

# North Duffield Community Primary School Progression of Skills

## Writing

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5 and 6</b>
<b>Instruction Writing</b>	<ul style="list-style-type: none"> <li>• Title</li> <li>• Simple, easy vocabulary</li> <li>• Time Adverbials</li> <li>• Bossy (Imperative) verbs</li> <li>• Numbered points</li> </ul>	<ul style="list-style-type: none"> <li>• Title</li> <li>• Simple, easy vocabulary</li> <li>• Time Adverbials</li> <li>• Bossy (Imperative) verbs</li> <li>• Numbered points</li> <li>• Written in correct order and make sense</li> <li>• Use commas to separate items in a list</li> </ul>	<ul style="list-style-type: none"> <li>• Title</li> <li>• Time Adverbials</li> <li>• Imperative verbs</li> <li>• Numbered / Bullet points</li> <li>• Labelled diagrams</li> <li>• Written in correct order and make sense</li> <li>• Use commas to separate items in a list</li> </ul>	<ul style="list-style-type: none"> <li>• Title</li> <li>• Time Adverbials</li> <li>• Imperative verbs</li> <li>• Numbered / Bullet points</li> <li>• Labelled diagrams (GD – Labelled alongside imperatives / LA/SEN/EAL – pictorial instructions and captions)</li> <li>• Written in the second person</li> <li>• Written in correct order and make sense</li> </ul>	<ul style="list-style-type: none"> <li>• Title</li> <li>• Time Adverbials</li> <li>• Imperative verbs</li> <li>• Numbered / Bullet points</li> <li>• Labelled diagrams (GD)</li> <li>• Written in the second person</li> <li>• Written in correct order and make sense</li> <li>• Adverbs</li> <li>• Only necessary detail</li> <li>• Appropriate vocabulary related to the subject</li> </ul>	<ul style="list-style-type: none"> <li>• Title</li> <li>• Subheadings: Equipment / ingredients / instructions / method</li> <li>• Time Adverbials</li> <li>• Imperative verbs</li> <li>• Numbered / Bullet points</li> <li>• Labelled diagrams (GD)</li> <li>• Adverbs</li> <li>• Range of conjunctions to write longer sentences</li> <li>• Written in correct order and make sense</li> </ul>

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Diary Entry</b>	<ul style="list-style-type: none"> <li>• Write in first person</li> <li>• Retell the important events that have taken place</li> <li>• Simple adjectives to describe feelings</li> <li>• Written in chronological order</li> <li>• Time adverbials</li> <li>• Written in past tense</li> </ul>	<ul style="list-style-type: none"> <li>• Write in first person</li> <li>• Describe the important events that have taken place</li> <li>• Emotive language</li> <li>• Use exclamation sentences where appropriate (What a fantastic time we had!)</li> <li>• Written in chronological order</li> <li>• Time adverbials</li> <li>• Informal language / chatty style</li> <li>• Written in past tense</li> </ul>	<ul style="list-style-type: none"> <li>• Write in first person</li> <li>• Describe the important events that have taken place</li> <li>• Emotive language</li> <li>• Thoughts and feelings</li> <li>• Written in chronological order</li> <li>• Time adverbials</li> <li>• Informal language / chatty style</li> <li>• Written in past tense</li> <li>• Include a date at the beginning</li> </ul>	<ul style="list-style-type: none"> <li>• Write in first person</li> <li>• Describe the important events that have taken place</li> <li>• Emotive language</li> <li>• Thoughts and feelings</li> <li>• Written in chronological order</li> <li>• Time adverbials</li> <li>• Informal language / chatty style</li> <li>• Written in past tense</li> <li>• Include a date at the beginning</li> <li>• Appropriate beginning and sign off</li> </ul>	<ul style="list-style-type: none"> <li>• Write in first person</li> <li>• Describe the important events that have taken place</li> <li>• Emotive language</li> <li>• Thoughts and feelings</li> <li>• Written in chronological order</li> <li>• Time and fronted adverbials</li> <li>• Informal language / chatty style</li> <li>• Written in past tense</li> <li>• Include a date at the beginning</li> <li>• Appropriate beginning and sign off</li> <li>• Paragraphs</li> <li>• Commas</li> </ul>	<ul style="list-style-type: none"> <li>• Write in first person</li> <li>• Describe the important events that have taken place</li> <li>• Emotive language</li> <li>• Thoughts and feelings</li> <li>• Written in chronological order</li> <li>• Time and fronted adverbials</li> <li>• Informal language / chatty style</li> <li>• Written in past tense</li> <li>• Include a date at the beginning</li> <li>• Appropriate beginning and sign off</li> <li>• Paragraphs</li> <li>• Commas to separate subordinate clauses</li> </ul>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5 and 6
<b>Story Writing</b>	<ul style="list-style-type: none"> <li>• Beginning</li> <li>• Middle</li> <li>• End</li> <li>• Characters</li> <li>• Setting</li> <li>• Adjectives to describe</li> </ul>	<ul style="list-style-type: none"> <li>• Include an opening paragraph which describe characters and setting</li> <li>• Include a problem or dilemma</li> <li>• Begin to describe the character's feelings and emotions</li> <li>• Include simple adjectives and, verbs.</li> <li>• Use noun phrases which add detail to description</li> <li>• Use coordinating conjunctions to link two main ideas</li> <li>• Use exclamation sentences where appropriate (What big eyes you have, Grandma!)</li> <li>• Begin to use inverted commas to mark direct speech where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Include an opening paragraph which describe characters and setting</li> <li>• Include a problem or dilemma</li> <li>• Describe the character's feelings and emotions</li> <li>• Use of inverted commas for speech</li> <li>• Include powerful adjectives, verbs and adverbs.</li> <li>• Include a some synonyms, similes, metaphors and alliteration</li> <li>• Write in paragraphs and include multiclaue sentences</li> <li>• Use coordinating conjunctions to link two main ideas</li> <li>• Use noun phrases which add detail to description</li> <li>• Use the progressive form for verbs (Goldilocks was walking through the woods)</li> <li>• Use exclamation sentences where appropriate (What big eyes you have, Grandma!)</li> <li>• Use nouns and pronouns for clarity and cohesion</li> <li>• Begin to use inverted commas to mark direct speech where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Planning Stage - Story Map / Boxed up</li> <li>• Interesting start which hooks the reader</li> <li>• Include an opening paragraph which describe characters and setting</li> <li>• Include a build up to a problem which increases tension.</li> <li>• Include a problem or dilemma</li> <li>• Describe the character's feelings and emotions</li> <li>• Include speech to move the events of the story forward.</li> <li>• Use of inverted commas for speech</li> <li>• Include powerful adjectives, verbs and adverbs.</li> <li>• Include a range of synonyms, similes, metaphors and alliteration</li> <li>• Write in paragraphs and include multiclaue sentences</li> <li>• Use fronted adverbials to show how / when an event occurs</li> <li>• Use subordinate clauses to add detail or context</li> <li>• Use nouns and pronouns for clarity and cohesion</li> </ul>	<ul style="list-style-type: none"> <li>• Include 4 paragraphs</li> <li>• introduces the argument</li> <li>• the argument from one point of view</li> <li>• the argument from the other point of view</li> <li>• the most important argument which gives your opinion.</li> <li>• Balanced conclusion</li> <li>• Persuasive sentence starters</li> <li>• Generalisers</li> <li>• Written in 3<sup>rd</sup> person</li> <li>• Include conjunctions to link sentences together</li> <li>• Include phrases of debate</li> <li>• Include technical vocabulary including facts.</li> <li>• Use modal verbs to convey degrees of probability</li> <li>• Use of relative clauses to provide supporting detail</li> <li>• Use adverbials to provide cohesion</li> </ul>	<ul style="list-style-type: none"> <li>• Include 4 paragraphs</li> <li>• introduces the argument</li> <li>• the argument from one point of view</li> <li>• the argument from the other point of view</li> <li>• the most important argument which gives your opinion.</li> <li>• Balanced conclusion</li> <li>• Persuasive sentence starters</li> <li>• Generalisers</li> <li>• Written in 3<sup>rd</sup> person</li> <li>• Include conjunctions to link sentences together</li> <li>• Include phrases of debate</li> <li>• Include technical vocabulary including facts.</li> <li>• Use modal verbs to convey degrees of probability</li> <li>• Use of relative clauses to provide supporting detail</li> <li>• Use adverbials to provide cohesion</li> </ul>

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3 and 4</b>	<b>Year 5 and 6</b>
<b>Informal Letter</b>	<ul style="list-style-type: none"> <li>• Senders address at the top right</li> <li>• Dear....</li> <li>• Chatty language</li> <li>• Informal ending – from, Best Wishes</li> </ul>	<ul style="list-style-type: none"> <li>• Senders address at the top right</li> <li>• Dear....</li> <li>• Write a greeting</li> <li>• Chatty language</li> <li>• Write details</li> <li>• Informal ending – from, Best Wishes</li> </ul>	<ul style="list-style-type: none"> <li>• Senders address at the top right</li> <li>• Dear....</li> <li>• Write a greeting</li> <li>• Chatty language</li> <li>• Write details</li> <li>• Informal ending – from, Best Wishes</li> <li>• Use question marks and exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>• Senders address at the top right</li> <li>• Date under the address</li> <li>• Dear....</li> <li>• Write a greeting</li> <li>• Chatty, friendly language</li> <li>• Ask questions</li> <li>• Write details</li> <li>• Informal ending – from, Best Wishes</li> <li>• Use question marks and exclamation marks</li> <li>• Use paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Senders address at the top right</li> <li>• Date under the address</li> <li>• Dear....</li> <li>• Write a greeting</li> <li>• Informal language</li> <li>• Ask questions</li> <li>• Write details</li> <li>• Informal ending – from, Best Wishes</li> <li>• Use question marks and exclamation marks</li> <li>• Use paragraphs</li> </ul>

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5 and 6</b>
<b>Non Chronological Report</b>	<ul style="list-style-type: none"> <li>Title</li> <li>Opening sentence that explains what the report is about</li> <li>Picture / diagram</li> <li>Sentences linked to the pictures</li> </ul>	<ul style="list-style-type: none"> <li>Written in the present tense and the third person.</li> <li>Use coordinating conjunctions to link two main ideas.</li> <li>Use subordinating conjunctions in the middle of sentences.</li> <li>Information which is factual and accurate.</li> <li>Pictures / diagrams</li> <li>Subheadings</li> <li>Technical vocabulary</li> <li>Use noun phrases which inform</li> <li>Use apostrophes to mark possession</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate use of past and present tense</li> <li>Paragraphs used to group related ideas.</li> <li>Subheadings to label content</li> <li>Opening paragraph that explains what the report is about.</li> <li>Written in the present tense and the third person.</li> <li>Use coordinating conjunctions to link two main ideas.</li> <li>Use subordinating conjunctions in the middle of sentences.</li> <li>Information which is factual and accurate.</li> <li>Pictures / diagrams</li> <li>Use noun phrases which inform</li> <li>Use apostrophes to mark possession</li> </ul>	<ul style="list-style-type: none"> <li>Paragraphs used to group related ideas.</li> <li>Subheadings to label content</li> <li>Opening paragraph that explains what the report is about.</li> <li>Written in the present tense and the third person.</li> <li>Range of adverbials and conjunctions</li> <li>Technical vocabulary.</li> <li>Information which is factual and accurate.</li> <li>Pictures / diagrams</li> <li>Use of subordinating conjunctions to join clauses, including as openers</li> </ul>	<ul style="list-style-type: none"> <li>Title</li> <li>Paragraphs used to group related ideas.</li> <li>Subheadings to label content</li> <li>Opening paragraph that explains what the report is about.</li> <li>Written in the appropriate tense and the third person.</li> <li>Range of adverbials and conjunctions .</li> <li>Technical vocabulary.</li> <li>Information which is factual and accurate.</li> <li>Pictures / diagrams</li> <li>Use of subordinating conjunctions to join clauses, including as openers</li> </ul>	<ul style="list-style-type: none"> <li>Title</li> <li>Paragraphs used to group related ideas.</li> <li>Subheadings to label content</li> <li>Opening paragraph that explains what the report is about.</li> <li>Written in the appropriate tense and the third person.</li> <li>Range of adverbials and conjunctions .</li> <li>Technical vocabulary.</li> <li>Modal verbs</li> <li>Information which is factual and accurate.</li> <li>Pictures / diagrams</li> <li>Use of subordinating conjunctions to join clauses, including as openers</li> <li>Formal style sometimes using the passive voice</li> </ul>

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3 and 4</b>	<b>Year 5 and 6</b>
<b>Recount Checklist</b>	<ul style="list-style-type: none"> <li>• Time adverbials (first, next, after, later)</li> <li>• First person</li> <li>• Describe clearly what has happened</li> <li>• Chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>• Who, what, when, where and why in a few sentences.</li> <li>• Time adverbials (first, firstly, next, after, later)</li> <li>• Written in the past tense</li> <li>• First person.</li> <li>• Chronological order.</li> <li>• Use coordinating and subordinating conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>• An introduction which answers who, what, when, where and why.</li> <li>• time adverbials (first, firstly, next, after, later)</li> <li>• Written in the past tense.</li> <li>• First person.</li> <li>• Describe clearly what has happened.</li> <li>• Chronological order.</li> <li>• Use exclamation sentences where appropriate</li> <li>• Use coordinating and subordinating conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>• An introduction which answers who, what, when, where and why.</li> <li>• time adverbials</li> <li>• Written in the past tense.</li> <li>• First person.</li> <li>• Describe clearly what has happened.</li> <li>• Chronological order.</li> <li>• Begin to use present perfect tense to place events in time (This week we have visited the Science Museum..)</li> <li>• Use relative clauses to add further detail (we went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament..)</li> <li>• End the recount with a closing statement</li> </ul>	<ul style="list-style-type: none"> <li>• An introduction which answers who, what, when, where and why.</li> <li>• time adverbials and other appropriate adverbials</li> <li>• Written in the past tense.</li> <li>• First person.</li> <li>• Describe clearly what has happened.</li> <li>• Chronological order.</li> <li>• Begin to use present perfect tense to place events in time (This week we have visited the Science Museum..)</li> <li>• Use relative clauses to add further detail (we went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament..)</li> <li>• End the recount with a closing statement</li> </ul>

	Year 3	Year 4	Year 5 and 6
<b>Advert</b>	<ul style="list-style-type: none"> <li>• Include a snappy slogan to make the product sound interesting or exciting.</li> <li>• Describe the benefits of the product fully</li> <li>• Include persuasive language - exaggerate to make the product sound appealing</li> <li>• Use of 2<sup>nd</sup> person</li> <li>• Include noun phrases to add detail and adjectives for positive description</li> <li>• Use imperative verbs to convey urgency (Buy it today! Listen very carefully...)</li> <li>• Use rhetorical questions to engage the reader</li> <li>• Include informative diagram or picture.</li> </ul>	<ul style="list-style-type: none"> <li>• Include a snappy slogan to make the product sound interesting or exciting.</li> <li>• Describe the benefits of the product fully – specific and key information</li> <li>• Include persuasive language -exaggerate to make the product sound appealing</li> <li>• Use of 2<sup>nd</sup> person</li> <li>• Include noun phrases to add detail and adjectives for positive description</li> <li>• Use imperative verbs to convey urgency (Buy it today! Listen very carefully...)</li> <li>• Use rhetorical questions to engage the reader</li> <li>• Include informative diagram or picture</li> <li>• Price (if selling something)</li> </ul>	<ul style="list-style-type: none"> <li>• Include a snappy slogan to make the product sound interesting or exciting.</li> <li>• Use of Alliteration</li> <li>• Describe the benefits of the product fully – specific and key information</li> <li>• Modal Verbs</li> <li>• Include persuasive language -exaggerate to make the product sound appealing</li> <li>• Use of 2<sup>nd</sup> person</li> <li>• Include noun phrases to add detail and adjectives for positive description</li> <li>• Use imperative verbs to convey urgency (Buy it today! Listen very carefully...)</li> <li>• Use rhetorical questions to engage the reader</li> <li>• Include informative diagram or picture</li> <li>• Price (if selling something)</li> </ul>

	<b>Year 3 and 4</b>	<b>Year 5 and 6</b>
<b>Newspaper writing checklist</b>	<ul style="list-style-type: none"> <li>• Catchy headline which may include a pun or alliteration.</li> <li>• Write in the past tense and the third person.</li> <li>• Chronological order.</li> <li>• Orientation - opening paragraph which answers the questions who, what, when and where.</li> <li>• Paragraphs which answer the questions why and how.</li> <li>• Reorientation - final paragraph which looks ahead to the future.</li> <li>• Quotes from eye witness / key person in the report.</li> <li>• A picture with a caption.</li> <li>• Include emotive and descriptive language.</li> <li>• Direct and indirect speech - inverted commas where appropriate</li> <li>• Use of relative clauses</li> <li>• Use of expanded noun phrases to inform</li> <li>• Use of subordinating conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>• Catchy headline which may include a pun or alliteration.</li> <li>• Write in the past tense and the third person.</li> <li>• Chronological order.</li> <li>• Orientation - opening paragraph which answers the questions who, what, when and where.</li> <li>• Paragraphs which answer the questions why and how.</li> <li>• Reorientation - final paragraph which looks ahead to the future.</li> <li>• Quotes from eye witness / key person in the report.</li> <li>• A picture with a caption.</li> <li>• Include unbiased and descriptive language.</li> <li>• Direct and indirect speech - inverted commas where appropriate</li> <li>• Use of relative clauses</li> <li>• Use of expanded noun phrases to inform</li> <li>• Use of subordinating conjunctions</li> <li>• Picture with a caption</li> </ul>



	Year 2	Year 3 / 4 / 5 / 6
<p><b>Checklist for persuasive writing</b></p>	<ul style="list-style-type: none"> <li>• Persuasive texts come in many different forms. Some include advertisements, letters, debates, articles and reports.</li> <li>• Their main purpose is to persuade the reader to see an argument from their point of view and change their mind, buy or support something.</li> <li>• An introductory paragraph that states the argument</li> <li>• Words like</li> <li>• <i>Some believe that...</i></li> <li>• <i>In my opinion...</i></li> <li>• <i>Therefore...</i></li> <li>• <i>For this reason...</i></li> <li>• <i>I feel that..</i></li> <li>• <i>I am sure that...</i></li> <li>• <i>Firstly...</i></li> <li>• <i>Secondly...</i></li> <li>• Points out the arguments <b>for</b> and <b>against</b></li> <li>• Facts and statistics</li> <li>• Has facts that support the evidence given</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive texts come in many different forms. Some include advertisements, letters, debates, articles and reports.</li> <li>• Their main purpose is to persuade the reader to see an argument from their point of view and change their mind, buy or support something.</li> <li>• An introductory paragraph that states the argument</li> <li>• Words like</li> <li>• <i>Some believe that...</i></li> <li>• <i>In my opinion...</i></li> <li>• <i>Therefore...</i></li> <li>• <i>Moreover...</i></li> <li>• <i>For this reason...</i></li> <li>• <i>I feel that..</i></li> <li>• <i>Surely...</i></li> <li>• <i>I am sure that...</i></li> <li>• <i>Firstly...</i></li> <li>• <i>Secondly...</i></li> <li>• <i>It is certain...</i></li> <li>• Each paragraph states a reason or opinion and then is followed by 2 or 3 pieces of evidence to support it.</li> <li>• Points out the <b>for</b> and <b>against</b></li> <li>• Facts and statistics</li> <li>• Has facts that support the evidence given</li> <li>• Rhetorical Questions - Ask the reader questions that encourages them to think</li> <li>• A strong concluding paragraph that sums up the main argument</li> </ul>

<b>Year 5 and 6</b>		
<b>Balanced Argument</b>	<ul style="list-style-type: none"> <li>• Include 4 paragraphs</li> <li>• introduces the argument</li> <li>• the argument from one point of view</li> <li>• the argument from the other point of view</li> <li>• the most important argument which gives your opinion</li> <li>• Balanced conclusion</li> <li>• Persuasive sentence starters</li> </ul>	<ul style="list-style-type: none"> <li>• Generalisers</li> <li>• Written in 3<sup>rd</sup> person</li> <li>• Include conjunctions to link sentences together</li> <li>• Include phrases of debate</li> <li>• Include technical vocabulary including facts.</li> <li>• Use modal verbs to convey degrees of probability</li> <li>• Use of relative clauses to provide supporting detail</li> <li>• Use adverbials to provide cohesion</li> </ul>
<b>Formal Letter</b>	<ul style="list-style-type: none"> <li>• Your address at the top of the right hand side of the page.</li> <li>• Their address on the left hand side of the page.</li> <li>• The date on the right hand side of the page, underneath your address.</li> <li>• Dear Sir/Madam or Dear Mr/Miss/Mrs...</li> <li>• Paragraph to explain why you are writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraph to explain the problem</li> <li>• Paragraph to say what you want them to do about it</li> <li>• Concluding paragraph</li> <li>• Yours faithfully / Sincerely followed by your name</li> <li>• Use of adverbials to convey sense of certainty (Surely we can agree...?)</li> <li>• Use of short sentences to emphasis</li> <li>• Use of the subjunctive form for formal structure (If I were you, I would...)</li> </ul>
<b>Poem Review</b>	<ul style="list-style-type: none"> <li>• How do you feel about the poem?</li> <li>• The mental pictures you get from the poem</li> <li>• Is poem a narrative poem - that is, a poem that tells a story?</li> <li>• Have you noticed any pattern in the way the verses are written?</li> <li>• How is repetition used? Do any lines repeat themselves - where and why?</li> <li>• The rhyme, including internal rhyme</li> <li>• The sound and rhythm - how does it make you feel?</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Are there any similes, metaphors, word play?</li> <li>• Which words suggest this is not a modern poem?</li> <li>• Which words suggest this is a modern poem?</li> <li>• Which of the poems do you like best and why?</li> <li>• Explain your reasons carefully, copying out some of your favourite words and phrases and saying why you like them.</li> <li>• Begin to use passive voice to maintain impersonal tone</li> <li>• Use relative clauses to provide cohesion across the text</li> <li>• Use expanded noun phrases.</li> </ul>

**Punctuation and Grammar**

	<p><b>Key Stage 1</b></p> <p><b>Writing to entertain</b> (Stories, descriptions, poetry and in-character /role)</p> <ul style="list-style-type: none"> <li>• Past and present tense</li> <li>• Coordinating conjunctions – <i>and, but, so, or, when</i></li> <li>• Noun phrases</li> <li>• Progressive form for verbs</li> <li>• Exclamation sentences</li> <li>• Adverbials – <i>first, then, next, after, later, the next day,,</i></li> <li>• Finger spaces</li> <li>• Capital letters and full stops</li> <li>• Capital letter for first person 'I'</li> <li>• Apostrophes to mark contractions</li> <li>• Exclamation marks</li> <li>• Begin to use inverted commas to mark direct speech</li> </ul>	<p><b>LKS2</b></p> <p><b>Writing to entertain</b> (Stories, descriptions, poetry and characters / settings)</p> <ul style="list-style-type: none"> <li>• Use of paragraphs to organise in time sequence</li> <li>• Fronted adverbials to show how / when an event occurs.</li> <li>• Expanded noun phrases</li> <li>• Subordinate clauses to add detail or context</li> <li>• Nouns and pronouns for clarity and cohesion</li> <li>• Conjunctions</li> <li>• Use of full punctuation for direct speech, including punctuation within and before inverted commas.</li> <li>• Secure use of apostrophes for possession</li> <li>• Use of commas after fronted adverbials and subordinate clauses</li> <li>• Begin to use dashes for emphasis</li> </ul>
	<p><b>Key Stage 1</b></p> <p><b>Writing to inform (Recount, Letter, instructions)</b></p> <ul style="list-style-type: none"> <li>• Appropriate use of past and present tense</li> <li>• Use of coordinating conjunctions</li> <li>• Use of subordinating conjunctions</li> <li>• Use of noun phrases which inform</li> <li>• Use of commas to separate items in a list</li> <li>• Use exclamation sentences where appropriate</li> <li>• Use of finger spaces</li> <li>• Use capital letters and full stops</li> <li>• Use of questions mark</li> <li>• Use apostrophes to mark possession</li> </ul>	<p><b>UKS2</b></p> <p><b>Writing to entertain</b> (Narrative, descriptions, poetry and characters / settings)</p> <ul style="list-style-type: none"> <li>• Use of paragraphs to organise in time sequence</li> <li>• Subordinate clauses to add detail or context</li> <li>• Use relative clauses to add detail or context</li> <li>• Use a wide range of sentence structures to add interest.</li> <li>• Adverbials</li> <li>• Conjunctions</li> <li>• Use brackets for incidentals</li> <li>• Use dashes to emphasise additional information</li> <li>• Use colons to add further detail in a new clause</li> <li>• Use semi – colons to join related clauses.</li> </ul>

	LKS2	LKS2
<p style="text-align: center;"><b><u>Punctuation and Grammar</u></b></p>	<p><b>Writing to inform (Explanation, Recount, Letter, Biography, Newspaper article, instructions)</b></p> <ul style="list-style-type: none"> <li>• Subheadings to label content</li> <li>• Paragraphs used to group related ideas</li> <li>• Use subordinating conjunctions to join clauses, including as openers</li> <li>• Use expanded noun phrases to inform</li> <li>• Use commas to separate adjectives in a list</li> <li>• Use relative clauses to add further detail</li> <li>• Begin to use present perfect tense to place events in time.</li> <li>• Use capital letters</li> <li>• Use commas to mark fronted adverbials and subordinate clauses</li> <li>• Use inverted commas for direct speech</li> <li>• Use bullet points to list items.</li> </ul>	<p><b>Writing to inform (Report, Explanation, Recount, Letter, Biography, Newspaper article, instructions)</b></p> <ul style="list-style-type: none"> <li>• Headings / Subheadings</li> <li>• Use of technical vocabulary</li> <li>• Paragraphs used to group related ideas</li> <li>• Use subordinating conjunctions in varied positions</li> <li>• Use expanded noun phrases to inform</li> <li>• Use relative clauses to add further detail.</li> <li>• Begin to use passive voice to remain formal and detached</li> <li>• Begin to use colons to link related clauses.</li> <li>• Use brackets or dashes to explain technical vocabulary and to mark relative clauses.</li> <li>• Use semi – colons to punctuate complex lists,</li> <li>• Use colons to introduce lists or sections</li> <li>• Secure use of commas to mark clauses, including subordinating clauses</li> <li>• Begin to use colons and semi – colons to mark clauses.</li> </ul>
	<p><b>Writing to persuade (Advertising, letter, speech, poster)</b></p> <ul style="list-style-type: none"> <li>• Use of 2<sup>nd</sup> person</li> <li>• Facts and statistics</li> <li>• Adjectives for positive description</li> <li>• Imperative verbs to convey urgency</li> <li>• Rhetorical questions to engage the reader</li> <li>• Noun phrases to add detail and description</li> <li>• Relative clauses to provide additional enticement</li> <li>• Capital letters for proper nouns</li> <li>• Use commas to mark relative clauses, fronted adverbials and subordinate clauses.</li> </ul>	

	<b>UKS2</b>
<b><u>Punctuation and Grammar</u></b>	<p><b>Writing to persuade (Advertising, letter, speech, poster, campaign)</b></p> <ul style="list-style-type: none"> <li>• Use of 2<sup>nd</sup> person</li> <li>• Personal pronouns</li> <li>• Hyperbole</li> <li>• Imperative and modal verbs to convey urgency</li> <li>• Facts and statistics</li> <li>• Adverbials to convey sense of certainty</li> <li>• Short sentences for emphasis</li> <li>• Use of the subjunctive form for formal structure.</li> <li>• Colons and semi-colons to list features, attractions or arguments</li> <li>• Brackets or dashes for parenthesis, including for emphasis</li> <li>• Use semi-colons for structure repetition</li> </ul>
	<p><b>Writing to discuss (Balanced argument, newspaper article, a review)</b></p> <ul style="list-style-type: none"> <li>• Appropriate use of cohesive devices</li> <li>• Use of subjunctive form where needed</li> <li>• Use of paragraphs</li> <li>• Maintain formal / impersonal tone</li> <li>• Modal verbs to convey degrees of probability</li> <li>• Relative clauses to provide supporting detail</li> <li>• Adverbials to provide cohesion across the text</li> <li>• Expanded noun phrases to describe in detail</li> <li>• Passive voice to maintain impersonal tone</li> <li>• Brackets or dashes for parenthesis, including for emphasis</li> <li>• Use semi-colons for to mark related clauses</li> <li>• Use commas to mark relative clauses</li> <li>• Use colons and semi-colons to punctuate complex lists</li> </ul>

<p style="text-align: center;"><b>Year 3 Explanation Checklist</b></p>	<p style="text-align: center;"><b>Key Stage 2 Biography Checklist</b></p>	<p style="text-align: center;"><b>Key Stage 2 Play Script Checklist</b></p>
<ul style="list-style-type: none"> <li>• Technical Vocabulary</li> <li>• Subordinating conjunctions as well as casual conjunctions ( so, because, when)</li> <li>• Paragraphs to group related ideas</li> <li>• present tense</li> <li>• Start each page with a question</li> <li>• Sub headings</li> <li>• Labelled diagrams or pictures</li> <li>• A contents page</li> <li>• A glossary</li> </ul>	<ul style="list-style-type: none"> <li>• Opening statement introduces the subject, and explains why he/she is known</li> <li>• Significant events are ordered chronologically</li> <li>• Closing statement explains how this person will be remembered, and sometimes gives the writer's opinion</li> <li>• Use of rhetorical questioning</li> <li>• Refers to named individuals</li> <li>• Contains dates linked to specific events</li> <li>• Written in the past tense</li> <li>• Can include direct and indirect speech and quotes from other sources</li> <li>• Written in 3<sup>rd</sup> person</li> <li>• Includes time adverbials to link ideas</li> <li>• Use subordinating conjunctions to join clauses,</li> <li>• Use commas to mark fronted adverbials and to mark subordinate clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Set the scene</li> <li>• List the characters at the beginning</li> <li>• Introduced and described the scene</li> <li>• Characters' names are written on the left</li> <li>• Characters' names have a colon after them</li> <li>• A new line for every new speaker</li> <li>• Stage directions are in brackets ( )</li> <li>• Stage directions are written in the present tense</li> <li>• Stage directions for how the actor must speak</li> <li>• Stage directions for how the actors must move</li> <li>• Every time the setting changes (<i>changes place or time</i>), start a new scene</li> <li>• Set out the dialogue as direct speech without speech marks</li> <li>• Include interesting and dramatic events.</li> </ul>