



Key Stage 1 & Key Stage 2

Progression in writing by text type



Letters			
	Specific features of text type	Grammar	Punctuation
1 – 2	<p>Children are taught to:</p> <ul style="list-style-type: none"> • Include a salutation and appropriate sign off • Write the date of writing the letter • Use expanded noun phrases • Use vocabulary appropriate to the subject matter. E.g. technical vocabulary if appropriate <p>Year 2 As year 1</p> <ul style="list-style-type: none"> • More able to begin to group main ideas into paragraphs 	<ul style="list-style-type: none"> • Coordinating conjunctions – link ideas with ‘and’ • Adverbs/ adverbials of time – say when events took place • Adverbs/ adverbials of place – say where events took place • Expanded noun phrases – add details to nouns. E.g. a long bus ride <p>Year 2 As year 1</p> <ul style="list-style-type: none"> • Coordinating conjunctions – link ideas with ‘but’, ‘so’, ‘and’ and ‘for’ • Subordinating conjunctions – expand upon independent clauses with ‘when’, ‘whilst’, ‘before’ or ‘after’ • Adverbs, adverbials of time • Adverbs/ adverbials of place • Expanded noun phrases 	<p>Year 1</p> <ul style="list-style-type: none"> • Capital letters for proper nouns • Question marks <p>Year 2 As year 1</p> <ul style="list-style-type: none"> • Exclamation marks • Commas for lists • Apostrophes for omission • Apostrophes for possession (GDS)
3 – 4	<p>Children are taught to:</p> <ul style="list-style-type: none"> • Understand and use level of formality correctly, for example, writing to a friend versus writing to an MP • Understand and use the correct presentation for a letter, including an address. E.g. Dear and from versus Yours faithfully or Sincerely • Create a relevant introduction • Create a relevant summary or conclusion • Use paragraphs effectively 	<ul style="list-style-type: none"> • Coordinating conjunctions – link ideas with ‘but’, ‘so’, ‘and’ and ‘for’ • Subordinating conjunctions – expand upon independent clauses with ‘when’, ‘whilst’, ‘before’ or ‘after’ • Adverbs, adverbials of time – say when events took place • Expanded noun phrases – add detail to nouns 	<p>Year 3</p> <ul style="list-style-type: none"> • Apostrophes for omission • Apostrophes for possession • Exclamation marks • Question marks <p>Year 4 As year 3</p> <ul style="list-style-type: none"> • Commas for fronted adverbials



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			<ul style="list-style-type: none"> • Apostrophes for omission • Apostrophes for possession
5 – 6	<p>Children are taught to:</p> <ul style="list-style-type: none"> • Understand and use level of formality correctly, for example, writing to a friend versus writing to an MP • Maintain the appropriate level of formality • Use appropriate vocabulary for the subject matter • Understand and use the correct presentation for a letter. E.g. Dear and From versus Yours faithfully or Sincerely • Create a relevant introduction • Create a relevant summary or conclusion • Effectively paragraph writing to promote cohesion 	<ul style="list-style-type: none"> • Subordinating conjunctions – expand upon independent clauses with ‘when’, ‘whilst’, ‘before’ or ‘after’ • Conjunctive adverbs – flow from one point to another such as for emphasis or to show opposite points. (‘Of course’, ‘despite this’) • Relative clauses • Adverbs, adverbials of time – say where events took place • Expanded noun phrases – add detail to nouns 	<p>Year 5</p> <ul style="list-style-type: none"> • Commas for parenthesis <p>Year 6</p> <p>As year 5</p> <ul style="list-style-type: none"> • Semi-colons • Colons • Commas, dashes and brackets for parenthesis



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Diary			
	Specific features of text type	Grammar	Punctuation
1 – 2	<p>Children are taught to:</p> <ul style="list-style-type: none"> • Write the date – say when account was written • Chronological order • Past tense • First person – informal • Use a mixture of fact and opinions • Rhetorical questions • Salutation/sign off (optional) <p>Year 2 As year 1</p> <ul style="list-style-type: none"> • More able to begin to group main ideas into paragraphs (chronologically) 	<ul style="list-style-type: none"> • Coordinating conjunctions – link ideas with ‘and’ • Adverbs/ adverbials of time – say when events took place • Adverbs/ adverbials of place – say where events took place • Expanded noun phrases – add details to nouns. E.g. a long bus ride <p>Year 2 As year 1</p> <ul style="list-style-type: none"> • Coordinating conjunctions – link ideas with ‘but’, ‘so’, ‘and’ and ‘for’ • Subordinating conjunctions – expand upon independent clauses with ‘when’, ‘whilst’, ‘before’ or ‘after’ • Adverbs, adverbials of time • Adverbs/ adverbials of place • Expanded noun phrases 	<p>Year 1</p> <ul style="list-style-type: none"> • Capital letters for proper nouns • Question marks <p>Year 2 As year 1</p> <ul style="list-style-type: none"> • Exclamation marks • Commas for lists • Apostrophes for omission • Apostrophes for possession (GDS)
3 – 4	<p>Children are taught to:</p> <ul style="list-style-type: none"> • Use dates – say when the account was written • Use first person • Use past tense • Use paragraphs correctly (chronological sequence) • Understand informality of diary • Incorporate a mixture of facts and opinions • Portray thoughts and feelings using emotive language 	<ul style="list-style-type: none"> • Coordinating conjunctions – link ideas with ‘but’, ‘so’, ‘and’ and ‘for’ • Subordinating conjunctions – expand upon independent clauses with ‘when’, ‘whilst’, ‘before’ or ‘after’ • Adverbs, adverbials of time – say when events took place • Expanded noun phrases – add detail to nouns 	<p>Year 3</p> <ul style="list-style-type: none"> • Apostrophes for omission • Apostrophes for possession • Exclamation marks <p>Year 4 As year 3</p> <ul style="list-style-type: none"> • Commas for fronted adverbials • Apostrophes for omission



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	<ul style="list-style-type: none"> • Understand and use the correct layout 		<ul style="list-style-type: none"> • Apostrophes for possession
5 – 6	<p>Children are taught to:</p> <ul style="list-style-type: none"> • Use dates – say when the account was written • Use first person • Use past tense • Use paragraphs correctly (chronological sequence) • Understand informality of diary • Portray thoughts and feelings using emotive language • Write from a character's perspective using language and level of formality appropriate to the character • Understand and use the correct layout 	<ul style="list-style-type: none"> • Subordinating conjunctions – expand upon independent clauses with 'when', 'whilst', 'before' or 'after' • Conjunctive adverbs – flow from one point to another such as for emphasis or to show opposite points. ('Of course', 'despite this'.) • Relative clauses • Adverbs, adverbials of time – say where events took place • Expanded noun phrases – add detail to nouns 	<p>Year 5</p> <ul style="list-style-type: none"> • Commas for parenthesis <p>Year 6</p> <p>As year 5</p> <ul style="list-style-type: none"> • Semi-colons • Colons • Commas, dashes and brackets for parenthesis



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Instructions			
	Specific features of text type	Grammar	Punctuation
1 – 2	<ul style="list-style-type: none"> • Use a title statement explaining what is to be achieved • List of equipment • Sequenced, chronological steps • Simple diagrams or illustrations • Present tense • Commands in imperative tense • Detailed information – prepositions, determiners and precise vocabulary. Eg. Place one piece of bread.. <p>You will need two slices of brown bread.</p>	<ul style="list-style-type: none"> • Coordinating conjunctions – linking ideas with ‘and’ • Expanded noun phrases - add detail to nouns using prepositions such as ‘of’, ‘under’, ‘around’, ‘next to’ and ‘above’ • Positional language. E.g. on the plate <p>Year 2 As year 1</p> <ul style="list-style-type: none"> • Subordinating conjunctions – expand upon independent clauses using ‘if’ and ‘when’ • Direct address to the reader using the second person pronoun ‘you’. E.g. You must follow these instructions carefully. • Adverbials of place. E.g. surrounding the sandcastle 	<p>Year 1</p> <ul style="list-style-type: none"> • Question marks. E.g. Do you love the taste of scrumptious strawberry jam? <p>Year 2 As year 1</p> <ul style="list-style-type: none"> • Commas for lists • Apostrophes for omission • Apostrophes for possession (GDS)
3 – 4	<p>Children are taught to:</p> <ul style="list-style-type: none"> • Use bullet points correctly • Use a range of sequencing conjunctions such as ‘first’, ‘next’, ‘then’ and ‘finally’ • Quantifiers. E.g. ten toe nails • List of equipment • Integrate sub-headings within instructions • Create and use an introduction 	<ul style="list-style-type: none"> • Coordinating conjunctions – linking ideas with ‘and’, ‘but’ or ‘or’. • Subordinating conjunctions – expand upon independent clauses using ‘after’, ‘if’, ‘when’, ‘until’ or ‘so that’. • Expanded noun phrases, - add details to nouns using prepositions 	<p>Year 3</p> <ul style="list-style-type: none"> • Commas in a list • Apostrophes for possession • Apostrophes for omission <p>Year 4 As year 3</p> <ul style="list-style-type: none"> • Commas for fronted adverbials. E.g. When the timer



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	<ul style="list-style-type: none"> • Use captions, pictures, diagrams and labels • Use imperative verbs • Use subject specific vocabulary • Use present tense 	<p>such as 'of', 'from', 'under', 'around', 'surrounding', 'next to' and 'above'.</p> <ul style="list-style-type: none"> • Commands using the imperative. • Statements using the pronoun 'you'. E.g. You will need: • Adverbs, adverbials of manner. E.g. Carefully sprinkle the icing sugar on top of the cake. • Adverbs, adverbials of time. E.g. After 20 minutes. 	<p>goes off, remove the cake from the oven</p>
5 – 6	<p>Children are taught to:</p> <ul style="list-style-type: none"> • Understand their audience and adjust formality accordingly • Use bullet points and/or numbered steps correctly • Create and use a concise and relevant introduction • Quantifiers. E.g. ten toe nails • List of equipment • Create and use chronological steps accurately • Use a range of sequencing conjunctions such as 'first', 'next', 'then' and 'finally'. • Integrate sub-headings within instructions. E.g. Equipment, method etc • Use captions, pictures, diagrams and labels • Use imperative verbs • Use subject specific vocabulary • Use present tense 	<ul style="list-style-type: none"> • Coordinating conjunctions – linking ideas with 'and', 'but' or 'or' Subordinating conjunctions – expand upon independent clauses using 'after', 'if', 'when', 'until' or 'so that' • Expanded noun phrases, - add details to nouns using prepositions such as 'of', 'from', 'under', 'around', 'surrounding', 'next to' and 'above' • Commands using the imperative • Statements using the pronoun you. E.g. You will need: • Adverbials of manner. E.g. Aggressively attack the enemy.... • Adverbials of time. E.g. As the sun sets.... 	<p>Year 5</p> <ul style="list-style-type: none"> • Commas in a list • Parenthesis – brackets, dashes or commas • Apostrophe for possession • Commas for fronted adverbials • Colons to introduce a list <p>Year 6</p> <ul style="list-style-type: none"> • As year 5 but with more advanced vocabulary. E.g. Your squadrons will require the following reinforcing equipment.



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Explanation			
	Specific features of text type	Grammar	Punctuation
1 – 2	<ul style="list-style-type: none"> • Create a title phrased as a question • Write an introductory statement – say what is going to be explained • Coherent sentences detail a process, often in chronological order • Facts • Present tense • Formal language and technical vocabulary <p>Year 2 As year 1</p> <ul style="list-style-type: none"> • More able to begin to use paragraphs detailing a process, often in chronological order 	<ul style="list-style-type: none"> • Coordinating conjunctions – link ideas using ‘and’ • Expanded noun phrases – add detail to nouns. E.g. cubes of jelly • Adverbs/adverbials of time • Adverbs/adverbials of place (prepositional phrases) • Adverbs/adverbs of manner – say how something is done <p>Year 2 As year 1</p> <ul style="list-style-type: none"> • Subordinating conjunctions – expand upon independent clauses with ‘when’ or ‘because’ • Statements • Questions – hook the reader’s interest 	<p>Year 1</p> <ul style="list-style-type: none"> • Question marks – if the title is a question <p>Year 2 As year 1</p> <ul style="list-style-type: none"> • Commas for lists • Apostrophes for possession (GDS)
3 – 4	<p>Children are taught to:</p> <ul style="list-style-type: none"> • Answer questions on ‘why’ and use text to demonstrate this • Create an appropriate title • Write an introductory paragraph • Use paragraphs correctly, often chronological • Formal language • Use interesting facts and subject specific vocabulary • Use sequencing conjunctions. E.g. ‘firstly’, ‘finally’ etc 	<ul style="list-style-type: none"> • Coordinating conjunctions – ‘and’, ‘for’, ‘but’, ‘so’ • Subordinating conjunctions – expand upon independent clauses with ‘when’, ‘as’, ‘before’, ‘since’, and ‘although’/‘even though’ • Expanded noun phrases – adding detail to nouns • Adverbs/adverbials of time • Adverbs/adverbials of manner – say how something is done 	<p>Year 3</p> <ul style="list-style-type: none"> • Apostrophes for possession • Commas in lists <p>Year 4 As year 3</p> <ul style="list-style-type: none"> • Commas for fronted adverbials



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	<ul style="list-style-type: none"> • Use co-ordinating conjunctions. E.g. 'so', 'but', 'for' etc • Use present tense 		
5 – 6	<p>Children are taught to:</p> <ul style="list-style-type: none"> • Answer questions on 'why' and use text to demonstrate this • Create an appropriate title • Understand the use and style of an explanation text • Create and use an opening statement/paragraph • Use paragraphs correctly, detailing a process, often chronological order • Use passive verbs (where necessary) • Use interesting facts and subject specific vocabulary • Use sequencing conjunctions such as firstly, finally etc • Use co-ordinating conjunctions such as so, but, for etc • Use causal conjunctions such as therefore, as a result, furthermore etc • Use present tense • Use full range of taught punctuation correctly 	<ul style="list-style-type: none"> • Subordinating conjunctions – expand upon independent clauses with when, as, before, since, and although/even though • Expanded noun phrases – adding detail to nouns • Relative clauses – embed extra information • Conjunctive adverb for causes and effect – link connected points. E.g. Consequently... • Adverbs/adverbials of time <p>Year 6 As year 5</p> <ul style="list-style-type: none"> • Passive voice to avoid a narrative sounding structure. • Evaluative adverbs – Incredibly, Amazingly, Weirdly 	<p>Year 5</p> <ul style="list-style-type: none"> • Punctuation for parenthesis <p>Year 6 As year 5</p> <ul style="list-style-type: none"> • Semi-colons • Colons



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Non-chronological reports			
	Specific features of text type	Grammar	Punctuation
1 – 2	<ul style="list-style-type: none"> • Children are taught to: • Write a heading to introduce the topic • Include a brief introduction • Use subheadings to organise text into main categories • Use technical vocabulary • Third person – formal • Statements giving factual information (any tense) • Include pictures and captions 	<ul style="list-style-type: none"> • Coordinating conjunctions – linking ideas with ‘and’ • Adverbs/adverbials of place – ay where the subject of report is located (if appropriate). E.g. in the countryside or under the tree • Expanded noun phrases <p>Year 2 As year 1</p> <ul style="list-style-type: none"> • Coordinating conjunctions – linking ideas with ‘and’, ‘but’ and ‘or’ • Subordinating conjunctions – expand upon independent clause with ‘if’, ‘when’ or ‘because’ • Statements • Questions – invite the reader to know more. E.g. Have you ever wondered...? • Commands/ imperative – use these with ‘if’. E.g. If you’re in the penalty box, watch out. 	<p>Year 1</p> <ul style="list-style-type: none"> • Capital letters for proper nouns. E.g. geographical locations <p>Year 2 As year 1</p> <ul style="list-style-type: none"> • Commas for lists • Apostrophes for possession (GDS)
3 – 4	<p>Children are taught to:</p> <ul style="list-style-type: none"> • Write a heading to introduce the topic • Include a brief introduction • Understand and use third person, formal 	<ul style="list-style-type: none"> • Coordinating conjunctions – linking ideas with ‘and’, ‘but’ ‘yet’ or ‘or’. • Subordinating conjunctions – expanding on independent clauses 	<p>Year 3</p> <ul style="list-style-type: none"> • Commas for lists • Apostrophes for possession <p>Year 4</p>



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	<ul style="list-style-type: none"> • Use pictures and captions • Use technical language, appropriate for the purpose • Write factual statements • Use subheadings to organise information in a logical way 	<p>with 'when', 'if', 'so that', 'when' or 'because'.</p> <ul style="list-style-type: none"> • Expanded noun phrases – add detail to nouns with 'of', 'from', 'under', 'around', 'surrounding', 'next to', 'above' and 'with'. • Present perfect tense. • Collective nouns 	<p>As year 3</p> <ul style="list-style-type: none"> • Commas after fronted adverbials. E.g. After construction has been completed,
5 – 6	<p>Children are taught to:</p> <ul style="list-style-type: none"> • Write a heading to introduce the topic • Include a brief introduction • Understand and use third person, formal • Use pictures and captions • Use technical language, appropriate for the purpose • Write factual statements • Use subheadings to organise information in a logical way • Use passive verbs • Use formal language and maintain a formal tone throughout 	<ul style="list-style-type: none"> • Subordinating conjunctions – expand upon independent clauses with 'when', 'whenever', 'wherever', 'even if', 'if' and 'so that' • Relative clauses to embed extra information • Conjunctive adverbs for: <ul style="list-style-type: none"> -Additional points. E.g. They use their feathers to impress their mates; in the same way they use their beaks to... -Similar points. E.g. furthermore -Opposite points. E.g. however -Results. E.g. as a result - Transition phrases. E.g. With regards to -Summarising phrases. E.g. In short, <p>Year 6 As year 5</p> <ul style="list-style-type: none"> • Passive voice 	<p>Year 5</p> <ul style="list-style-type: none"> • Commas for lists • Apostrophes for possession • Parenthesis with brackets, commas or dashes <p>Year 6 As year 5</p> <ul style="list-style-type: none"> • Semi-colons • Colons



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Narrative			
	Specific features of text type	Grammar	Punctuation
1 – 2	<p>Children are taught to:</p> <ul style="list-style-type: none"> • Use adjectives and adverbs to aid description • Use noun phrases and expanded noun phrases to aid description • Sequence a simple story so it makes sense • Write so the past or present tense is consistent to help the writing make sense <p>Year 2 As year 1</p> <ul style="list-style-type: none"> • More able to begin to group main ideas into paragraphs 	<ul style="list-style-type: none"> • Coordinating conjunctions – link ideas with ‘and’ • Adverbs/ adverbials of time – say when events took place • Adverbs/ adverbials of place – say where events took place • Expanded noun phrases – add details to nouns. E.g. a long bus ride <p>Year 2 As year 1</p> <ul style="list-style-type: none"> • Coordinating conjunctions – link ideas with ‘but’, ‘so’, ‘and’ and ‘for’ • Subordinating conjunctions – expand upon independent clauses with ‘when’, ‘whilst’, ‘before’ or ‘after’ • Adverbs, adverbials of time • Adverbs/ adverbials of place • Expanded noun phrases 	<p>Year 1</p> <ul style="list-style-type: none"> • Capital letters for proper nouns • Question marks <p>Year 2 As year 1</p> <ul style="list-style-type: none"> • Exclamation marks • Commas for lists • Apostrophes for omission • Apostrophes for possession (GDS)
3 – 4	<p>Children are taught to:</p> <ul style="list-style-type: none"> • Understand and use a range of tenses including past, present and present perfect • Use descriptive language and techniques to help the reader understand characters and settings • Use a balance of both direct and indirect/reported speech • Use of rhetorical questions 	<ul style="list-style-type: none"> • Coordinating conjunctions – link ideas with ‘but’, ‘so’, ‘and’ and ‘for’ • Subordinating conjunctions – expand upon independent clauses with ‘when’, ‘whilst’, ‘before’ or ‘after’ • Adverbs, adverbials of time – say when events took place • Expanded noun phrases – add detail to nouns 	<p>Year 3</p> <ul style="list-style-type: none"> • Apostrophes for omission • Apostrophes for possession • Exclamation marks • Question marks • Inverted commas (speech marks) – around direct speech <p>Year 4</p>



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	<ul style="list-style-type: none"> • Use a balance of sentence types, such as simple, compound and complex sentences • Use a range of conjunctions • Use a range of sentence openers, for example, fronted adverbials • Use a range of clauses, for example, main and subordinate • Use a range of techniques encourage reader interest. E.g. powerful adjectives, expanded noun phrases, adverbs, similes, personification • Use subject specific vocabulary (if necessary) 		<p>As year 3</p> <ul style="list-style-type: none"> • Commas for fronted adverbials • Apostrophes for omission • Apostrophes for possession
<p>5 – 6</p>	<p>Children are taught to:</p> <ul style="list-style-type: none"> • Understand and use a range of tenses including past, present and present perfect • Use descriptive language and techniques to help the reader understand characters and settings • Use a range of cohesive devices • Integrate dialogue to move the story forward • Use a balance of both direct and indirect/reported speech • Use of rhetorical questions • Use a balance of sentence types, such as simple, compound and complex sentences • Use a range of conjunctions • Use a range of sentence openers, for example, fronted adverbials • Use relative clauses • Use a range of techniques to promote reader interest, E.g. expanded noun phrases, adverbs, similes, personification • Use subject specific vocabulary (if necessary) 	<ul style="list-style-type: none"> • Subordinating conjunctions – expand upon independent clauses with ‘when’, ‘whilst’, ‘before’ or ‘after’ • Conjunctive adverbs – flow from one point to another such as for emphasis or to show opposite points. (‘Of course’, ‘despite this’.) • Relative clauses • Adverbs, adverbials of time – say where events took place • Expanded noun phrases – add detail to nouns 	<p>Year 5</p> <ul style="list-style-type: none"> • Commas for parenthesis • Dialogue to be fully punctuated <p>Year 6</p> <p>As year 5</p> <ul style="list-style-type: none"> • Semi-colons • Colons • Commas, dashes and brackets for parenthesis



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Balanced argument			
	Specific features of text type	Grammar	Punctuation
5 – 6	<p>Children are taught to:</p> <ul style="list-style-type: none"> • Create and use an introduction including both sides of the argument • Use emotive language • Use rhetorical questions • Order writing into effective paragraphs for cohesion • Use counter arguments to introduce opposite viewpoints • Use modal verbs to indicate degrees of possibility • Use statistics to emphasise and strengthen points • Create and use a conclusion to summarise the key points 	<ul style="list-style-type: none"> • Subordinating conjunctions – expand upon independent clauses with ‘when’, ‘whenever’, ‘wherever’, ‘even if’, ‘if’ and ‘so that’ • Relative clauses to embed extra information • Use of a range of conjunction types such as, on the other hand, therefore, similarly, However, in contrast, likewise • Modal verbs • Conjunctive adverbs for: <ul style="list-style-type: none"> -Additional points. E.g. Gardo should return the wallet for reasons of morality; in the same way the key should be handed in too. -Similar points. E.g. furthermore -Results. E.g. as a result - Transition phrases E.g. With regards to -Summarising phrases. E.g. In short, 	<p>Year 5</p> <ul style="list-style-type: none"> • Commas for lists • Apostrophes for possession • Parenthesis with brackets, commas or dashes <p>Year 6</p> <p>As year 5</p> <ul style="list-style-type: none"> • Semi-colons • Colons