



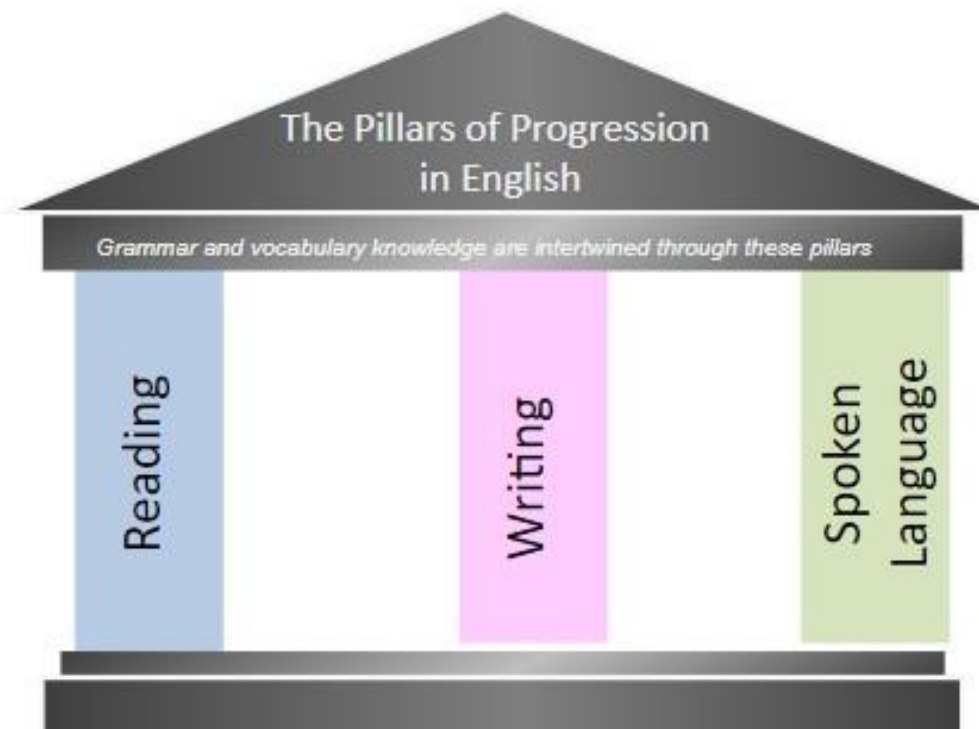
Castor C of E Primary School

Writing Progression Document EYFS to Year 6



By the end of Year Six, children will be able to write for a variety of purposes and for real-life situations. There are four types of writing that will be covered in the English curriculum: narrative - writing to entertain; and non-fiction - writing to inform, writing to persuade and writing to discuss. Children will also cover a variety of poetry forms, building up a repertoire of knowledge.

<p style="text-align: center;">Writing to entertain</p> <p>Purpose of narratives: To make the listener or reader respond in a particular way. Stories are written or told to entertain and enthral an audience. Stories can make us sad, horrify us, make us laugh, make us excited. They create imaginative worlds that can help us understand ourselves and the things around us and take us beyond our own experience.</p> <p>Purpose of poetry: Allows the writer to play with language and sentence structure. This creativity teaches children to experiment with language and to find new ways to communicate.</p>	<p style="text-align: center;">Writing to inform</p> <p>Purpose of instructions/procedural texts: To ensure something is done effectively and/or correctly with a successful outcome for the participant/s.</p> <p>Purpose of recounts: To give details of an event that has happened.</p> <p>Purpose of reports: To provide detailed information about the way things are or were and to help readers/listeners understand what is being described by organising or categorising information.</p> <p>Purpose of explanation texts: To explain how or why, e.g, to explain the processes involved in natural/social phenomena or to explain a process, such as how a car is made.</p>
<p style="text-align: center;">Writing to persuade</p> <p>Purpose of persuasive texts: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.</p>	<p style="text-align: center;">Writing to discuss</p> <p>Purpose of discussion texts: To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples.</p>



Our approach

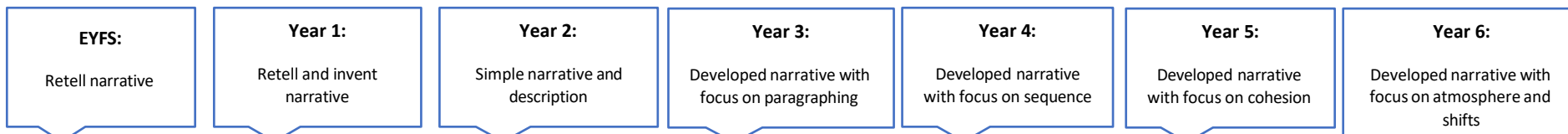
- Phonics is taught through the Little Wandle synthetic phonics programme
- The teaching of handwriting is informed by the Letter Join handwriting scheme

Coverage of main text types (2022-2023)

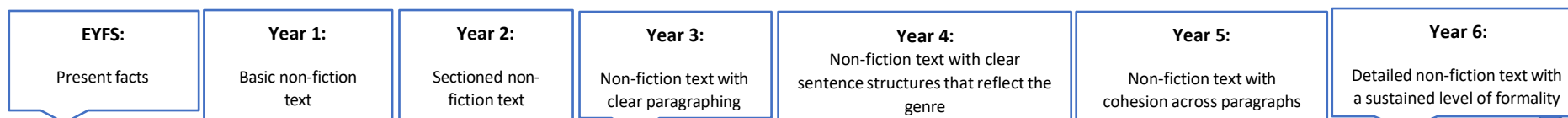
This is not an exhaustive list and changes may be made throughout the year.

Genre	Coverage EYFS	Coverage Year 1	Coverage Year 2	Coverage Year 3	Coverage Year 4	Coverage Year 5	Coverage Year 6
Stories/Narratives	✓	✓	✓	✓	✓	✓	✓
Instructions	✓	✓	✓				
Recounts	✓	✓	✓	✓	✓	✓	✓
Reports (Non-Chron)		✓	✓	✓	✓	✓	✓
Letters				✓	✓	✓	✓
Persuasive Texts		✓	✓	✓	✓	✓	✓
Poetry		✓	✓	✓	✓	✓	✓

Recurring Themes



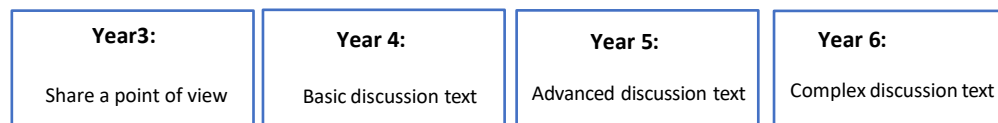
Writing to Entertain



Writing to Inform



Writing to Persuade



Writing to Discuss

EYFS Progression

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Expected Level:</u></p> <ul style="list-style-type: none"> • Write name using a visual prompt • Hear and write the initial sound in words <p>Form graphemes of taught phonemes correctly</p>	<p><u>Expected Level:</u></p> <ul style="list-style-type: none"> • Write own name independently <p>Write most sounds in Phase 2 CVC words</p>	<p><u>Expected Level:</u></p> <ul style="list-style-type: none"> • Write all sounds in Phase 2 CVC words and some using taught Phase 3 graphemes • Begin to write simple phrases <p>Form most lower case letters correctly</p>	<p><u>Expected Level:</u></p> <ul style="list-style-type: none"> • Write CVC words independently using Phase 3 graphemes and begin to write words with adjacent consonants (cvcc & cvcc words) <p>Write simple phrases and begin to write simple sentences (containing words with taught GPCs)</p>	<p><u>Expected Level:</u></p> <ul style="list-style-type: none"> • Write simple sentences (containing words with taught GPCs) • Use capital letter and full stop, with occasional prompting. <p>Form most lower and uppercase letters correctly</p>	<p><u>EYFS EARLY LEARNING GOAL:</u></p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters <p>Write simple phrases and sentences that can be read by others</p>

Children's communication and language development is prioritised as it is fundamental to their success in reading, writing and the acquisition of knowledge in a range of subjects. This is achieved by:

- *the development of spoken language (see additional progression document)*
 - *creating a language-rich environment*
 - *the explicit teaching of vocabulary*
- *high quality interactions between children and staff*
- *the sharing of stories, poems, rhymes and non-fiction forms*

Years 1 - 6 – Story / Narrative

Narrative	Year 1: Text Structure	Sentence	Useful Vocabulary
	<p>Beginning or end of narrative signalled e.g, one day</p> <p>Ideas grouped together for similarity</p> <p>Attempts at third person writing. e.g, The wolf was hiding.</p> <p>Written in the appropriate tense. (mainly consistent) e.g, Goldilocks was... Jack is...</p>	<ul style="list-style-type: none"> • Simple sentences, starting with a pronoun and a verb e.g, He went home. • Simple coordinating conjunctions are used to construct simple sentences e.g, and, but, so. 	<ul style="list-style-type: none"> • Year 1 ambitious vocabulary used • Range of size adjectives used e.g, big, small • Range of colour adjectives used e.g, red, blue • Range of emotion words used e.g, sad, angry, cross • Pronouns: I, she, he, they. • Conjunctions: and, but, then, or and demonstrative pronoun: this • Prepositions: up, down, in, into, out, to, onto • Indications of time: first, then, next • Once upon a time, one day, happily ever after
	Year 2: Text Structure	Sentence	Useful Vocabulary
	<p>Sentences organised chronologically indicated by time related words e.g, finally</p> <p>Divisions in narrative may be marked by sections / paragraphs</p> <p>Connections between sentences refer to characters e.g, Peter and Jane/ they</p> <p>Connections between sentences indicate extra information e.g, but they became bored or indicate concurrent events e.g, as they were waiting</p>	<ul style="list-style-type: none"> • Subject/verb sentences e.g, He was... They were... It happened... • Simple coordinating conjunctions and, but, so and subordinating conjunction when link clauses • Speech-like expressions in dialogue e.g, Chill out! • Use simple adverbs e.g, quickly, slowly. • Use simple noun phrases e.g, massive field • Use of similes using 'like' e.g. He's a very grumpy like a bear. 	<ul style="list-style-type: none"> • Year 2 ambitious vocabulary used, e.g, all over the daylight; snuffed out the last of the daylight; wrapped its raven cloak around the sun; won its battle with the sun. • Indications of time: after, after that, at that moment, by next morning, in the end, one day, later on • Subordinating conjunction: because • Relative pronouns: who • Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully

Narrative

Year 3: Text Structure	Sentence	Useful Vocabulary
<p>Time and place are referenced to guide the reader through the text e.g, in the morning</p> <p>Organised into paragraphs e.g, When she arrived at the bear's house,</p> <p>Cohesion is strengthened through relationships between characters e.g, Jack, his, his mother, her</p>	<ul style="list-style-type: none"> • Simple sentences with extra description. • Some complex sentences using because, which, where etc. • Tense consistent e.g, typically past tense for narration, present tense in dialogue • Dialogue is realistic and conversational in style e.g, Well, I suppose... • Verbs used are specific for action e.g, rushed, shoved, pushed • Simple adverbials e.g He was fine <u>yesterday</u>, <u>Suddenly</u>, she stopped • Some fronted adverbials e.g. When they returned home... • Expanded noun phrases incorporating modifying adjectives e.g, the beautiful blue butterfly with the fluttery wings • Similes using 'like' or 'as' • Pattern of three adjectives e.g. He was very old, totally bald and really smiley. 	<ul style="list-style-type: none"> • Year 3 ambitious vocabulary used, e.g, dark, threatening, ominous, menacing • Connective adverbs: also, however, therefore, after the, just then, immediately, as soon as • Adverbs: very, rather, slightly
Year 4: Text Structure	Sentence	Useful Vocabulary
<p>Link between opening and resolution</p> <p>Links between sentences help to navigate the reader from one idea to the next e.g, contrasts in mood angry mother, disheartened Jack</p> <p>Paragraphs organised correctly to build up to key event</p> <p>Repetition avoided through using different sentence structures and ellipsis</p>	<ul style="list-style-type: none"> • Variation in sentence structures e.g, while, although, before, unless, until, whenever, without warning subordinate clause starters • Use embedded/relative clauses e.g, Marcus, who grinned slyly at the teacher.... • Include adverbs to show how often or add subtlety of meaning e.g, exactly, suspiciously • Tense changes appropriate; verbs may refer to continuous action e.g, will be thinking • Expanded noun phrases incorporating modifying adjectives, nouns and prepositional phrases e.g, the bright blue, beautiful blue butterfly with the fluttering wings on its back • Adverbials used throughout sentences, including fronted adverbials e.g. Panting heavily, she stopped. At long last, they had decided. He was fine yesterday morning. • Extended pattern of three adjectives e.g. He was surprisingly old, totally bald and wore a cheeky grin. 	<ul style="list-style-type: none"> • Year 4 ambitious vocabulary e.g, feet pounded past; tyres loomed over him; litter blew around his face; empty drink cans blocked his path; shadows lurked above him • Conjunctive adverbs: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually

Narrative

Year 5: Text Structure

Sequence of plot may be disrupted for effect e.g, flashback

Opening and resolution shape the story

Structural features of narrative are included e.g, repetition for effect

Paragraphs varied in length and structure

Pronouns used to hide the doer of the action e.g, it crept into the woods

Sentence

- Sentence length varied e.g, short/long.
- Active and passive voice used deliberately to heighten engagement. e.g, the ring was removed from the drawer
- Wide range of subordinate conjunctions e.g, whilst, until, despite.
- Embedded subordinate clauses are used for economy or emphasis
- Figurative language using similes and metaphors used to build description (sometimes clichéd) e.g, the crowd charged like bulls
- Repetition is used for effect e.g, the boys ran and ran until they could run no more.
- Relative clauses starting with who, which, where, when, whose, that
- Perfect verb form to mark relationships of time and cause
- Expanded noun phrases to convey complicated information e.g, the rare and beautiful butterfly, whose blue and green wings are about six inches across and have crimson tips
- Extended each part of pattern of three adjectives e.g. We have been struggling to find food we can afford, clothes thick enough to keep us warm and transport that is direct enough to get us to work on time.

Useful Vocabulary

Year 5 ambitious vocabulary used, e.g,; sky (frost-bitten, ice-blue, misty, sparkling, frozen, bright, fractured); street (slippery, cobbled, treacherous, glistening, ice rink; lined with stone houses); streetlamp (old-fashioned, dim, rusty).

	Year 6: Text Structure	Sentence	Useful Vocabulary
Narrative	<p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on who heighten empathy for central character</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text</p>	<ul style="list-style-type: none"> • Viewpoint is well controlled and precise e.g, Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. • Modifiers are used to intensify or qualify e.g, insignificant amount, exceptionally • Sentence length and type varied according to purpose • Fronted adverbials used to clarify writer’s position e.g, As a consequence of his selfish actions... • Figurative language used to build up description e.g, everyone charged like a deer pack under threat • Complex noun phrases used to add detail e.g, The distinctive sapphire ring is slowly removed from her slender hand. • Prepositional phrases used cleverly. e.g, In the messy scramble for the bag. • Active and passive voice used to manipulate reader • Range of verb forms mark relationships of time and cause • Use expanded noun phrases to convey complicated information precisely e.g. the rare, beautiful, six-inch long butterfly, with crimson-tipped, blue and green wings • Relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun 	<p>Year 6 ambitious vocabulary used, e.g,:</p> <p>trickling blood, shadowy figures, howling wind, creaking branches, trembling hands, pounding heart</p> <p>horrifying, horrendous; spooky, spine-chilling</p>

Years 1 and 2 - Instructions

Instructions	Year 1: Text Structure	Sentence	Useful Vocabulary
	<p>A goal is outlined – a statement about what is to be achieved</p> <p>Written in sequenced steps to achieve the goal</p> <p>Diagrams and illustrations are used to make the process clearer</p>	<ul style="list-style-type: none"> • Imperative verbs are used to begin sentences • Use simple adverbs e.g, slowly, quickly • Use simple noun phrases e.g, long stick 	<ul style="list-style-type: none"> • First of all • To start with • Firstly • Lastly • Finally • Carefully • Gently • Slowly • Softly
	Year 2: Text Structure	Sentence	Useful Vocabulary
	<p>A set of ingredients and equipment needed are outlined clearly</p> <p>Organised into clear points denoted by time</p>	<ul style="list-style-type: none"> • Simple sentences with extra description • Some complex sentences using when, if, as etc. • Adverbials e.g, When the glue dries, attach the paperclip. 	<ul style="list-style-type: none"> • Afterwards • After that • To begin with • Begin by • Secondly • The next step is to • With a slow movement • With a quick pull • Try to

Years 1-6 - Recount – experiences, diary entries, police reports, sports reports

Recount	Year 1: Text Structure	Sentence	Useful Vocabulary
	Ideas grouped together in time sequence Written in first person Written in the past tense. Focused on individual or group participants e.g, I, we	<ul style="list-style-type: none"> • Simple conjunctions are used to construct simple sentences e.g, and, but, so. 	<ul style="list-style-type: none"> • First • Next • After • Finally • The best part was • The worst part was • I liked • I didn't like
	Year 2: Text Structure	Sentence	Useful Vocabulary
	Brief introduction and conclusion. Written in the past tense e.g, I went... I saw... Main ideas organised in groups Ideas organised in chronological order using phrases that signal time	<ul style="list-style-type: none"> • Subject/verb sentences e.g, He was... They were... It happened... • Some modal verbs introduced e.g, would, could, should. • Use simple adverbs e.g, quickly, slowly • Use simple noun phrases e.g, large tiger 	<ul style="list-style-type: none"> • Afterwards • After that • When • Suddenly • Just then • Next • Much later • I found it interesting when • I found it boring when • I didn't expect
	Year 3: Text Structure	Sentence	Useful Vocabulary
	Clear introduction Organised into paragraphs shaped around key events A closing statement to summarise the overall impact	<ul style="list-style-type: none"> • Simple sentences with extra description. • Some complex sentences using when, if, as etc. • Tense consistent e.g, modal verbs can/will • Adverbials e.g, When we arrived, the tour guide gave us a chocolate bar. 	<ul style="list-style-type: none"> • Last week • During our school trip • Soon • Meanwhile • To begin with • I was pleased that • I didn't expect that • It was difficult to

Recount

Year 4: Text Structure	Sentence	Useful Vocabulary
<p>Clear introduction and conclusion</p> <p>Links between sentences help to navigate the reader from one idea to the next</p> <p>Paragraphs organised correctly around key events</p> <p>Elaboration is used to reveal the writer's emotions and responses</p>	<ul style="list-style-type: none"> • Variation in sentence structures • e.g, While we watched the sea lion show... • Use embedded/relative clauses • e.g, Penguins, which are very agile, • Include adverbs to show how often e.g, additionally, frequently, rarely. • Sentences build from a general idea to more specific. • Use emotive language to show personal response e.g, fabulous, showcase inspired me 	<ul style="list-style-type: none"> • Later on... • Before long... • At that very moment... • At precisely... • When this was complete... • I was gripped by... • I felt overwhelmed when... • I was personally affected by... • This has changed how I feel about...
Year 5: Text Structure	Sentence	Useful Vocabulary
<p>Developed introduction and conclusion including elaborated personal response</p> <p>Description of events are detailed and engaging</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response</p> <p>Purpose of the recount an experience revealing the writer's perspective</p>	<ul style="list-style-type: none"> • Sentence length varied e.g, short/long • Active and passive voice used deliberately to heighten engagement. e.g, Giraffes left the enclosure. • Wide range of subordinate connectives e.g, whilst, until, despite 	<ul style="list-style-type: none"> • As it happened • As a result of • Consequently • Subsequently • Unlike the rest of the group, I felt... • In a flash... • Presently • Meanwhile • In conclusion • The experience overall...
Year 6: Text Structure	Sentence	Useful Vocabulary
<p>The report is well constructed and answers the reader's questions</p> <p>The writer understands the impact and thinks about the response</p> <p>Information is prioritised according to importance and a frame of response set up for the reply</p>	<ul style="list-style-type: none"> • Verb forms are controlled and precise e.g, It would be regrettable if the wild life funds come to an end. • Modifiers are used to intensify or qualify e.g, insignificant amount, exceptionally • Sentence length and type varied according to purpose • Fronted adverbials use to clarify writer's position e.g, As a consequence of their actions... • Complex noun phrases used to add detail e.g, The fragile eggs are slowly removed from the large mother hen. • Prepositional phrases used cleverly. e.g, In the event of a fire... 	<ul style="list-style-type: none"> • They are unusually • They are rarely • They are never... • They are very... • Generally • Be careful if you • Frequently they... • I will attempt to... • This article will frame... • It can be difficult to... • More than half • Less than half...

Years 1-6 – Reports

Report	Year 1: Text Structure	Sentence	Useful Vocabulary
	Ideas grouped together for similarity	<ul style="list-style-type: none"> • Simple coordinating conjunctions are used to construct simple sentences e.g, and, but, so 	<ul style="list-style-type: none"> • _____are... • _____is... • They are... • The different... • This is a _____ • There are _____ • These can be grouped _____
	Attempts at third person writing. e.g, The man was run over.		
	Written in the appropriate tense. e.g, Sparrow’s nest... Dinosaurs were...		
	Year 2: Text Structure	Sentence	Useful Vocabulary
	Brief introduction and conclusion	<ul style="list-style-type: none"> • Subject/verb sentences e.g, He was... They were... It happened... • Some modal verbs introduced e.g, would, could, should • Use simple adverbs e.g, quickly, slowly • Use simple noun phrases e.g, large tiger 	<ul style="list-style-type: none"> • They like to • They can • It can • Like many • I am going to • There are two sorts of • They live in • The _____have • but the _____have _____
	Written in the appropriate tense. e.g, Sparrow’s nest... Dinosaurs were...		
	Main ideas organised in groups		
	Year 3: Text Structure	Sentence	Useful Vocabulary
Clear introduction	<ul style="list-style-type: none"> • Simple sentences with extra description • Some complex sentences using when, if, as etc. • Tense consistent e.g, modal verbs can/will • Adverbials e.g, When the caterpillar makes a cocoon... 	<ul style="list-style-type: none"> • The following report • They don’t • It doesn’t • Sometimes • Often • Most 	
Organised into paragraphs shaped around a key topic sentence			
Use of sub-headings			

Report	Year 4: Text Structure	Sentence	Useful Vocabulary
	<p>Clear introduction and conclusion</p> <p>Links between sentences help to navigate the reader from one idea to the next</p> <p>Paragraphs organised correctly into key ideas</p> <p>Sub-headings are used to organise information. E.g, Qualities, body parts, behaviour</p>	<ul style="list-style-type: none"> • Variation in sentence structures e.g, • While the eggs hatch female penguins ... • Use embedded/relative clauses e.g, Penguins, which are very agile, • Include adverbs to show how often e.g, additionally, frequently, rarely. • Sentences build from a general idea to more specific • Use technical vocabulary to show the • reader the writer's expertise 	<ul style="list-style-type: none"> • This report will • The following • Information • Usually • Normally • Even though • Despite the fact • As a rule,
	Year 5: Text Structure	Sentence	Useful Vocabulary
	<p>Developed introduction and conclusion using all the layout features</p> <p>Description of the phenomenon is technical and accurate</p> <p>Generalised sentences are used to categorise and sort information for the reader</p> <p>Purpose of the report is to inform the reader and to describe the way things are</p> <p>Formal and technical language used throughout to engage the reader</p>	<ul style="list-style-type: none"> • Sentence length varied e.g, short/long • Active and passive voice used deliberately to heighten engagement. e.g, The eggs were removed from the beach. • Wide range of subordinating conjunctions e.g, whilst, until, despite 	<ul style="list-style-type: none"> • The purpose of this report/article is to... • The information presented will... • Some experts believe... • This article is designed to • Many specialists consider • Firstly, I will... • It can be difficult • ___will enable you to understand. • Unlike • Despite • Although • Like many

	Year 6: Text Structure	Sentence	Useful Vocabulary
Report	<p>The report is well constructed and answers the reader's questions</p> <p>The writer understands the impact and thinks about the response</p> <p>Information is prioritised according to importance and a frame of response set up for the reply</p>	<ul style="list-style-type: none"> • Verb forms are controlled and precise e.g, It would be regrettable if the wild life funds come to an end. • Modifiers are used to intensify or qualify e.g, insignificant amount, exceptionally • Sentence length and type varied according to purpose • Fronted adverbials use to clarify writers' position e.g, As a consequence of their actions... • Complex noun phrases used to add detail e.g, The fragile eggs are slowly removed from the large mother hen. • Prepositional phrases used cleverly. e.g, In the event of a fire... 	<ul style="list-style-type: none"> • They are unusually • They are rarely • They are never. • They are very... • Generally • Be careful if you • Frequently they... • I will attempt to... • This article will frame... • It can be difficult to... • Each paragraph... • More than half • Less than half...

Years 3, 4, 5 and 6 – Letters

Letter	Year 3: Text Structure	Sentence	Useful Vocabulary
	Brief introduction and conclusion	<ul style="list-style-type: none"> • Subject/verb sentences e.g, I think... We want... 	<ul style="list-style-type: none"> • And, then, but, so, when.
	Written in the past tense	<ul style="list-style-type: none"> • Some modal verbs introduced e.g, would, could, should. 	<ul style="list-style-type: none"> • Dear Mr/Mrs...
	Main ideas organised in groups	<ul style="list-style-type: none"> • Use simple adverbs e.g, yesterday, today 	<ul style="list-style-type: none"> • Dear Sir/Madam... • Yours Sincerely • Yours faithfully • Later • Afterwards • After that • Eventually • I would like to... • We felt...
Using sequencing techniques – time related words	<ul style="list-style-type: none"> • Use simple noun phrases e.g, red shoes 		
	Year 4: Text Structure	Sentence	Useful Vocabulary
	Introduction and conclusion clearly signal writer’s wishes / thoughts	<ul style="list-style-type: none"> • Variation in sentence structures by using simple subordinating conjunctions e.g. When I was waiting for my meal... 	<ul style="list-style-type: none"> • Having seen the menu, • Walking through the park,
	Paragraphs cover a point which is then expanded	<ul style="list-style-type: none"> • Use of relative clauses e.g. the boy, who was kicking the ball, 	<ul style="list-style-type: none"> • Dear Mr/Mrs... • Dear Sir/Madam... • Yours Sincerely • Yours faithfully
	Tenses chosen indicate actions in the past, present and future	<ul style="list-style-type: none"> • Adverbs to show character or frequency e.g. the girl deliberately... my mum always... • Noun phrases expanded to include pairs of adjectives e.g. the delicious, spicy pasta 	<ul style="list-style-type: none"> • As soon as we had... • Thank you for... • It was the best..... ever.

Letter	Year 5: Text Structure	Sentence	Useful Vocabulary
	Developed introduction and conclusion using all the letter layout features	<ul style="list-style-type: none"> • Sentence length varied e.g, short/long • Active and passive voice used deliberately to heighten engagement. e.g, the café chairs were broken • Wide range of subordinate connectives e.g, whilst, until, despite • Complex sentences that use well known economic expression. e.g, Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. 	<ul style="list-style-type: none"> • I appreciate... • Whilst we were waiting... • Your concern... • Until this is resolved... • Despite speaking to the duty manager... • This is a disgrace... • Unfortunately, • Many other people also... • I am delighted to inform you that...
	Paragraphs developed with prioritised information		
	Purpose of letter clear and transparent for reader		
Formal language used throughout to engage the reader			
Year 6: Text Structure	Sentence	Useful Vocabulary	
Letter well-constructed that answers the reader's questions	<ul style="list-style-type: none"> • Verb forms are controlled and precise e.g, It would be helpful if you could let me know as this will enable us to take further action. • Modifiers are used to intensify or qualify e.g, insignificant amount, exceptionally • Sentence length and type varied according to purpose. • Fronted adverbials used to clarify writers' position e.g, As a consequence of your actions... • Complex noun phrases used to add detail e.g, the dilapidated fencing around the enclosure was extremely dangerous. • Prepositional phrases used cleverly. e.g, In the event of a fire... 	<ul style="list-style-type: none"> • Please do not hesitate to contact me... • An early response would be greatly appreciated... • Please accept my... • I wish to express... • The impact of... • Despite continued efforts... • Subsequently... 	
The writer understands the impact and thinks about the response			
Information is prioritised according to importance and a frame of response set up for the reply			

Years 1 - 6 – Persuasion Texts – adverts, leaflets, arguments

Persuasion	Year 1: Text Structure	Sentence	Useful Vocabulary
	Ideas are grouped together for similarity Writes in first person	<ul style="list-style-type: none"> • Simple coordinating conjunctions are used to construct simple sentences e.g, and, but, so. 	<ul style="list-style-type: none"> • It was • Brilliant • Best • Exciting • The most • Super, fantastic, great • It will • Now you can • Try
	Year 2: Text Structure	Sentence	Useful Vocabulary
	Brief introduction and conclusion Written in the present tense Main ideas organised in groups	<ul style="list-style-type: none"> • Subject/verb sentences e.g, He was... They were... It happened... • Some modal verbs introduced e.g, would, could, should • Use simple adverbs e.g, yesterday, today • Use simple noun phrases e.g, red shoes • Uses rhetorical questions • Uses ambitious adjectives to grab the reader's attention 	<ul style="list-style-type: none"> • The biggest, greatest, longest. tallest • I think that • I believe that • Extraordinary • Remarkable
	Year 3: Text Structure	Sentence	Useful Vocabulary
	Clear introduction Points about subject/issue Organised into paragraphs Sub-heading used to organise texts	<ul style="list-style-type: none"> • Simple sentences with extra description • Some complex sentences using when, if, as etc. • Tense consistent e.g, modal verbs can/will • Adverbials e.g, When they have a problem, we played after tea. It was scary in the tunnel • Start sentences with verbs e.g, imagine, consider, enjoy 	<ul style="list-style-type: none"> • Surely, obviously, clearly • Don't you think... • Firstly • Secondly • Thirdly • My own view is • My last point is • My final point is • Imagine • Consider • Enjoy

Persuasion	Year 4: Text Structure	Sentence	Useful Vocabulary
	Clear introduction and conclusion	<ul style="list-style-type: none"> • Variation in sentence structures e.g, While we were at the park... As we arrived... • Use embedded/relative clauses e.g, Mrs Holt, who was very angry... The tiger, that was pacing... • Include adverbs to show how often e.g, additionally, frequently, rarely • More complicated rhetorical questions e.g, haven't you always longed for a...? 	<ul style="list-style-type: none"> • I believe that • It seems to me that • It is clear that • Is it any wonder that? • Furthermore • As I see it • Tremendous • Implore you to consider • Extremely significant • Inevitably • Finally • In conclusion, In summary • The evidence presented... • Have you ever thought about...? Do you think that...? • Fed up with...?
	Links between key ideas in the letter		
	Paragraphs organised correctly into key ideas		
Subheading Topic sentences			
Year 5: Text Structure	Sentence	Useful Vocabulary	
Arguments are well constructed that answer the reader's questions	<ul style="list-style-type: none"> • Verb forms are controlled and precise e.g, It will be a global crisis if people do not take a stand against... • Modifiers are used to intensify or qualify e.g, insignificant amount, exceptionally • Sentence length and type varied according to purpose • Fronted adverbials used to clarify writer's position e.g, As a consequence of your actions... • Complex noun phrases used to add detail e.g, the phenomenal impact of using showers instead of baths... • Prepositional phrases used cleverly. e.g, In the event of a blackout... • Begin to use modal verbs and adverbs of possibility 	<ul style="list-style-type: none"> • It appears that... There can be no doubt that... It is critical... Fundamentally... • How can anyone believe this to be true? • Does anyone really believe that? • As everyone knows I cite, for example... • I would draw your attention to... • I would refer to... • On the basis of the evidence presented... • Phenomenal • Unique • Unmissable • You will be... • Don't... • Take a moment to... • Isn't it time to...? • Worried about... 	
The writer understands the impact or the emotive language and thinks about the response			
Information is prioritised according to the writer's point of view			

	Year 6: Text Structure	Sentence	Useful Vocabulary
Persuasion	<p>Developed introduction and conclusion using all the argument or leaflet layout features</p> <p>Paragraphs developed with prioritised information</p> <p>Viewpoint is transparent for reader</p> <p>Emotive language used throughout to engage the reader</p>	<ul style="list-style-type: none"> • Sentence length varied e.g, short/long • Active and passive voice used deliberately to heighten engagement. e.g, the café chairs were broken. • Wide range of subordinating conjunctions e.g, whilst, until, despite. • Complex sentences that use well known economic expression. e.g, Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. • Persuasive statements are used to change the readers opinion. E.g, you will never need to... • Use modal verbs and adverbs to show degrees of possibility and certainty 	<ul style="list-style-type: none"> • It strikes me that • There is no doubt that • I am convinced that • It appears • In my opinion • Surely only a fool would consider • In addition • Furthermore • Moreover • My evidence to support this is • On balance... • Just think how... • Now you can... • For the rest of your life... • Unbelievable • Outrageous • Incredible

Please refer to this document ([English Appendix 2: Vocabulary, grammar and punctuation](#)) for further information on the sequence in which grammatical knowledge should be introduced.

Citations:

Talk for Writing, Jane Considine – The Training Space and Writing for a Purpose