

Writing for a Purpose

1.

Guidance notes for the four writing purposes in KS1 & 2



All writing that children are exposed to and that they produce themselves will always fit into one of the four key purposes: to entertain, to inform, to persuade or to discuss. Across both key stages, children will be exposed to and learn how to write the following text types within those categories:

Progression in text types

	 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss
KS1 text types	Narrative Character/Setting descriptions Poetry	Recount Letters Non-chronological reports Instructions		
LKS2 text types	Narrative Character/Setting descriptions Poetry	Recount Letters Non-chronological reports Explanations Biography	Advert Letters Posters	
UKS2 text types	Narrative Character/Setting descriptions Poetry	Recount Letters Non-chronological reports Explanations Biography Newspaper	Advert Letters Posters Holiday Brochures	Discussion text Speech

Writing to entertain (KS1)

Text Types

- Stories (including re-tellings)
- Descriptions
- Poetry
- In-character/role

Text Features

- Time sequenced
- Begin to differentiate between past and present tense to suit purpose

Other Style Ideas

- Focus on oral work first
- Use opportunities to reading own work aloud

Grammar and Sentences

- Use **coordinating conjunctions** to link two main ideas, *They pulled and pulled at the turnip to get it out.*
- Use **noun phrases** which add detail to description, *very old grandma, brave woodchopper*
- Use the **progressive form** for verbs, *Goldilocks was walking through the woods.*
- Use **exclamation sentences** where appropriate, *What big eyes you have, Grandma!*

Adverbials

First Then Next After Later
The next day...



Conjunctions

and but so or when

Punctuation Content

- Use **finger spaces** between words
- Use **capital letters** & **full stops** to mark sentences
- Use **capital letter** for first person 'I'
- Use **apostrophes** to mark contractions, e.g. *didn't*
- Use **exclamation marks**, particularly in relation to speech
- Begin to use **inverted commas** to mark direct speech where appropriate.



Writing to entertain (LKS2)

Text Types

- Stories
- Descriptions
- Poetry
- Characters/settings

Text Features

- Detailed description
- Use paragraphs to organize in time sequence

Other Style Ideas

- Opportunities for comparing different forms of past tense (progressive and simple)

Grammar and Sentences

- Use **fronted adverbials** to show how/when an event occurs,
Without a sound... After a moment...
- Use **expanded noun phrases** to add detail & description
...the dark gloomy cupboard under the stairs...
- Use **subordinate clauses** to add detail or context
Although Theseus was scared, he prepared to enter the maze.
- Use **nouns & pronouns** for clarity and cohesion
They crept into Minos's great labyrinth. Inside the maze...

Adverbials

Soon Meanwhile As...
The next day... Later...
Carefully Without a thought...



Conjunctions

if when because while
as until whenever once

Punctuation Content

- Use full punctuation for direct speech, including punctuation within and before **inverted commas**,
Mum asked, "Will you be home for tea?"
- Secure use of **apostrophes** for possession, including for plural nouns.
- Use **commas** after fronted adverbials and subordinate clauses
- May begin to use **dashes** for emphasis



Writing to entertain (UKS2)

Text Types

- Narrative
- Descriptions
- Poetry
- Characters/settings

Text Features

- Detailed description
- Use paragraphs to organise in time sequence

Other Style Ideas

- Use a range of tenses to indicate changes in timing, sequence, etc.

Grammar and Sentences

- Use **subordinate clauses** to add detail or context, including in varied positions.

Although Theseus was scared, he prepared to enter the maze.

Theseus, although he was scared, prepared to enter the maze.

- Use **relative clauses** to add detail or context,

Amy grabbed the torch, which she'd strapped to her belt, quickly.

- Use a wide range of sentence structures to add interest

Adverbials

Meanwhile Later that day Silently
Within moments All night Nearby
Under the treetops Never before
-ing openers -ed openers

Conjunctions

if when because while
as until whenever once
since although unless rather

Punctuation Content

- Use **brackets** for incidentals,

Amy saw Katie (her best friend) standing outside.

- Use **dashes** to emphasise additional information,

The girl was distraught - she cried for hours.

- Use **colons** to add further detail in a new clause,

The girl was distraught: she cried for hours.

- Use **semi-colons** to join related clauses,

Some think this is awful; others disagree.



Writing to inform (KS1)

Text Types

- Recount
- Letter
- Instructions

Text Features

- Appropriate use of past and present tense

Other Style Ideas

- Could use a writing frame to structure sections
- May include images

Grammar and Sentences

- Use **coordinating conjunctions** to link two main ideas,
Badgers sleep in the day and look for food at night.
- Use **subordinating conjunctions** in the middle of sentences,
Badgers can dig well because they have sharp claws
- Use **noun phrases** which inform,
sharp claws, black fur
- Use **commas** to separate items in a list,
You will need flour, eggs, sugar and water.
- Use **exclamation sentences** where appropriate,
What a fantastic time we all had!

Adverbials

First Firstly Next After Later

Conjunctions

and but so or when
if because

Punctuation Content

- Use **finger spaces** between words
- Use **capital letters & full stops** to mark sentences
- Use **question mark**,
Did you know...?
- Use **apostrophes** to mark possession,
A badger's home is underground



Writing to inform (LKS2)

Text Types

- Explanation
- Recount
- Letter
- Biography
- Newspaper article

Text Features

- Paragraphs used to group related ideas
- Subheadings to label content

Other Style Ideas

- May be built around a key image
- Use techniques to highlight key words (bold, underline, etc.)

Grammar and Sentences

- Use **subordinating conjunctions** to join clauses, including as openers,
Although they have a fierce reputation, the Vikings weren't all bad.
- Use **expanded noun phrases** to inform,
A tall dark-haired man was seen leaving the scene.
- Use **commas** to separate adjectives in a list,
You will need flour, eggs, sugar and water.
- Use **relative clauses** to add further detail
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.
- Begin to use **present perfect** tense to place events in time,
This week we have visited the Science Museum.

Adverbials

First Firstly Before After Later
Soon Also In addition However

Conjunctions

when before after while
because if

Punctuation Content

- Consolidate four main punctuation marks (., ! ?)
- Use **capital letters** for proper nouns
- Use **commas** to mark fronted adverbials
After lunch, we went into the museum
- Use **commas** to mark subordinate clauses
When he was a boy, Dahl did not like reading.
- Use **inverted commas** for direct speech
- Use **bullet points** to list items



Writing to inform (UKS2)

Text Types

- Report
- Recount
- Biography
- Newspaper article
- Essay

Text Features

- Paragraphs used to group related ideas
- Heading/subheadings
- Use of technical vocabulary

Other Style Ideas

- May include a glossary
- Sections may contain more than one paragraph

Grammar and Sentences

- Use **subordinating conjunctions** in varied positions,
The Polar Bear, although it is large, can move at great speed.
- Use **expanded noun phrases** to inform,
...a tall dark-haired man with a bright-red cap...
- Use **relative clauses** to add further detail
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.
- Begin to use **passive voice** to remain formal or detached,
The money was stolen from the main branch.
- Begin to use **colons** to link related clauses,
England was a good country to invade: it had plenty of useful land.

Adverbials

Meanwhile At first After
Furthermore Despite As a result
Consequently Due to For example

Conjunctions

when before after while
because if although as

Punctuation Content

- Use **brackets or dashes** to explain technical vocabulary
- Use **semi-colons** to punctuate complex lists, including when using bullet points
- Use **colons** to introduce lists or sections
- Use **brackets or dashes** to mark relative clauses
- Secure use of **commas** to mark clauses, including opening subordinating clauses
- Begin to use **colons & semi-colons** to mark clauses



Writing to persuade (LKS2)

Text Types

- Advertising
- Letter
- Speech
- Poster

Text Features

- Use of 2nd person
- Planned repetition
- Facts & Statistics
- Adjectives for positive description

Other Style Ideas

- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

Grammar and Sentences

- Use **imperative** verbs to convey urgency,
Buy it today! *Listen very carefully....*
- Use **rhetorical questions** to engage the reader,
Do you want to have an amazing day out?
- Use **noun phrases** to add detail and description,
Our fantastic resort has amazing facilities for everyone
- Use **relative clauses** to provide additional enticement
Our hotel, which has 3 swimming pools, overlooks a beautiful beach

Adverbials

Firstly Also In addition
However On the other hand
Therefore In conclusion

Conjunctions

if because unless so
and but even if when

Punctuation Content

- Ensure use of **capital letters** for proper nouns
- Use ? ! for rhetorical / exclamatory sentences
- Use **commas** to mark relative clauses
- Use **commas** to make fronted adverbials and subordinate clauses

After your visit, you won't want to leave.

Once you've tasted our delicious sandwiches, you'll be coming back for more!



Writing to persuade (UKS2)

Text Types

- Advertising
- Letter
- Speech
- Campaign

Text Features

- Use of 2nd person
- Personal pronouns
- Planned repetition
- Facts & Statistics
- Hyperbole

Other Style Ideas

- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

Grammar and Sentences

- Use **imperative** and **modal** verbs to convey urgency,
Buy it today! *This product will transform your life..*
- Use **adverbials** to convey sense of certainty,
Surely we can all agree...?
- Use **short sentences** for emphasis
This has to stop! *Vote for change!*
- Use of the **subjunctive form** for formal structure
If I were you, I would...

Adverbials

Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion

Conjunctions

if because although unless
since even if rather whereas
in order to whenever whether

Punctuation Content

- Use ? ! for rhetorical / exclamatory sentences
- Use **colons** and **semi-colons** to list features, attractions or arguments
- Use **brackets** or **dashes** for parenthesis, including for emphasis
This is our chance—our only chance—to make a difference.
- Use **semi-colons** for structure repetition,
Bring your friends; bring your children; bring the whole family!



Writing to discuss (UKS2)

Text Types

- Balanced argument
- Newspaper article
- Review

Text Features

- Appropriate use of cohesive devices
- Use of subjunctive form where needed

Other Style Ideas

- Use paragraphs to structure arguments
- Maintain formal / impersonal tone

Grammar and Sentences

- Use **modal verbs** to convey degrees of probability,
It could be argued... Some might say...
- Use **relative clauses** to provide supporting detail
The rainforest, which covers almost a third of South America...
- Use **adverbials** to provide cohesion across the text,
Despite its flaws... On the other hand...
- Use **expanded noun phrases** to describe in detail
The dramatic performance by the amateur group was...
- Begin to use **passive voice** to maintain impersonal tone,
The film was made using CGI graphics

Adverbials

Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion

Conjunctions

if because although unless
since even if rather whereas
in order to whenever whether

Punctuation Content

- Use **brackets or dashes** for parenthesis, including for emphasis
This performance—the first by such a young gymnast—was a masterpiece!
- Use **semi-colons** for to mark related clauses,
Some argue ... ; others say...
- Use **commas** to mark relative clauses
- Use **colons and semi-colons** to punctuate complex lists



2. Progression in text types across year groups: Narrative

Narrative texts in Year 1		
Generic text features	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> Simple narratives and retellings are told/ written in first or third person. Simple narratives are told/ written in past tense. Events are sequenced to create texts that make sense. The main participants are human or animal. Simple narratives use typical characters, settings and events whether imagined or real. 'Story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing. 	<ul style="list-style-type: none"> Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. Sentences are demarcated using full-stops, capital letters and finger spaces. Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! Question marks can be used to form questions, e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf. 	<ul style="list-style-type: none"> Listen to stories and narrative texts that use the features required for the writing. Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. Make plans and props based on the story or narrative that has been shared. Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc. Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. Think, say and write sentences to tell the story or narrative in their own words.
	<ul style="list-style-type: none"> Use of the personal pronoun 'I' to retell personal narratives, e.g. I went to the park yesterday. 	<ul style="list-style-type: none"> Reread the completed narrative aloud, for example, to a partner, small group or the teacher.

Narrative texts in Year 2		
Generic text features	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> Narratives and retellings are told/ written in first or third person Narratives and retellings are told/ written in past tense Events are sequenced to create texts that make sense. The main participants are human or animal. They are simply developed as either good or bad characters. Simple narratives use typical characters, settings and events whether imagined or real. Language choices help create realistic-sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc. 	<ul style="list-style-type: none"> Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. The past progressive form of verbs can be used, e.g. the Billy Goats Gruff <u>were eating</u>, Rapunzel <u>was hoping</u> someone would come and rescue her... Apostrophes can be used for possession, e.g. Granny's house, baby bear's bed. Apostrophes to show contraction can be used, e.g. Goldilocks couldn't believe her eyes. Personal retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. Sentences are demarcated using full-stops, capital letters and finger spaces. 	<ul style="list-style-type: none"> Listen to stories and narrative texts that use the features required for the writing. Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. Make plans and props based on the story or narrative that has been shared. Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc. Make use of ideas from reading, e.g. using repetition to create an effect. Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. Think, say and write sentences to tell the story or narrative in their own words. Write narratives using their plans.
	<ul style="list-style-type: none"> Use of conjunctions e.g. and, so, because, when, if, that, or, but ... to join ideas and enable subordination of ideas. Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! and to form exclamative sentences, e.g. How amazing was that!, What an incredible sight! Question marks can be used to form questions, including rhetorical questions used to engage the reader. Adjectives including comparative adjectives are used to aid description and make comparisons, e.g. the troll was big but the eldest Billy Goat Gruff was bigger. Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases. Verbs should be chosen for effect e.g. walked instead of went, grabbed instead of got etc. 	<ul style="list-style-type: none"> Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. Reread completed narratives aloud, for example, to a partner, small group or the teacher.

Narrative texts in Year 3		
Generic text features	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> Narratives and retellings are written in first or third person. Narratives and retellings are written in past tense, occasionally these are told in the present tense. Events are sequenced to create chronological plots through the use of adverbials and prepositions. Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... Narratives use typical characters, settings and events whether imagined or real. Dialogue begins to be used to convey characters' thoughts and to move the narrative forward. Language choices help create realistic-sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.) 	<ul style="list-style-type: none"> Paragraphs are useful for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs used to denote the passage of time. Adverbs e.g. first, then, after that, finally... are useful for denoting shifts in time and for structuring the narrative. The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative. Using prepositions e.g. before, after, during, after, before, in, because of... enables the passage of time to be shown in the narrative and the narrative to be moved on. Present perfect form of verbs can be used within dialogue or a character's thoughts, e.g. What has happened to us? What have you done? They have forgotten me... Headings and subheadings can be used to indicate sections in the narrative, e.g. Chapter 1; How it all began; the story comes to a close... etc. Inverted commas can be used to punctuate direct speech this allows characters to interact and the story to be developed. Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. 	<ul style="list-style-type: none"> Read stories and narrative texts that use the features required for the writing. Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. Make plans that include a limited number of characters and describe a few key details that show something about their personalities. Compose and rehearse sentences or parts of stories orally to check for sense. Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc. Make use of ideas from reading, e.g. using repetition to create an effect. Try to show rather than tell, for example, show how a character feels by what they say or do. Write narratives using their plans. Reread completed narratives aloud, e.g. to a partner, small group. Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.
	<ul style="list-style-type: none"> Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys... 	

Narrative texts in Year 4		
Generic text features	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> Narratives and retellings are written in the first or third person. Narratives and retellings are written in the past tense, occasionally these are told in the present tense. Events are sequenced to create chronology through the use of adverbials and prepositions Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... Narratives use typical characters, settings and events whether imagined or real. Dialogue is used to convey characters' thoughts and to move the narrative forward. Language choices help create realistic-sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc. 	<ul style="list-style-type: none"> The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). Standard English forms of verb inflections are used instead of local spoken forms, e.g. 'we were' instead of 'we was', 'we did that' rather than 'we done that'. Fronted adverbials can be used e.g. During the night..., in a distant field.... These should be punctuated using a comma. The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs. Cohesion can also be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys... 	<ul style="list-style-type: none"> Read narrative texts that use the features required for the writing. Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. Make plans that include key events, being sure that all the events lead towards the ending. Plan a limited number of characters and describe a few key details that show something about their personalities. Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader.
precise nouns, expressive verbs and figurative language etc.	<ul style="list-style-type: none"> pronouns e.g. Sammy and John... they... the boys... Paragraphs are useful for organising the narrative into logical sections. Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative. Descriptions can be developed through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition). The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed. Apostrophes can be used to indicate plural possession e.g. The girls' names, the children's mother, the aliens' spaceship. 	<ul style="list-style-type: none"> Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc. Try to show rather than tell, for example, show how a character feels by what they say or do. Write narratives using their plans. Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. Reread completed narratives aloud, e.g. to a partner, small group.

Narrative texts in Year 5		
Generic text features	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> Narratives and retellings are written in first or third person. Narratives and retellings are written in past tense, occasionally these are told in the present tense. Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositions. Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language Dialogue is used to convey characters' thoughts and to move the narrative forward. 	<ul style="list-style-type: none"> The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff <u>were eating</u>), Present perfect (e.g. What have you done?). Opportunities also exist for the use of the past perfect e.g. The children <u>had tried</u>...earlier in the day, the goblins <u>had hidden</u>... and Past perfect progressive forms e.g. the children <u>had been searching</u>... they <u>had been hoping</u> to find the treasure since they started on the quest ... Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly). Modals can be used to suggest degrees of possibility, e.g. They <u>should</u> never have...If they were careful, the children <u>might</u> be able to... Adverbs of possibility can be used to suggest possibility, e.g. They were <u>probably</u> going to be stuck there all night..., they were <u>definitely</u> on the adventure of a lifetime... Parenthesis can be used to add additional information through the use of brackets, dashes or commas e.g. using brackets for stage instructions in a playscript. 	<ul style="list-style-type: none"> Read narrative texts that use the features required for the writing. Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. Make plans that include key events, being sure that all the events lead towards the ending. Plan a limited number of characters and describe a few key details that show something about their personalities. Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader. Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc. Try to show rather than tell, for example, show how a character feels by what they say or do. Write narratives using their plans. Show how the main character has developed as a result of the narrative. Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.
	<ul style="list-style-type: none"> Layout devices can be used to provide additional information and guide the reader, e.g. Chapter 1, How it all began..., The story comes to a close... Relative clauses can be used to add further information, e.g. the witch, who was ugly and green,...The treasure, which had been buried in a chest... this should include the use of commas when required. 	<ul style="list-style-type: none"> Read their completed narratives to other children.

Narrative texts in Year 6		
Generic text features	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> Narratives and retellings are written in first or third person. Narratives and retellings are written in past tense, occasionally these are told in the present tense. Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositions. Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language. Dialogue is used to convey characters' thoughts and to move the narrative forward. 	<ul style="list-style-type: none"> By writing for a specified audience and with a particular purpose in mind, the writer can choose between vocabulary typical of informal speech and that appropriate for formal speech e.g. the battalion traversed the mountain range; the soldiers walked over the mountains. The passive voice can be used e.g. it was possible that..., the map was given to the children by..., more ingredients were added to the potion etc. Writers may use conditional forms such as the subjunctive form to hypothesise, e.g. If the children were to get out of this situation..., if only there were a way to solve 	<ul style="list-style-type: none"> Read narrative texts that use the features required for the writing. Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. Make plans that include key events, being sure that all the events lead towards the ending. Plan a limited number of characters and describe a few key details that show something about their personalities. Make use of ideas from reading, e.g. using short and long sentences for different effects.
	<p>this problem..., I wished I were somewhere else...etc.</p> <ul style="list-style-type: none"> Past perfect progressive forms can be used to indicate specific points in time e.g. the children <u>had been searching</u>... I <u>had been dreaming</u> of riding a unicorn all my life... Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect. Colons, semi-colons and dashes can be used to separate and link ideas. 	<ul style="list-style-type: none"> Try to show rather than tell, for example, show how a character feels by what they say or do. Use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day. Write narratives using their plans. Show how the main character has developed as a result of the narrative. Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. Read their completed narratives to other children.

3. Progression in text types across year groups: Non-Fiction

Progression in explanatory texts

Explanatory texts generally go beyond simple 'description' in that they include information about causes, motives or reasons. Explanations and reports are sometimes confused when children are asked to 'explain' and they actually provide a report, e.g. what they did (or what happened) but not how and why. Although some children's dictionaries do include an encyclopaedia-like explanation, others are inaccurately categorised as explanation texts when they simply define a word's meaning. Like all text types, explanatory texts vary widely and are often found combined with other text types.

Purpose:	Grammatical features	Planning and preparation
To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is.		
Generic text structure	<ul style="list-style-type: none"> A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate. The steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide. 	<ul style="list-style-type: none"> Written in present tense e.g. Hedgehogs wake up again in the spring.) Questions can be used to form titles e.g. How do hedgehogs survive the winter? Why does it get dark at night? Question marks are used to denote questions. Use of adverbs e.g. first, then, after that, finally... Use of conjunctions e.g. so, because... Use prepositions e.g. before, after... Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. <u>Many mammals...they</u> feed their young... Indicate degrees of possibility using adverbs e.g. perhaps, surely... Sometimes modal verbs can be used to express degrees of possibility e.g. might, should, will... Fronted adverbials can be used e.g. During the night, nocturnal animals...

	<ul style="list-style-type: none"> Relative clauses can be used to add further information e.g. Hedgehogs, which are mammals... Degrees of formality and informality can be adapted to suit the form of the discussion, so an informal tone can sometimes be appropriate e.g. You'll be surprised to know that ... Have you ever thought about the way that ...? And a formal, authoritative tone can also be adopted e.g. oxygen is constantly replaced in the bloodstream... The passive voice can sometimes be used e.g. gases are carried... Layout devices such as heading, subheadings, columns, bullets etc can be used to present information clearly. Paragraphs are useful for organising the explanation into logical sections. Brackets, dashes and commas can be used to add extra information inside parenthesis e.g. oxygen (a gas found in air) 	
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Year group	Grammatical features to include in explanations
1	n/a
2	Consistent use of present tense Questions can be used to form titles Question marks are used to denote questions (Y1) Use conjunctions e.g. so...because
3	Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Heading and subheadings used to aid presentation
4	Use fronted adverbials Use of paragraphs to organise ideas Create cohesion through the use of nouns and pronouns
5	Indicate degrees of possibility using adverbs and modal verbs Use layout devices to provide additional information and guide the reader Create cohesion within paragraphs using adverbials Relative clauses can be used to add further information Parenthesis can be used to add clarification of technical words
6	Adapt degrees of formality and informality to suit the form of the explanation Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials The passive voice can be used

Progression in Instruction/procedural texts

Like all text types, variants of instructions occur and they can be combined with other text types. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions.

Purpose: To ensure something is done effectively and/or correctly with a successful outcome for the participant/s		
Generic text structure	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> Begin by defining the goal or desired outcome. E.g. How to make a board game. List any material or equipment needed, in order. Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.) A final evaluative statement can be used to wrap up the process. E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat. 	<ul style="list-style-type: none"> Use of imperative/command sentences e.g. Cut the card ... Paint your design ...some of these may be negative commands e.g. Do not use any glue at this stage... Commas in lists can be used to separate required ingredients/materials Conjunctions, adverbs and prepositions can be used to order and explain the procedure e.g. when this has been done...next add...after doing this... Relative clauses can be used to add further information e.g. Collect your jam from the fried, which may be bought or homemade... Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Add <u>the egg</u> and then beat <u>it</u> with a whisk. Additional advice can be added through the use of parenthesis e.g. (It's a good idea to leave it overnight if you have time) ... Conditional adverbials can be used, including as fronted adverbials to make 	<ul style="list-style-type: none"> Use the title to show what the instructions are about. E.g. How to look after goldfish. Work out exactly what sequence is needed to achieve the planned goal. Decide on the important points you need to include at each stage. Keep sentences as short and simple as possible. Avoid unnecessary adjectives and adverbs or technical words, especially if your readers are young. Appeal directly to the reader's interest and enthusiasm. E.g. You will really enjoy this game. Why not try out this delicious recipe on your friends? Only one more thing left to do now. Use procedural texts within other text types when you need a set of rules, guidelines or instructions to make something really clear for the reader.

	suggested alternatives e.g. <u>If you would like to make a bigger decoration</u> , you could either double the dimensions of the base or just draw bigger flowers. <ul style="list-style-type: none"> Modals can be used to suggest degrees of possibility e.g. you should...you might want to... Different degrees of formality may be required e.g. Cook for 20 minutes/Pop your cheesecake in the oven for 20 minutes. Headings can be used to separate the equipment from the procedure. Layout devices such as bullet points, numbers or letters to help your reader keep track as they work their way through each step. 	
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Year group	Grammatical features to include in instructions
1	Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple instructions can be written. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.
2	Use of command sentences Commas in lists
3	Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Heading and subheadings used to aid presentation
4	Create cohesion through the use of nouns and pronouns Use fronted adverbials
5	Parenthesis can be used to add additional advice Relative clauses can be used to add further information Modals can be used to suggest degrees of possibility Use layout devices to provide additional information and guide the reader
6	Adapt degrees of formality and informality to suit the form of the instructions Create cohesion across the text using a wide of cohesive devices including layout features

Progression in discussion texts

Discussion texts are not limited to controversial issues but polarised views are generally used to teach this text type as this makes it easier to teach children how to present different viewpoints and provide evidence for them. Discussions contrast with persuasion texts which generally only develop one viewpoint and may present a biased view, often the writer's own. Like all text types, discussion texts vary widely and elements of discussion writing are often found within other text types.

Purpose: 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.		
Generic text structure	Grammatical features	Planning and preparation
The most common structure includes: <ul style="list-style-type: none"> • a statement of the issues involved and a preview of the main arguments; • arguments for, with supporting evidence/examples; • arguments against or alternative views, with supporting evidence/examples. Another common structure presents the arguments 'for' and 'against' alternatively. Discussion texts usually end with a summary and a statement of recommendation or conclusion. The summary may develop one particular	<ul style="list-style-type: none"> • Written in the present tense. This can include other forms such as present perfect e.g. some people have argued...some people have said... • Generalises the participants and things it refers to using uncountable noun phrases (some people, most dogs), nouns that categorise (vehicles, pollution) and abstract nouns (power). • Heading and subheadings can be used to aid presentation. • Paragraphs are useful for organising the discussion into logical sections. 	<ul style="list-style-type: none"> • Questions often make good titles e.g. Should everyone travel less to conserve global energy? • Use the introduction to show why you are debating the issue e.g. There is always a lot of disagreement about x and people's views vary a lot. • Make sure you show both/all sides of the argument fairly. • Support each viewpoint you present with reasons and evidence. • If you opt to support one particular view in the conclusion, give reasons for your decision.
viewpoint using reasoned judgements based on the evidence provided	<ul style="list-style-type: none"> • Uses adverbials e.g. therefore, however to create cohesion within and across paragraphs. • Writers need to make formal and informal vocabulary choices to suit the form of the writing by making generic statements followed by specific examples e.g. Most vegetarians disagree. Dave Smith, a vegetarian for 20 years, finds that ... • Layout devices such as diagrams, illustrations, moving images and sound can be used to provide additional information or give evidence • The passive voice can sometimes be used to present points of view e.g. It could be claimed that...it is possible that...some could claim that... • Degrees of formality and informality can be adapted to suit the form of the discussion e.g. whether writing a formal letter on an informal blog. This can include vocabulary choices e.g. choosing habitat rather than home...indicates rather than shows • Because arguments include hypothetical ideas, conditional language, such as the subjunctive form can sometimes be used e.g. If people were to stop hunting whales... • In discussions, complex ideas need developing over a sentence. Colons and semi-colons can be useful for separating and linking these ideas. 	<ul style="list-style-type: none"> • Don't forget that discussion texts can be combined with other text types depending on your • Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information • Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose.

Year group	Grammatical features to include in discussions
1	n/a
2	n/a
3	n/a
4	Consistent use of present tense (Y2) Use present perfect form of verbs (Y3) Effective use of noun phrases Use of paragraphs to organise ideas Use adverbials e.g. therefore, however... Heading and subheadings used to aid presentation (Y3)
5	Create cohesion within paragraphs using adverbials Use layout devices to provide additional information and guide the reader
6	Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials Make formal and informal vocabulary choices Use the passive voice to present points of view without Adapt degrees of formality and informality to suit the form of the discussion Use conditional forms such as the subjunctive form to hypothesise Make formal and informal vocabulary choices Use semi-colons, colons and dashes to make boundaries between clauses

Progression in persuasive texts

Persuasive texts can be written, oral or written to be spoken, e.g. a script for a television advert or presentation. The persuasive intention may be covert and not necessarily recognised by the reader or listener. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone. Elements of persuasive writing are found in many different texts including moving image texts and digital multimedia texts. Some examples may include evidence of bias and opinion being subtly presented as facts.

Purpose: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.		
Generic text structure	Grammatical features	Planning and Preparation
<ul style="list-style-type: none"> An opening statement (thesis) that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea.) Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...) A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.) 	<ul style="list-style-type: none"> Written in the present tense. This can include other forms such as present perfect e.g. people have said... Often refers to generic rather than specific participants e.g. Vegetables are good for you. They ... This means that cohesion is created through the combined use of nouns and pronouns. Uses adverbials e.g. therefore, however to create cohesion within and across paragraphs. Uses logical conjunctions, adverbials and prepositions e.g. This proves that ... So it's clear ... Therefore ... Paragraphs are useful for organising the content into logical sections. Requires the writer to make formal and informal vocabulary choices by moving from generic statements to specific examples when key points are being presented. (The hotel is comfortable. The beds are soft, the chairs are specially made to support your back and all rooms have thick carpet.) 	<ul style="list-style-type: none"> Decide on the viewpoint you want to present and carefully select the information that supports it. Organise the main points to be made in the best order and decide which persuasive information you will add to support each. Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list. Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant. Try to appear reasonable and use facts rather than emotive comments. Choose strong, positive words and phrases and avoid sounding negative. Use short sentences for emphasis. Re-read the text as if you have no opinion and decide if you would be persuaded. Remember that you can use persuasive writing within other text types.
	<ul style="list-style-type: none"> Sentence types include rhetorical questions e.g. Do you want to get left behind in the race to be fashionable? Want to be the most relaxed person in town? So what do you have to do to? Modals can be used to suggest degrees of possibility e.g. this could be...you should...you might want to... Sometimes the second person is useful for appealing to the reader e.g. e.g. this is just what you've been looking for. This also enables adaptation of the Degrees of formality and informality so that the text appeals to the reader. Adjectives can be used to create persuasive noun phrases e.g. delicious chocolate...evil hunters... In some formal texts, it may be possible to use the passive voice e.g. It can be said...it cannot be overstated... Repetition can be used to strengthen your point of view. This also acts as a cohesive device. Because arguments include hypothetical ideas, conditional language, such as the subjunctive form can sometimes be used e.g. If people were to stop hunting whales... 	

3	Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Use present perfect form of verbs
4	Create cohesion through the use of nouns and pronouns Use adverbials e.g. therefore, however... Use paragraphs to organise ideas Effective use of expanded noun phrases
5	Modals can be used to suggest degrees of possibility Create cohesion within paragraphs using adverbials
6	Make formal and informal vocabulary choices Adapt Degrees of formality and informality to suit the form of the text The passive voice can be used in some formal persuasive texts Use conditional forms such as the subjunctive form to hypothesise Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials

Progression in report texts

Non-chronological reports describe things the way they are, so they usually present information in an objective way. Sometimes, the selection of information by the writer can result in a biased report. As with all text types, variants occur and non-chronological reports can be combined with other text types. A text that is essentially a non-chronological report written in the present tense may include other text types such as other types of report, e.g. when a specific example is provided to add detail to a statement. (Sharks are often seen around the coasts of Britain but they rarely attack people. In 2006, a man was surfing in Cornwall when he was badly bitten but it was the only incident recorded there for twenty years.)

Purpose:

To provide detailed information about the way things are or were. To help readers/listeners understand what is being described by organising or categorising information.

Generic text structure	Grammatical features	Planning and Preparation
<p>In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes:</p> <ul style="list-style-type: none"> an opening statement, often a general classification (Sparrows are birds); sometimes followed by a more detailed or technical classification (Their Latin name is...); a description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: its qualities (Like most birds, sparrows have feathers.); its parts and their functions (The beak is small and strong so that it can ...); 	<ul style="list-style-type: none"> Often written in the third person and present tense e.g. They like to build their nests ... It is a cold and dangerous place to live. Sometimes written in the past tense, as in a historical report e.g. Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work. Questions can be used to form titles e.g. Who were the Victorians? What was it like in a Victorian school? Question marks are used to denote questions. Use of conjunctions e.g. so, because... Use prepositions e.g. before, after... Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. <u>The Victorians liked...they</u> were particularly fond of... 	<ul style="list-style-type: none"> Plan how you will organise the information you want to include, e.g. use paragraph headings, a spidergram or a grid. Gather information from a wide range of sources and collect it under the headings you've planned. Consider using a question in the title to interest your reader (Vitamins – why are they so important?). Try to find a new way to approach the subject and compose an opening that will attract the reader or capture their interest. Use the opening to make very clear what you are writing about. Include tables, diagrams or images e.g. imported photographs or drawings that add or summarise information. Find ways of making links with your reader. You could ask a direct question e.g. Have you ever heard of a hammerhead shark? or add a
<ul style="list-style-type: none"> its habits/behaviour/ uses (Sparrows nest in ...) 	<ul style="list-style-type: none"> Non-chronological reports are often organised into sections. This makes paragraphing a useful tool. Headings can be used to organise different sections. Layout devices such as heading, subheadings, columns, bullets etc can be used to present information clearly. Consistent use across the text helps create cohesion. The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing. E.g. Sparrows are found in ... Sharks are hunted ... children were taught ... Requires the writer to appreciate the difference between vocabulary typical of informal speech and that appropriate for formal speech e.g. the habitat of wood mice rather than where wood mice live. Adjectives and specifically comparative adjectives can be used to create description e.g. Polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal. Brackets, dashes and commas can be used to add extra information inside parenthesis. 	<p>personal touch to the text e.g. So next time you choose a pet, think about getting a dog.</p> <ul style="list-style-type: none"> Re-read the report as if you know nothing about its subject. Check that information is logically organised and clear. Use other text-types within your report if they will make it more effective for your purpose and audience.

Year group	Grammatical features to include in reports
1	Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple non-chronological reports can be written about topics with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.
2	Use present and past tense throughout writing Questions can be used to form titles Question marks are used to denote questions (Y1) Use conjunctions e.g. because to aid explanation Use adjectives including comparative adjectives to create description
3	Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Headings and subheadings used to aid presentation
4	Create cohesion through the use of nouns and pronouns Use of paragraphs to organise ideas
5	Create cohesion within paragraphs using adverbials Parenthesis can be used to add additional information Use layout devices to provide additional information and guide the reader
6	Use vocabulary typical of informal speech and that appropriate for formal speech in the appropriate written forms The passive voice can be used Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, headings and questions.

Progression in recounts

Recounts are sometimes referred to as 'accounts'. They are the most common text type we encounter as readers and listeners, not least because they are the basic form of many storytelling texts. Stories and anecdotes can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener. In non-fiction texts they are used to provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of an event often consist of a recount that includes elements of explanation.

Purpose:

To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.

Generic text structure	Grammatical features	Planning and Preparation
<p>Structure often includes:</p> <ul style="list-style-type: none"> orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) an account of the events that took place, often in chronological order (The first person to arrive was ...) some additional detail about each event (He was surprised to see me.) reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) <p>Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts</p>	<ul style="list-style-type: none"> Usually written in the past tense with space for pupils to use the past progressive form of verbs, e.g. <u>the children were playing</u>, <u>I was hoping</u>... Opportunities also exist for the use of the past perfect e.g. <u>The children had tried</u>...earlier in the day, <u>the owls had hunted</u>... and Past perfect progressive forms e.g. <u>the children had been singing</u>... <u>we had been hoping</u> to go on this trip for a long time... Some forms may use present tense, e.g. informal anecdotal storytelling (Just imagine – I'm in the park and I suddenly see a giant bat flying towards me!) which also enables writing to meet different levels of formality and informality. In these cases it is also possible to extend opportunities to writing using the present progressive e.g. <u>I am really hoping</u>... 	<ul style="list-style-type: none"> Plan how you will organise the way you retell the events. You could use a timeline to help you plan. Details are important to create a recount rather than a simple list of events in order. Try using When? Where? Who? What? Why? questions to help you plan what to include. Decide how you will finish the recount. You'll need a definite ending, perhaps a summary or a comment on what happened (I think our school trip to the Science Museum was the best we have ever had). Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when? Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your
	<ul style="list-style-type: none"> Conjunctions are useful for coordinating events and showing subordination e.g. we went to the park so we could play on the swings... Events being recounted have a chronological order, so conjunctions, adverbs and prepositions are used e.g. then, next, first, afterwards, just before that, at last, meanwhile. Noun phrases (some people, most dogs, blue butterfly) can be used to add detail and interest the reader The subject of a recount tends to focus on individual or group participants, which requires the use of either first or third person e.g. Third person they all shouted, she crept out, it looked like an animal of some kind). In personal recounts, the first person is used e.g. I was on my way to school ... We got on the bus... Recounts can take many forms (diaries, letters, newspaper reports) paragraphing can be used to organise all of these. Uses adverbials e.g. therefore, however to create cohesion within and across paragraphs. Different degrees of formality may be required for different forms e.g. high formality if recounting in the style of a broadsheet newspaper or informal in a personal diary. 	friends about something funny that happened to you.)

Year group	Grammatical features to include in recounts
1	Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple recounts and retellings can be written about experiences with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.
2	Use past and present tense throughout writing Use progressive forms of verbs Use conjunctions for coordination and subordination Use of noun phrases
3	Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Inverted commas can be used to punctuate direct speech
4	Use of paragraphs to organise ideas Effective use of expanded noun phrases Fronted adverbials (e.g. Later that day)
5	Use of the past perfect Modals can be used to indicate degrees of possibility Create cohesion within paragraphs using adverbials
6	Use of the past perfect progressive form of verbs Adapt degrees of formality and informality to suit the form of the text Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials

4. KS1 spelling, punctuation and grammar overviews



Year 1 SPaG Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Ready to Write -spaces between words			Punctuating sentences with a capital letter and full stop -Name the letters of the alphabet in order -Form lower case letters in the correct direction, starting and finishing in the right place -Form capital letters			How words can combine to make sentences		Capital Letters -Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' -Handwriting: Form digits 0-9		Assessment	
Spring	Conjunctions -Joining words and joining clauses using 'and'/How words can combine to make sentences			Exclamations Introduction to exclamation marks to demarcate sentences/ Beginning to punctuate sentences using an exclamation mark			Capital Letters Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'				Assessment	
Summer	Questions Introduction to question marks to demarcate sentences/ Beginning to punctuate sentences using a question mark		Singular and Plural Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun		Prefixes How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat		Suffixes Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Spelling: Apply the spelling rules for adding the endings		Sequencing Sentences Sequencing sentences to form short narratives		Assessment	

Font	Size	Paragraph	Style
Year 2 SPaG Overview			



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Ready to Write (Y1 revisit) - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' - Full stops, capital letters, exclamation marks and question marks - How words can combine to make sentences - Joining words and joining clauses using 'and'		Commas Commas to separate items in a list	Word Classes -Nouns -Adjectives -Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]		Conjunctions Co-ordination (using or, and, or but) Subordination (using when, if, that, or because)			Sentence Types Questions Commands		Assessment	
Spring	Word Classes Use of -ly in Standard English to turn adjectives into adverbs		Apostrophes Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]		Sentence Types Exclamations Statements		World class and Tenses -Verb -Learn how to use the present and past tenses correctly and consistently including the progressive form -Correct choice and consistent use of present tense and past tense Suffixes Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as -ful, -less				Assessment	
Summer	Suffixes Use of the suffixes -er, -est in adjectives		Consolidation (Key Stage 1) Coverage of all Year 1 and Year 2 Grammar, Vocabulary and Punctuation objectives.					SPaG SATS paper Assessment/Data and gap analysis shared with Y3				

4. LKS2 spelling, punctuation and grammar overviews



Year 3 SPaG Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 11	Week 12
Autumn	Ready to Write (Y2 revisit) Small Steps: 1. Noun Phrases 2. What is a Sentence? 3. Different Types of Sentences 4. Expanding Sentences 1 (co-ordinating conjunctions) 5. Expanding Sentences 2 (subordinating conjunctions) 6. Commas 7. Apostrophes of contraction 8. Apostrophes of possession (singular)			Determiners Small Steps: 1. What is a Vowel? 2. What is a Consonant? 3. 'the', 'a' or 'an'? 4. Recognising Determiners 5. Using Determiners		Tenses Small steps: 1. Revise present tense 2. Revise past tense	Conjunctions Small Steps: 1. What is a Clause? 2. Coordinating Conjunctions 3. Subordinating Conjunctions 4. Use Conjunctions to Express Time 5. Use Conjunctions to Express Place 6. Use Conjunctions to Express Cause 7. Use Conjunctions to Express Time, Place and Cause				Assessment
Spring	Adverbs Small Steps: 1. What is an Adverb? 2. Use Adverbs to Express Time 3. Use Adverbs to Express Place 4. Use Adverbs to Express Manner 5. Use Adverbs to Express Time, Place and Manner			Prepositions Small Steps: 1. What is a Preposition? 2. Prepositional Phrases 3. Use Prepositions to Express Time 4. Use Prepositions to Express Place 5. Use Prepositions to Express Cause 6. Use Prepositions to Express Time, Place and Cause		Speech Small Steps: 1. Recognise Direct Speech 2. Punctuate Direct Speech 3. Write Direct Speech			Tenses Small Steps: 1. Recognise the Present Perfect Form in Sentences 2. Use the Present Perfect Form in Sentences	Assessment	
Summer	Nouns	Paragraphs					Word families	Prefixes/Suffixes			

Year 4 SPaG Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 11	Week 12
Autumn	Ready to Write (Y3 revisit) Use the forms a or an according to whether the next word begins with a consonant or a vowel Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although/Express time, place and cause using conjunctions [for example, when, before, after, while, so, because] Express time, place and cause using adverbs [for example, then, next, soon, therefore] Express time, place and cause using prepositions [for example, before, after, during, in, because of] Use inverted commas to punctuate direct speech Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]						Nouns and Pronouns *Revisit nouns Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Fronted Adverbials *Revisit adverbs/adverbial phrases Use fronted adverbials Use commas after fronted adverbials			Assessment
Spring	Apostrophes *Revisit apostrophes for contraction and singular possession - Indicate possession by using the possessive apostrophe with plural nouns) Apostrophes to mark plural possession [for example, the girl's name, the girls' names]			Speech Speech -Using and punctuating direct speech -Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]			Noun phrases Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)		Suffixes Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	Assessment	
Summer	Standard English Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Tenses 1. Revise present tense (simple and progressive) 2. Revise past tense (simple and progressive) 3. Recognise the Present Perfect Form in Sentences 4. Use the Present Perfect Form in Sentences					Consolidation (Lower Key Stage 2) Coverage of all Year 3 and Year 4 Grammar, Vocabulary and Punctuation objectives				Assessment

4. UKS2 spelling, punctuation and grammar overviews



Year 5 SPaG Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Ready to Write (Y4 revisit) -Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - -Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) -Using fronted adverbials/Using commas after fronted adverbials - The grammatical difference between plural and possessive -s - Use of inverted commas and other punctuation to indicate direct speech	Relative Clauses Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun	Modal Verbs *Revisit verbs Using modal verbs to indicate degrees of possibility (5G4.1c) Indicating degrees of possibility using modal verbs [for example, might, should, will, must]	Adverbs *Revisit adverbs Using adverbs to indicate degrees of possibility Indicating degrees of possibility using adverbs [for example, perhaps, surely]								
Spring	Parenthesis Using brackets, dashes or commas to indicate parenthesis	Expanded Noun Phrases *Revisit nouns, adjectives, noun phrases Using expanded noun phrases to convey complicated information concisely	Tenses *Revisit simple past, present, past perfect, present perfect, Use the progressive tense Using the perfect form of verbs to mark relationships of time and cause		Assessment							
Summer	Commas *Revisit commas in a list and after fronted adverbials Using commas to clarify meaning or avoid ambiguity in writing	Cohesion Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Prefixes and Suffixes Verb prefixes [for example, dis-, de-, mis-, over- and re-] 4. Converting nouns or adjectives into verbs using suffixes [for example, - ate; - ish; - ify]	Assessment								



Year 6 SPaG Overview