Stories	**-sequencing** **- simple retells** **- fairy/ traditional tales** **- some simple innovations** ✓ Writes short narratives based on real and fictional experiences ✓ Uses a simple plan ✓ Includes a simple beginning, middle and end ✓ Sequences sentences to form short narratives ✓ Begins to use question marks and exclamation marks in writing ✓ Use co-ordinating conjunctions (and, but) ✓ Uses some descriptive language (adjectives) (adjectives where no change is needed to the root word; adding –er and –est) ✓ verbs where no change is needed to the root word
Descriptions	**-simple character and setting** **- poetry** ✓ Uses some descriptive language (adjectives) (adjectives where no change is needed to the root word; adding –er and –est) ✓ Uses a simple plan ✓ Use adjectives to create noun phrases ✓ begin to spell the singular plural of words
Recounts	- **simple based on own experiences** - **simple based on the experiences of others simple postcards, letters, diaries** ✓ Uses capital letters for names of people, places, days of the week (days of the week) ✓ Uses chronological order – first, next, last ✓ Uses regular past tense ✓ Be aware of first person ✓ Uses some descriptive language (adjectives where no change is needed to the root word; adding –er and –est)
Instructions	**- simple giving and following of verbal instructions,** **- sequencing of instructions** **- writing 1 / 2 sequential commands** ✓ Uses 'and' to join words and clauses ✓ Uses chronological order ✓ Use imperative verbs ✓ Use adjectives to create noun phrases

	✓ Uses capital letters and full stops ✓ Numbers to twenty
Non-chronological reports	**- simple fact files** ✓ Uses 'and' to join words and clauses ✓ Uses capital letters and full stops ✓ Begins to use question marks and exclamation marks in writing ✓ Be aware of technical vocabulary ✓ Be aware of third person ✓ Uses capital letters for names of people, places, days of the week (days of the week)

Y2 Text Progression with Grammar

Stories	**- retells of more detailed stories** **- innovations** **- alternative sections (e.g. endings)** ✓ writes narratives about personal experiences and those of others (real and fictional) ✓ uses plans to support writing ✓ uses expanded noun phrases for description - uses adjectives and adverbs for description (words with –ly suffix; uses –ly to turn adjectives into adverbs) ✓ use a range of punctuation almost always correctly (.?!) ✓ use adverbials of manner ✓ use similes ✓ apostrophes for contractions (words with contractions) ✓ uses coordinating and subordinating conjunctions
Descriptions	**- character and setting** **- Wanted posters** ✓ uses expanded noun phrases for description (compound nouns) ✓ uses adjectives and adverbs for description (words with –ly suffix; uses –ly to turn adjectives into adverbs) ✓ uses commas in a list almost always correctly ✓ uses similes ✓ apostrophes for singular possession (words using the possessive apostrophe; singular nouns) ✓ uses coordinating and subordinating conjunctions
Recounts/Biography	**- simple based on own experiences** **- based on the experiences of others (both real and fictional) e.g. postcards, letters, diaries**

	✓ uses capital letters for proper nouns accurately ✓ use past tense correctly (inc. progressive) (adding –ing to words of one syllable ending in a single letter after a short vowel; root word ending in y with a consonant before it; words ending in e with a consonant before it) ✓ apostrophes for contraction (words with contractions) ✓ apostrophes for singular possession (words using the possessive apostrophe; singular nouns) ✓ uses coordinating and subordinating conjunctions ✓ understands and begins to use fact and opinions ✓ be aware of rhetorical questions ✓ use first person
Instructions/Explanations/Persuasive	- **giving and following of verbal and written instructions,** - **sequencing of instructions** - **writing sequential commands** ✓ uses coordinating and subordinating conjunctions ✓ Uses chronological order ✓ Use imperative verbs ✓ Uses capital letters and full stops
Non-chronological reports	- **fact files** - **non-chron. reports linking to cross curricular topics / stemming from class text** ✓ uses commas in lists ✓ uses expanded noun phrases for specification (compound nouns) ✓ use present tense correctly (inc. progressive) (adding –ing to words of one syllable ending in a single letter after a short vowel; root word ending in y with a consonant before it; words ending in e with a consonant before it) ✓ uses technical vocabulary ✓ begins to understand formal language choices ✓ apostrophes for singular possession (words using the possessive apostrophe; singular nouns) ✓ uses coordinating and subordinating conjunctions

Y3 Text Progression with Grammar

Stories	- **alternative / additional sections / chapters** - **own simple stories based on those read** ✓ begin to use inverted commas to punctuate direct speech ✓ use a rich and varied vocabulary ✓ use a range of punctuation accurately and effectively .?! ✓ varies sentence openers (participle openers -ed, -ing) ✓ varies sentence length for impact

	✓ express time, place and cause using conjunctions, adverbs and prepositions
Descriptions	**- character and setting**
	✓ begin to use apostrophe for plural possession (possessive apostrophe with regular plural words) ✓ expresses time and place using conjunctions, adverbs and prepositions ✓ use a rich and varied vocabulary (words using prefixes and formation of nouns using a range of prefixes) (figurative language) ✓ use commas in a list ✓ use alliteration, simile and metaphor ✓ apostrophe for singular possession
Recounts	**- simple based on own experiences** **- based on the experiences of others (both real and fictional) letters, diaries, simple newspaper reports**
	✓ expresses time and place using conjunctions, adverbs and prepositions ✓ understands main clauses ✓ use facts and opinions ✓ begins to understand subordinate clauses ✓ varies sentence openers
Instructions/Explanations	**- written instructions based on a concrete idea / notion**
	✓ uses a or an according to whether the next word begins with a consonant or a vowel ✓ expresses time, place and cause using conjunctions, adverbs and prepositions ✓ use commas in a list ✓ use formal language and technical vocabulary ✓ begin to use paragraphs to structure writing ✓ apostrophes for possession
Persuasion/Discussion	**- adverts** **- simple leaflets (cross curriculum content or content from class text)**
	✓ expresses cause using conjunctions, adverbs and prepositions ✓ uses pronouns to avoid repetition ✓ use present perfect form of verbs instead of simple past (adding suffixes beginning with vowel letters to words of more than one syllable) ✓ select words for effect to support purpose ✓ use alliteration for effect ✓ use emotive/exaggerated language
Non-chronological reports	**- simple fact files**

	✓ Uses conjunctions
	✓ Uses wider range of punctuation
	✓ Uses present perfect tense
	✓ Uses third person

Y4 Text Progression with Grammar

Stories	**- alternative sections** **- simple own stories** ✓ using correctly punctuated fronted adverbials (words using suffixes –ly) ✓ punctuates direct speech correctly ✓ use expanded noun phrases with modifying adjectives, nouns and prepositional phrases ✓ identifies parts of speech ✓ uses relative clauses ✓ uses figurative language ✓ use a wide range of conjunctions in a range of sentence structures (simple, complex and compound) ✓ write with grammatical accuracy (possessive apostrophes with irregular plurals)
Descriptions	**- character and setting (beginning to compare and contrast)** ✓ use expanded noun phrases with modifying adjectives, nouns and prepositional phrases ✓ use participle openings (-ed and -ing) ✓ Uses similes, metaphor, personification, assonance and alliteration ✓ understands grammatical difference between plural and possessive –s ✓ use apostrophes for singular and plural possession
Recounts	**- simple based on own experiences** **- based on the experiences of others (both real and fictional) letters, diaries, newspaper report** ✓ use correctly punctuated fronted adverbials of time and place (words using suffixes –ly) ✓ use appropriate choice of pronoun/noun within and across sentences ✓ use relative pronouns and clauses ✓ use paragraphs effectively ✓ use co-ordinating and subordinating conjunctions

	✓ use emotive language
Instructions/Explanations	- **detailed instructions with precise language** - **simple explanations with cyclical diagrams / captions to support based on cross curricular content** ✓ use vocabulary appropriate to task, audience and purpose ✓ use fronted adverbials ✓ write with grammatical accuracy ✓ use correctly punctuated fronted adverbials (words using suffixes – ly) ✓ uses Standard English, inc technical vocabulary ✓ use statements including the pronoun 'you'
Persuasions	**adverts** **- leaflets** **- brochures (cross curriculum content or content from class text)** ✓ use vocabulary appropriate to task, audience and purpose ✓ experiment with the position of subordinate clauses in sentences ✓ use appropriate organisational devices ✓ use emotive/exaggerated language ✓ use triples/sentences of 3
Non-chronological reports	**- non-chron. reports linking to cross curricular topics / stemming from class text** ✓ use vocabulary appropriate to task, audience and purpose ✓ use apostrophes for singular and plural possession ✓ use appropriate organisational devices ✓ write with grammatical accuracy ✓ use detailed, descriptive language

Y5 Text Progression with Grammar

Stories	**- own stories** **- additional / alternative sections** ✓ use relative clauses with/without a relative pronoun ✓ use brackets, dashes and commas to demarcate relative clauses ✓ use a thesaurus to refine word choice ✓ link ideas across paragraphs using tense choices ✓ choose vocabulary to complement purpose ✓ use a range of sentence lengths for effect ✓ use modal verbs
Descriptions	**- character and setting (compare and contrasts)**

	✓ use a thesaurus to refine word choice ✓ use commas to clarify meaning or avoid ambiguity ✓ choose vocabulary to complement purpose (convert nouns or adjectives into verbs using suffixes) ✓ use relative clauses with/without a relative pronoun (for description) ✓ use colloquial language ✓ use a range of punctuation for effect
Recounts	- **simple based on own experiences** - **based on the experiences of others (both real and fictional) letters, diaries, newspaper reports, eye-witness accounts** ✓ link ideas across paragraphs using adverbials of time and place ✓ use brackets, dashes and commas to indicate parenthesis ✓ use passive voice ✓ use conjunctive adverbs ✓ punctuate correctly, including direct and indirect speech
Instructions	- **written instructions based on a concrete idea** – **from other areas of the curriculum** - **written instructions with fictional content** ✓ link ideas across paragraphs using adverbials of number ✓ use devices to build cohesion within and across paragraphs ✓ use modal verbs to indicate degrees of possibility ✓ use brackets, dashes and commas to indicate parenthesis
Discussion	-**discussions based on cross curricular content** ✓ use brackets, dashes and commas to indicate parenthesis ✓ link ideas across paragraphs using adverbials of cause and time ✓ use commas to clarify meaning or avoid ambiguity ✓ use conjunctive adverbs
Persuasion	- **leaflets** - **brochures** - **letters (cross curriculum content or content from class text)** ✓ selects appropriate forms and formats to suit audience and purpose ✓ use modal verbs and adverbs to indicate degrees of possibility ✓ use adverbs to indicate degrees of possibility ✓ use emotive language ✓ use conjunctive adverbs

Non-chronological reports	- non-chron. reports linking to cross curricular topics / stemming from class text ✓ builds paragraphs around a topic sentence
	✓ selects appropriate forms and formats to suit audience and purpose ✓ use modal verbs to indicate degrees of possibility ✓ use a wide range of punctuation correctly

Y6 Text Progression with Grammar

Stories	own stories (following a theme), additional / alternative sections, short stories ✓ Describe settings, characters and atmosphere ✓ Integrate dialogue in narratives to convey character and advance the action ✓ Use a range of devices to build cohesion (adverbials, synonyms) ✓ Punctuating direct speech ✓ Use expanded noun phrases to convey complicated information concisely ✓ Use a range of sentence lengths, structures and openers
Descriptions	character and setting (complex compare and contrast and development / change of characters) ✓ Describe settings and create atmosphere ✓ Bring characters alive through 'show, not tell' the reader ✓ Understand how words are related by synonyms and antonyms ✓ Use expanded noun phrases to convey complicated information concisely ✓ Use figurative language

Recounts	**simple based on own experiences, based on the experiences of others (both real and fictional), letters, diaries, newspaper reports, eye-witness accounts, biography and autobiography (based on real/fictional people/ characters)** ✓ Writes making conscious links to reading ✓ Use verb tenses consistently and correctly throughout their writing ✓ Use active voice ✓ Use subjunctive verb forms ✓ Use suitable forms with appropriate features for different text types (structuring letter, headlines, headings, subheadings etc.)
Instructions/Explanations	**Instruction/explanations based on cross curricular content or fictional content stemming from class text** ✓ use hyphens to avoid ambiguity ✓ use passive voice to affect how information is presented in a sentence ✓ ensure consistent use of tense throughout a piece of writing
	✓ use colons semi colons and dashes to mark boundaries between independent clauses
Persuasion	**Leaflets, brochures, letters, speeches, (cross curriculum content or content from class text)** ✓ Use modal verbs to suggest degrees of possibility ✓ Use cohesive devices (adverbials, repetition) ✓ Demonstrate appropriate use of vocabulary and grammar to suit formal situations ✓ Recognise the subjunctive form and its uses (hypothetical)
Discussion	**written balanced arguments debating 2 sides of an issue (either current affairs, topical issue, cross curricular, content from class text)** ✓ Use passive verbs to affect how information is presented ✓ Use modal verbs to indicate degrees of possibility ✓ Link ideas across paragraphs ✓ Introduce, develop and conclude paragraphs appropriately

Non-chronological reports	**non-chron. reports linking to cross curricular topics / stemming from class text / based on fictional content**
	✓ Use of passive voice (know the difference between active and passive) ✓ Punctuate bullet points consistently ✓ Use further organisational and presentational devices to structure texts and guide the reader (headings, subheadings, bullet points, lists) ✓ Use colons to introduce a list and semi colons within lists ✓ Use expanded noun phrases to convey complicated information concisely ✓ Use hyphens to avoid ambiguity