

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

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

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

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

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

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

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

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

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

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

Punctuation and Grammar

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

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

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

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