



Sky Primary and Eden Project Nursery Y1 Text-type with Grammar

<p><u>Stories</u></p>	<ul style="list-style-type: none"> -sequencing - simple retells - fairy/ traditional tales - some simple innovations <ul style="list-style-type: none"> ✓ 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
<p><u>Descriptions</u></p>	<ul style="list-style-type: none"> -simple character and setting - poetry <ul style="list-style-type: none"> ✓ 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
<p><u>Recounts</u></p>	<ul style="list-style-type: none"> - simple based on own experiences - simple based on the experiences of others simple postcards, letters, diaries <ul style="list-style-type: none"> ✓ 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)
<p><u>Instructions</u></p>	<ul style="list-style-type: none"> - simple giving and following of verbal instructions, - sequencing of instructions - writing 1 / 2 sequential commands <ul style="list-style-type: none"> ✓ Uses 'and' to join words and clauses ✓ Uses chronological order ✓ Use imperative verbs ✓ Use adjectives to create noun phrases



	<ul style="list-style-type: none"> ✓ Uses capital letters and full stops ✓ Numbers to twenty
<p><u>Non-chronological reports</u></p>	<p>- simple fact files</p> <ul style="list-style-type: none"> ✓ 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

<p><u>Stories</u></p>	<ul style="list-style-type: none"> - retells of more detailed stories - innovations - alternative sections (e.g. endings) <ul style="list-style-type: none"> ✓ 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
<p><u>Descriptions</u></p>	<ul style="list-style-type: none"> - character and setting - Wanted posters <ul style="list-style-type: none"> ✓ 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

<u>Recounts/Biography</u>	<ul style="list-style-type: none"> - simple based on own experiences - based on the experiences of others (both real and fictional) e.g. postcards, letters, diaries
	<ul style="list-style-type: none"> ✓ 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
<u>Instructions/Explanations/Persuasive</u>	<ul style="list-style-type: none"> - giving and following of verbal and written instructions, - sequencing of instructions - writing sequential commands <ul style="list-style-type: none"> ✓ uses coordinating and subordinating conjunctions ✓ Uses chronological order ✓ Use imperative verbs ✓ Uses capital letters and full stops
<u>Non-chronological reports</u>	<ul style="list-style-type: none"> - fact files - non-chron. reports linking to cross curricular topics / stemming from class text <ul style="list-style-type: none"> ✓ 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

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 .?!



	<ul style="list-style-type: none"> ✓ varies sentence openers (participle openers -ed, -ing) ✓ varies sentence length for impact
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Y3 Text Progression with Grammar

	<ul style="list-style-type: none"> ✓ express time, place and cause using conjunctions, adverbs and prepositions
<u>Descriptions</u>	<p>- character and setting</p> <ul style="list-style-type: none"> ✓ 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
<u>Recounts</u>	<ul style="list-style-type: none"> - simple based on own experiences - based on the experiences of others (both real and fictional) letters, diaries, simple newspaper reports <ul style="list-style-type: none"> ✓ expresses time and place using conjunctions, adverbs and prepositions ✓ understands main clauses ✓ use facts and opinions ✓ begins to understand subordinate clauses ✓ varies sentence openers



<p><u>Instructions/Explanations</u></p>	<p>- written instructions based on a concrete idea / notion</p> <ul style="list-style-type: none"> ✓ 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
<p><u>Persuasion/Discussion</u></p>	<p>- adverts - simple leaflets (cross curriculum content or content from class text)</p> <ul style="list-style-type: none"> ✓ 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
<p><u>Non-chronological reports</u></p>	<p>- simple fact files</p> <ul style="list-style-type: none"> ✓ Uses conjunctions ✓ Uses wider range of punctuation ✓ Uses present perfect tense ✓ Uses third person



<p><u>Stories</u></p>	<ul style="list-style-type: none"> - 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)
<p><u>Descriptions</u></p>	<ul style="list-style-type: none"> - 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
<p><u>Recounts</u></p>	<ul style="list-style-type: none"> - 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
	<ul style="list-style-type: none"> ✓ use emotive language



<p><u>Instructions/Explanations</u></p>	<ul style="list-style-type: none"> - detailed instructions with precise language - simple explanations with cyclical diagrams / captions to support based on cross curricular content <ul style="list-style-type: none"> ✓ 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’
<p><u>Persuasions</u></p>	<p>adverts</p> <ul style="list-style-type: none"> - leaflets - brochures (cross curriculum content or content from class text) <ul style="list-style-type: none"> ✓ 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
<p><u>Non-chronological reports</u></p>	<ul style="list-style-type: none"> - non-chron. reports linking to cross curricular topics / stemming from class text <ul style="list-style-type: none"> ✓ 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

<p><u>Stories</u></p>	<ul style="list-style-type: none"> - own stories - additional / alternative sections <ul style="list-style-type: none"> ✓ 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
<p><u>Descriptions</u></p>	<ul style="list-style-type: none"> - character and setting (compare and contrasts)



	<ul style="list-style-type: none"> ✓ 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
<p><u>Recounts</u></p>	<ul style="list-style-type: none"> - simple based on own experiences - based on the experiences of others (both real and fictional) letters, diaries, newspaper reports, eye-witness accounts <ul style="list-style-type: none"> ✓ 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
<p><u>Instructions</u></p>	<ul style="list-style-type: none"> - written instructions based on a concrete idea - from other areas of the curriculum - written instructions with fictional content <ul style="list-style-type: none"> ✓ 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
<p><u>Discussion</u></p>	<ul style="list-style-type: none"> - discussions based on cross curricular content <ul style="list-style-type: none"> ✓ 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
<p><u>Persuasion</u></p>	<ul style="list-style-type: none"> - leaflets - brochures - letters (cross curriculum content or content from class text) <ul style="list-style-type: none"> ✓ 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



<u>Non-chronological reports</u>	<p>- non-chron. reports linking to cross curricular topics / stemming from class text</p> <ul style="list-style-type: none"> ✓ builds paragraphs around a topic sentence
	<ul style="list-style-type: none"> ✓ 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

<u>Stories</u>	<p>own stories (following a theme), additional / alternative sections, short stories</p> <ul style="list-style-type: none"> ✓ 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
<u>Descriptions</u>	<p>character and setting (complex compare and contrast and development / change of characters)</p> <ul style="list-style-type: none"> ✓ 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



<p><u>Recounts</u></p>	<p>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)</p> <ul style="list-style-type: none"> ✓ Writes making conscious links to reading ✓ Use verb tenses consistently and correctly throughout their writing <ul style="list-style-type: none"> ✓ Use active voice ✓ Use subjunctive verb forms ✓ Use suitable forms with appropriate features for different text types (structuring letter, headlines, headings, subheadings etc.)
<p><u>Instructions/Explanations</u></p>	<p>Instruction/explanations based on cross curricular content or fictional content stemming from class text</p> <ul style="list-style-type: none"> ✓ 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
	<ul style="list-style-type: none"> ✓ use colons semi colons and dashes to mark boundaries between independent clauses
<p><u>Persuasion</u></p>	<p>Leaflets, brochures, letters, speeches, (cross curriculum content or content from class text)</p> <ul style="list-style-type: none"> ✓ 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)
<p><u>Discussion</u></p>	<p>written balanced arguments debating 2 sides of an issue (either current affairs, topical issue, cross curricular, content from class text)</p> <ul style="list-style-type: none"> ✓ 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