>Problem / Dilemma</b> – include detail of actions / dialogue</p> <p><b>Resolution</b> - should link with the problem</p> <p><b>Ending</b> – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p> <p><b>Y3 Story types:</b></p> <p>-Lost Story</p> <p>-Creation myths</p> <p>-Traditional tales</p> <p><b>Non-Fiction</b></p> <p><b>Secure use of planning tools:</b> e.g. Text map, ‘Boxing –up’ grid,</p> <p><b>Paragraphs</b> to organise ideas around a theme</p> <p><b>Introduction</b> Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....?</p>	<p><b>National Curriculum</b></p> <p><b>Year 3</b></p> <p><b>Sentence:</b></p> <p>Expressing time, place and cause using:</p> <ul style="list-style-type: none"> <li>• <b>conjunctions:</b> when, before, after, while, so, because</li> <li>• <b>Adverbs:</b> then, next, soon, therefore</li> <li>• <b>Prepositions:</b> before, after, during, in because of</li> </ul> <p><b>Text</b></p> <p>Introduction to <b>paragraphs</b> as a way to group related material</p> <p><b>Headings and subheadings</b> to aid presentation</p> <p>Use of the <b>present perfect form of verbs instead of the simple past</b> (he has gone out to play contrasted with He went out to play)</p> <p><b>Punctuation:</b></p> <p>Introduction to <b>inverted commas</b> to punctuate direct speech</p> <p><b>Word:</b></p> <p>Formation of <b>nouns</b> using a range of <b>prefixes</b>, for example super-, anti-, auto-</p> <p>Use of the <b>forms</b> a or an according to whether the next <b>word</b> begins with a <b>vowel</b> (for example, a rock, an open box).</p> <p><b>Word families</b> based on common words, showing how <b>words</b> are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)</p>	<p><b>Talk for writing examples/guidance</b></p> <p><b>Year 3</b></p> <p><b>Vary long and short sentences:</b> Long sentences to add description or information. Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now.</p> <p><b>Embellished simple sentences: Adverb starters</b> to add detail e.g. Carefully, she crawled along the floor of the cave.... Amazingly, small insects can.... <b>Adverbial phrases</b> used as a ‘where’, ‘when’ or ‘how’ starter (fronted adverbials)</p> <p>A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me.</p> <p><b>Prepositional phrases</b> to place the action: on the mat; behind the tree, in the air</p> <p><b>Compound sentences</b> (Coordination) using connectives: and/ or / but / so / for /nor / yet (coordinating conjunctions)</p> <p><b>Develop complex sentences (Subordination)</b> with range of subordinating conjunctions</p> <p><b>-‘ing’ clauses as starters</b> e.g. Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</p> <p><b>Sentence of 3 for description</b> e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water. <b>Pattern of 3 for persuasion</b> e.g. Visit, Swim, Enjoy!</p> <p><b>Topic sentences</b> to introduce non-fiction paragraphs e.g. Dragons are found across the world.</p> <p><b>Dialogue</b> –powerful speech verb e.g. “Hello,” she whispered.</p> <p><b>Prepositions:</b> next to, by the side of, in front of, during, through, throughout, because of,</p>

<p><b>Middle Section(s)</b> Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram</p> <p><b>Develop Ending</b> Personal response/ Extra information / reminders e.g. Information boxes/ Five Amazing Facts /Wow comment</p> <p><b>Explanation texts</b> – Fossils</p> <p><b>Non-chronological reports</b> – Stone Giants</p> <p><b>Recount</b> – travels around the world newspaper, diary entries (The Iron Man)</p> <p><b>Instructional texts</b> – Bronze Age tools</p> <p><b>Discussion</b> – which is better – a wet or a dry day?</p> <p><b>Persuasion</b> – defending a landmark</p>		<p><b>Powerful verbs</b> e.g. stare, tremble, slither</p> <p><b>Boastful language</b> e.g. magnificent, unbelievable, exciting,</p> <p><b>More specific and technical vocabulary</b> to add detail e.g. a few dragons of this variety can breathe on any creature and turn it to stone immediately.</p> <p>Drops of rain pounded on the corrugated, tin roof.</p>
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Coverage of genre and progression in structure	National curriculum	Talk for writing examples/guidance
<p><b>Year 4</b></p> <p><b>Secure use of planning tools:</b> e.g. story map /story mountain /story grids /'Boxing-up' grids</p> <p><b>Plan opening using:</b> Description /action</p> <p><b>Paragraphs:</b> to organise each part of story to indicate a change in place or jump in time</p> <p><b>Build in suspense</b> writing to introduce the <b>dilemma</b> <b>Developed 5 parts to story:</b> Introduction/ Build-up Problem / Dilemma Resolution/ Ending Clear distinction between resolution and ending.</p> <p><b>Ending</b> should include reflection on events or the characters.</p> <p><b>Year 4 story types:</b></p> <ul style="list-style-type: none"> <li>-different perspectives</li> <li>- the journey</li> <li>-character flaw</li> </ul> <p><b>Non-Fiction</b></p> <p><b>Secure use of planning tools:</b> Text map/ 'Boxing –up' grid</p> <p><b>Paragraphs</b> to organise ideas around a theme</p> <p>Logical organisation</p> <p>Group related paragraphs</p> <p>Develop use of a topic sentence</p>	<p><b>Year 4</b></p> <p><b>Sentence:</b></p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair).</p> <p>Fronted adverbials (for example, Later that day, I heard the bad news.).</p> <p><b>Text:</b></p> <p>Use of <b>paragraphs</b> to organise ideas around a theme.</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across sentences to aid cohesion and avoid repetition.</p> <p><b>Punctuation:</b></p> <p>Use of inverted commas and other punctuation to indicate direct speech, for</p>	<p><b>Year 4</b></p> <p><b>Long and short sentences:</b> Long sentences to enhance description or information Short sentences to move events on quickly e.g. It was midnight. It's great fun. <b>Start with a simile</b> e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</p> <p>Secure use of <b>simple / embellished simple</b> sentences Secure use of <b>compound sentences (Coordination)</b> using coordinating conjunction and / or / but / so / for / nor / yet (<b>coordinating conjunctions</b>)</p> <p><b>Develop complex sentences:</b> (Subordination) Main and subordinate clauses with range of subordinating conjunctions.</p> <p><b>-'ed' clauses as starters</b> e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</p> <p><b>Expanded -'ing' clauses as starters</b> e.g. Grinning menacingly, he slipped the treasure into his</p>

<p>Link information within paragraphs with a range of connectives. Use of bullet points, diagrams</p> <p><b>Introduction</b></p> <p><b>Middle section(s)</b></p> <p><b>Ending</b> - could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p><b>Appropriate choice of pronoun or noun across sentences to aid cohesion</b></p> <p><b>Explanation:</b> volcanoes</p> <p><b>Non-chronological reports:</b> Egyptians</p> <p><b>Recount:</b> interview, letter</p> <p><b>Instructions</b> – how to survive a bear attack</p> <p><b>Discussion</b> – local planning issue</p> <p><b>Persuasion</b> – defence speech</p>	<p>example, a comma after the reporting clause; end punctuation within inverted commas: “Sit down!” shouted the conductor.</p> <p><b>NB At Stokes Wood, we teach the children to start a new line for direct speech and begin with the inverted commas and the speech first.</b></p> <p><b>Apostrophes</b> to mark <b>singular</b> and <b>plural possession</b> (e.g. The girls’ names, the girl’s name).</p> <p>Use of commas after <b>fronted adverbials</b>.</p> <p><b>Word</b> The difference between plural and possessive –s.</p> <p><b>Standard English for verb inflections instead of local forms</b></p>	<p>rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</p> <p><b>Sentence of 3 for action</b> e.g. Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.</p> <p><b>Repetition to persuade</b> e.g. Find us to find the fun</p> <p><b>Dialogue</b> - verb + adverb - “Hello,” she whispered, shyly.</p> <p><b>Appropriate choice of pronoun or noun</b> within a sentence to avoid ambiguity and repetition.</p> <p><b>Prepositions</b> at underneath since towards beneath beyond</p>
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Coverage of genre and progression in structure	National Curriculum	Talk for writing examples/guidance
<p><b>Year 5</b></p> <p><b>Secure independent use of planning tools:</b> Story mountain /grids/flow diagrams</p> <p><b>Plan opening using:</b> Description /action/dialogue <b>Paragraphs:</b> Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.</p> <p><b>Use 5 part story structure</b> Writing could start at any of the 5 points. This may include flashbacks Introduction –should include action / description –character or setting / dialogue</p> <p><b>Build-up</b> –develop suspense techniques</p> <p><b>Problem / Dilemma</b> –may be more than one problem to be resolved</p> <p><b>Resolution</b> –clear links with dilemma</p> <p><b>Ending</b> –character could reflect on events, any changes or lessons, look forward to the future ask a question.</p> <p><b>Year 5 Story types:</b></p>	<p><b>Year 5</b></p> <p><b>Sentence:</b> <b>Relative clauses</b> beginning with who, which, where, when, whose, that or an omitted relative pronoun Indicating degrees of possibility using <b>adverbs</b> (e.g. surely, perhaps) or <b>modal verbs</b> (e.g. might, should, will, must).</p> <p><b>Text:</b> Devices to build <b>cohesion</b> within a paragraph (for example, then, after this, firstly). Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. later), place (e.g. nearby), number (e.g. secondly) or tenses (e.g. he had seen her before).</p> <p><b>Punctuation:</b></p>	<p><b>Year 5</b></p> <p>Secure use of <b>simple / embellished</b> simple sentences Secure use of <b>compound sentences</b></p> <p><b>Develop complex sentences:</b> (Subordination) <b>Main and subordinate clauses</b> with full range of conjunctions</p> <p><b>Expanded –ed clauses</b> as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees. Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</p> <p><b>Drop in –‘ed’ clause</b> e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</p>

<p>-The Suspense Tale -different perspectives -Defeating the monster (Viking myth) <b>Non -Fiction</b> <b>Introduce:</b> Independent planning across all genres and application Secure use of range of layouts suitable to text. <b>Structure:</b> Introduction / Middle / Ending <b>Secure use of paragraphs:</b> Use a variety of ways to open texts and draw reader in and make the purpose clear <b>Link ideas within and across paragraphs</b> using a full range of connectives and signposts Use <b>rhetorical questions</b> to draw reader in Express own opinions <b>clearly</b> Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader <b>Explanation:</b> avalanches <b>Non-chronological report:</b> fruits/animals and dragon (mixed genre) <b>Recount:</b> Anglo Saxons newspaper and biography (Vikings) <b>Instructions:</b> ethical trading (mixed genre) <b>Discussion:</b> For and against (variety of topics) <b>Persuasion:</b> holiday adverts and speech writing on ethical trading (mixed genre)</p>	<p>Brackets, dashes or commas to indicate parenthesis. Use of commas to avoid ambiguity. <b>Word</b> Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (for example – ate, -ise, -ify) <b>Verb prefixes</b> (for example –dis, -de, -mis, over- and re-.</p>	<p><b>Sentence reshaping techniques</b> e.g. lengthening or shortening sentence for meaning and /or effect <b>Moving sentence chunks (how, when, where) around for different effects</b> e.g. The siren echoed loudly ...through the lonely streets ....at midnight Use of rhetorical questions <b>Stage directions in speech</b> (speech + verb + action) e.g. “Stop!” he shouted, picking up the stick and running after the thief. <b>Indicating degrees of possibility</b> using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)  <b>Introduce:</b> <b>Metaphor</b> <b>Personification</b> <b>Onomatopoeia</b> (simile already introduced in earlier years)  <b>Empty words</b> e.g. someone, somewhere was out to get him  <b>Developed use of technical language</b>  <b>Rhetorical questions</b></p>
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Coverage of genre and progression in structure	National curriculum	Talk for writing examples and guidance
<p><b>Year 6</b> <b>Secure independent planning across story types using 5 part story structure.</b> Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan <b>Paragraphs</b> -Secure use of linking ideas within and across paragraphs Secure development of characterisation <b>Year 6 story types</b></p>	<p><b>Year 6</b> <b>Text</b> Use of <b>passive</b> to affect the presentation of information in a <b>sentence</b> e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]). The difference between structures typical of <b>informal speech</b> and structures appropriate for <b>formal speech</b> and writing (e.g. the use of question tags: He’s your friend, isn’t he? Or the use of subjunctive forms such</p>	<p><b>Year 6</b> Secure use of <b>simple / embellished simple</b> sentences Secure use of <b>compound</b> sentences Secure use of <b>complex sentences:</b> (Subordination) Main and subordinate clauses with <b>full range of conjunctions</b> Developed use of <b>rhetorical questions</b> for persuasion <b>Expanded noun phrases</b> to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)</p>

<p><b>-defeating the monster ('modern' traditional tale)</b>  <b>-Warning tale (flashback)</b></p> <p>Non-fiction: <b>Secure</b> planning across nonfiction genres and application  Use a variety of text layouts appropriate to purpose  Use range of techniques to involve the reader – comments, questions, observations, rhetorical questions  Express balanced coverage of a topic  Use different techniques to conclude texts  Use appropriate formal and informal styles of writing  Choose or create publishing format to enhance text type and engage the reader  Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision  Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text  <b>Explanation:</b> evolution  <b>Non-chronological report:</b> a distant planet  <b>Recount:</b> biography linked to Darwin/interview with an Olympian (mixed genre)  <b>Instructions:</b> interview with an Olympian (mixed genre)  <b>Discussion:</b> balloon debating/job comparisons  <b>Persuasive writing:</b> speech writing on environmental issues</p>	<p>as <i>If I were</i> or <i>Were they to come</i> in some very formal speech and writing.  <b>Sentence</b>  Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a word or phrase, grammatical connections (for example the use of adverbials such as on the other hand, in contrast or as a consequence), and <b>ellipsis</b>.  <b>Layout devices</b>, for example, headings, subheadings, columns, bullets or tables to structure text.  Punctuation  Use of the <b>semi-colon, colon and dash</b> to mark the boundary between independent clauses (It's raining; I'm fed up).  Use of the <b>colon</b> to introduce a list and use of <b>semi-colon</b> within lists.  <b>Punctuation</b> of bullet points to list information  <b>NB At Stokes Wood, we teach the children to not use a capital letter at the start of bullet points and no punctuation at the end of the bullet point.</b>  How <b>hyphens</b> can be used to avoid ambiguity (for example, man eating shark versus man-eating shark or recover versus re-cover).</p>	<p>Build in literary feature to create effects e.g. <b>alliteration, onomatopoeia, similes, metaphors</b>  The difference between vocabulary typical of <b>informal</b> speech and vocabulary appropriate for <b>formal</b> speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)  How words are related as <b>synonyms</b> and <b>antonyms</b> e.g. big/ large / little</p>
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