



Dringhouses
Primary School | York

Dringhouses Discovery Curriculum - English Reading Curriculum Progression Plan

Intent - All pupils at Dringhouses Primary School access an inspiring and engaging English curriculum that focuses not only on developing excellent communication skills but that fosters a lifelong love of reading. Our Intent is that children leave Dringhouses Primary School with excellent written communication skills, confidence in their proficiency in using the English language and with a genuine love for reading. We teach children the building blocks of word recognition through high-quality phonics teaching and we build on those foundations with teaching comprehension and understanding skills through whole-class reading; we enable children to access a wide range of high-quality texts that reflect the diversity of our world. Children are taught how to write a variety of text types and are encouraged to explore their creativity through a high-level use of language.

Implementation - We use the National Curriculum English Programme of Study for the teaching of English. We use Success For All resources for the teaching of Phonics and Spelling as well as the Spelling Shed programme to cover the National Curriculum spelling expectations.

Impact- Children at Dringhouses Primary School go into the world able to communicate effectively; our pupils are confident, well-read learners who take their enthusiasm for reading and writing onto the next stage of their education and into their adult lives.

Writing for a purpose: to entertain

Text type: descriptions, writing in role

Purpose: To create an image in the reader's mind using descriptive devices and imagination

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
T e x t F e a t u r e s	<ul style="list-style-type: none">Orally describingSimple, coherent sentences	<ul style="list-style-type: none">Time sequencedDifferentiate between past and present as appropriate		<ul style="list-style-type: none">Detailed descriptionParagraphs/sections to organise in time sequence		<ul style="list-style-type: none">Detailed descriptionParagraphs to organise the text in time sequence	

<p>G r a m m a r s k i l l s</p>	<ul style="list-style-type: none"> Capital letters and full stops Finger spaces Phonetically plausible attempts at words 	<ul style="list-style-type: none"> Adverbials: first, then, next, after, later, the next day etc... Exclamation sentences where appropriate e.g. <i>'What big eyes you have, Grandma!'</i> Finger spaces between words Capital letters and full stops to mark sentences Capital letters for proper nouns Work shows evidence of vocabulary used for effect e.g. <i>the dark forest</i> 	<ul style="list-style-type: none"> Conjunctions: and, but, so, or, when, if, because Use of noun phrases which add detail to the description e.g. <i>very old grandma, brave woodcutter</i> Multiclaue sentences- using conjunctions to join two clauses together Exclamation marks Apostrophes for contractions (can't) 	<ul style="list-style-type: none"> Nouns and pronouns to avoid repetition and for clarity and precision Expanded noun phrases to add detail and description (the dark gloomy cupboard under the stairs) Subordinate clauses to add detail or context using the conjunctions: when, if, because, although Use of apostrophes for possession including plural nouns Full punctuation for direct speech included inside of inverted commas e.g. <i>Mum asked, "Will you be home for tea?"</i> 	<ul style="list-style-type: none"> Fronted adverbials: soon, meanwhile, as, carefully, without a thought, after a moment, etc. Commas after fronted adverbials Subordinate clauses to add detail or context using the conjunctions: when, if, because, although, while, as, until, once, after 	<ul style="list-style-type: none"> Adverbials: silently, within moments, all night, nearby, under the treetops, -ing openers, -ed opener Conjunctions: when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since Subordinate clauses to add detail or content, including in various positions Relative clauses (with a range of relative pronouns) A wide range of sentence structures to create interest Brackets Dashes 	<ul style="list-style-type: none"> Colons Semi colons
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Writing for a purpose: to entertain

Text type: story writing

Purpose: To entertain using imaginative ideas.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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T e x t F e a t u r e s	<ul style="list-style-type: none"> Orally during shared reading Beginning or ending language discussed Explore characters and setting Discuss main events 	<ul style="list-style-type: none"> Beginning or ending signalled e.g. One day, Happily ever after Attempt at third person e.g. <i>The wolf was hiding</i> Written in the appropriate tense (mainly consistent) e.g. <i>Goldilocks was.... Jack is...</i> 	<ul style="list-style-type: none"> Sentences organised chronologically by time related words e.g. <i>next, finally</i> Connections between sentences Plan and write a 3 part story 	<ul style="list-style-type: none"> Time and place are referenced e.g. <i>In the morning, Later that day, Meanwhile etc...</i> Text organised into paragraphs Cohesion is strengthened through relationships between characters e.g. <i>Jack, His, His Mother, Her etc...</i> 	<ul style="list-style-type: none"> Link between opening and resolution Link between sentences Paragraphs organised correctly building up to the event/climax 	<ul style="list-style-type: none"> Sequence of plot may be disrupted for effect e.g. <i>a flashback</i> Opening and resolution shape the story Use of repetition for effect Paragraphs varied in length and structure Pronouns used to create suspense e.g. <i>It crept into the woods</i> Plan and write a 5 part story 	<ul style="list-style-type: none"> The story is well structured and raises intrigue Dialogue is used to move the action on Deliberate ambiguity is set up in the mind of the reader
G r a m m a r s k i l l s	<ul style="list-style-type: none"> Capital letters and full stops Finger spaces Phonetically plausible attempts at words Story language 	<ul style="list-style-type: none"> Use of nouns Use of verbs including simple past tense –ed Verbs used for a specific action e.g. rushed, shoved, pushed, barged etc... Use of adjectives Join ideas using ‘and’ Simple, single clause sentences starting with a pronoun and verb e.g. <i>He went home.</i> Finger spaces, full stops, capital letters, exclamation marks 	<ul style="list-style-type: none"> Progressive form of verbs e.g. <i>He was running</i> Correct and consistent use of past and present tense Use of conjunctions: and, but, so, or, when, if, because Use of adverbs Use of nouns and expanded noun phrases Subject/verb agreement Question marks Apostrophes for contractions and possession (singular e.g. <i>The girl's book</i>) Commas in a list 	<ul style="list-style-type: none"> Nouns and pronouns used to avoid repetition Present perfect forms of verbs (e.g. <i>I have been to Australia.</i>) Choose appropriate adjectives Subordinating conjunctions: <i>when, if, because, although</i> Sentences with added description Tense consistent- past tense for narration, present tense for dialogue Expanded noun phrases e.g. <i>two horrible hours</i> Adverbials e.g. <i>When they reached home</i> Possessive apostrophes for plural nouns (e.g. <i>The girls' coats</i>) Inverted commas for speech 	<ul style="list-style-type: none"> Correct and consistent use of tense Adverbs which express time and cause Noun phrases expanded by modifying adjectives and prepositional phrases Use of adverbial phrases- fronted adverbials followed by a comma Variation in sentence structures Adverbs to show how often or to add subtlety Subordinating conjunctions: <i>when, if, because, although, while, as, until, once, after</i> Full speech punctuation 	<ul style="list-style-type: none"> Modal verbs Conjunctions: <i>when, if, because, although, while, as, until, once, after, before, since</i> Adverbials of time, place, manner and number Parenthesis (brackets, dashes and commas) 	<ul style="list-style-type: none"> Link ideas across the text using cohesive devices (conjunctions and pronouns) Change tense if appropriate Semi colons and colons Use of dialogue to move the story forward

Writing for a purpose: to inform

Text type: instructions, recipes

Purpose: To instruct or tell the reader how to make or do something.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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T e x t F e a t u r e s	<ul style="list-style-type: none"> • Simple title <i>e.g. Chocolate Cake, Snakes and Ladders</i> • Numbered instructions and diagrams as appropriate • Instructions start on a new line • List of equipment and ingredients 	<ul style="list-style-type: none"> • Simple title <i>e.g. Chocolate Cake, Snakes and Ladders</i> • Numbered instructions and diagrams as appropriate • Present tense • Usually 2nd person (impersonal) <i>e.g. you</i> • Ideas grouped in sentences in time sequence 	<ul style="list-style-type: none"> • Title outlines the goal using, <i>'How to...'</i> <i>e.g. 'How to play Snakes and Ladders'</i> • Equipment list without a sub-heading using <i>'You will need'</i> and commas in a list • Diagrams and illustrations are used to make the process clearer 	<ul style="list-style-type: none"> • Brief introduction summarising the product/game <i>e.g. 'Snakes and Ladders is a board game which has been around for centuries.'</i> • Equipment list with a sub-heading, using commas in a list. • Organised into clear points denoted by time 	<ul style="list-style-type: none"> • Brief introduction summarising the product/game <i>e.g. 'Snakes and Ladders is a board game which has been around for centuries.'</i> • Equipment list, with a sub-heading, using bullet points 	<ul style="list-style-type: none"> • Introduction, summarising the product/game including some expansion which may include humour/flair <i>e.g. Snakes and Ladders is a board game which has been around for centuries- even your parents will have heard of it!</i> 	<ul style="list-style-type: none"> • Equipment list, with sub-heading, listed vertically using bullet points and a colon to introduce a list • Diagram or illustration to support the instructions
G r a m m a r s k i l l s	<ul style="list-style-type: none"> • Imperative verbs (actions to support understanding) • Capital letters and full stops • Finger spaces • Phonetically plausible attempts at words 	<ul style="list-style-type: none"> • Simple command sentence beginning with an imperative verb <i>e.g. Cut along the dotted line.</i> • Use of 'and' to link two ideas • Simple conjunctions are used <i>e.g. but, then, so</i> • Sentences do not include pronouns and are written impersonally 	<ul style="list-style-type: none"> • Command sentence beginning with an imperative verb with adverbs to add detail <i>e.g. 'Cut along the dotted line carefully.'</i> • Use simple noun phrases <i>e.g. 'long stick'</i> • Adverbials such as <i>First, Later, Next, After, Then, Finally</i> • Co-ordinating and subordinating conjunctions used in the middle of the sentence to join two clauses: <i>and, but, or, so, when, if, because</i> 	<ul style="list-style-type: none"> • Instructions begin with an imperative verb with fronted adverbials to add detail <i>e.g. When the fold is in place cut along the dotted line.</i> • Commas after fronted adverbials • Subordinating conjunctions: <i>when, if, because, although</i> 	<ul style="list-style-type: none"> • Instructions begin with an imperative verb with fronted adverbials to add detail using a comma after the adverbial <i>e.g. When the fold is in place, cut along the dotted line.</i> • Precautionary advice and/or tips and suggestions are used to add detail <i>e.g. 'Be careful not to whisk too hard or the cream will turn into butter.'</i> • Subordinating conjunctions: <i>when, if, because, although, while, as, until, once, after</i> 	<ul style="list-style-type: none"> • Use adverbs/modal verbs to suggest alternative options within the instruction <i>e.g. 'Perhaps an alternative topping could be used.'</i> • Conjunctions: <i>when, if, because, although, while, as, until, once, after, whenever, wherever, before, despite, even though, since</i> • Sentence lengths vary depending on the level of detail needed 	<ul style="list-style-type: none"> • Use modifiers to intensify, quantify and/or add precision <i>e.g. an exceptionally strong bowl is needed in order to hold the heavy mass of the mixture.</i> • Sentence lengths vary depending on the level of detail needed • Fronted adverbials used to clarify the writer's position <i>e.g. 'If the temperature gets too high, ...'</i> • Prepositional phrases used <i>e.g. In the event of overcooking ...'</i>

Writing for a purpose: to inform

Text type: recount, diary entry, autobiography, biography

Purpose: Retelling events from the past, in time order.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Text features	<ul style="list-style-type: none"> Orally retelling events from the past Using time connectives orally and in some pieces of writing 	<ul style="list-style-type: none"> Opening sentence- who and what Ideas grouped together in time sequence First person (third for a biography) Past tense Focused on either individual or group participants 	<ul style="list-style-type: none"> Brief introduction and conclusion Main ideas grouped Chronological order using adverbials of time Written in the past tense 	<ul style="list-style-type: none"> Clear introduction Organised into paragraphs about key events A closing statement summarising the overall impact 	<ul style="list-style-type: none"> Clear introduction and conclusion Elaboration used to reveal the writer's emotions and responses Paragraphs organised correctly around key events 	<ul style="list-style-type: none"> Developed introduction and conclusion Description of events are detailed and engaging Chronologically organised with clear signals about time, place and personal response Reveals the writer's perspective 	<ul style="list-style-type: none"> Well-structured and answers the reader's questions Writer understands the impact and thinks about the response to what is written
Grammar skills	<ul style="list-style-type: none"> Capital letters and full stops Finger spaces Phonetically plausible attempts at words 	<ul style="list-style-type: none"> Simple sentences Simple conjunctions used e.g. <i>and, but, so, then</i> 	<ul style="list-style-type: none"> Simple adverbs e.g. <i>quickly, slowly etc.</i> Simple noun phrases e.g. <i>large tiger</i> Adverbials such as <i>First, Later, Next, After, Then, Finally</i> Co-ordinating and subordinating conjunctions used in the middle of the sentence to join two clauses: <i>and, but, so, or, when, if, because</i> 	<ul style="list-style-type: none"> Expanded sentences Subordinating conjunctions: <i>when, if, because, although</i> Adverbials e.g. <i>When we arrived...</i> 	<ul style="list-style-type: none"> Variation in sentence structures using a range of conjunctions: <i>when, if, because, although, while, as, until, once, after</i> Adverbs to show how often: <i>additionally, frequently, rarely etc.</i> Sentences build from general to more specific Emotive language e.g. <i>memorable, inspired me to...</i> 	<ul style="list-style-type: none"> Sentence length varied for effect Conjunctions: <i>when, if, because, although, while, as, until, once, after, whenever, wherever, before, despite, even though, though, since</i> Relative clauses (correctly punctuated) e.g. <i>Charles Dickens, who was an author, first discovered a love of literature at a young age.</i> Adverbials: <i>firstly, furthermore, in addition, however, therefore, in conclusion.</i> Brackets or dashes 	<ul style="list-style-type: none"> Modifiers used to intensify or qualify e.g. <i>insignificant amount, exceptionally, many etc.</i> Active and passive voice e.g. <i>'Giraffes ate in the enclosure.'</i> Or <i>'Giraffes were fed by the zookeepers in the enclosure.'</i> Wide range of punctuation used including colons and semi colons Complex noun phrases e.g. <i>'The fragile, newly-hatched eggs were slowly removed from the mother hen.'</i>

Writing for a purpose: to inform

Text type: non chronological report, fact files, information texts etc.

Purpose: To describe what things are like. A way of organising and writing facts so that they are easy to locate and understand.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Text features	<ul style="list-style-type: none"> Reading and sharing fact-files and information texts Simple, coherent sentences. 	<ul style="list-style-type: none"> Title identifying what the text is about Ideas grouped together by similarity Third person Written in the appropriate tense (usually present) Technical vocabulary relevant to the subject (age appropriate) 	<ul style="list-style-type: none"> Brief introduction stating a general description of the chosen subject/topic Main ideas organised in groups Technical vocabulary relevant to the subject (age appropriate) 	<ul style="list-style-type: none"> Clear introduction Organised into paragraphs shaped around a key topic Use of subheadings Conclusion Technical vocabulary relevant to the subject (age appropriate) 	<ul style="list-style-type: none"> Clear introduction and conclusion Links between sentences help to navigate the reader from one idea to the next Paragraphs organised correctly into key ideas Technical vocabulary relevant to the subject (age appropriate) 	<ul style="list-style-type: none"> Developed introduction and conclusion Description of the topic is technical and accurate Formal language used throughout Technical vocabulary relevant to the subject (age appropriate) 	<ul style="list-style-type: none"> Well-constructed and answers all of the reader's questions Technical vocabulary relevant to the subject (age appropriate)
Grammar skills	<ul style="list-style-type: none"> Capital letters and full stops Finger spaces Phonetically plausible attempts at words 	<ul style="list-style-type: none"> Simple sentences Ideas joined using 'and' 	<ul style="list-style-type: none"> Simple adverbs e.g. <i>quickly, slowly etc.</i> Simple noun phrases e.g. <i>a large tiger</i> Adverbials such as <i>First, Later, Next, After, Then, Finally</i> Co-ordinating and subordinating conjunctions used in the middle of the sentence to join two clauses: <i>and, but, so, or, when, if, because</i> 	<ul style="list-style-type: none"> Expanded sentences Subordinating conjunctions: <i>when, if, because, although</i> Adverbials e.g. <i>When caterpillar makes a cocoon</i> 	<ul style="list-style-type: none"> Variation in sentence structures using a range of conjunctions: <i>when, if, because, although, while, as, until, once, after</i> Adverbs to show how often: <i>additionally, frequently, rarely, sometimes etc...</i> Sentences build from general to more specific Technical vocabulary to show the writer's expertise 	<ul style="list-style-type: none"> Sentence length varied for effect Conjunctions: <i>when, if, because, although, while, as, until, once, after, whenever, wherever, before, despite, even though, since</i> Relative clauses (correctly punctuated e.g. <i>Penguins, which are agile, glide underwater.</i>) Brackets or dashes to show parenthesis 	<ul style="list-style-type: none"> Modifiers used to intensify or qualify e.g. <i>insignificant amount, exceptionally</i> Active and passive voice e.g. <i>'Giraffes ate in the enclosure.'</i> Or <i>'Giraffes were fed by the zookeepers in the enclosure.'</i> Wide range of punctuation including semi-colons and colons Complex noun phrases e.g. <i>'The fragile eggs were slowly removed from the mother hen.'</i>

Writing for a purpose: to inform

Text type: letter

Purpose: a range of purposes including (but not limited to) saying thank you, keeping in touch with relatives, complaining about a service, for booking holidays or applying for a job or work experience.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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T e x t F e a t u r e s	<ul style="list-style-type: none"> • Reading and sharing letters, postcards or messages 	<ul style="list-style-type: none"> • Dear... From... • Ideas grouped in time sequence 	<ul style="list-style-type: none"> • Brief introduction and conclusion • Main ideas organised in groups • Sequenced by time adverbials and conjunctions • Appropriate greeting and sign off 	<ul style="list-style-type: none"> • Clear introduction • Points about the issue/theme • Organised into paragraphs denoted by time/place • Sender's address in the top right hand corner • Date that the letter is written (under the sender's address) 	<ul style="list-style-type: none"> • Acknowledgement of formal or informal greeting (Name/ Mrs/ Mr/ Miss/ Sir/ Madam) • Paragraphs organised correctly into key ideas • Distinguish the difference between 'Yours faithfully' and 'Yours sincerely' • Use the appropriate sign off • An awareness of formal/informal style 	<ul style="list-style-type: none"> • Recipient's address in the top left hand corner • A conclusion, including any expectations, closing remarks and final words 	<ul style="list-style-type: none"> • As previous • The ability to use the appropriate features of both formal and informal letters
G r a m m a r s k i l l s	<ul style="list-style-type: none"> • Capital letters and full stops • Finger spaces • Phonetically plausible attempts at words 	<ul style="list-style-type: none"> • Sentences using simple pronouns • Ideas joined using 'and' • Finger spaces, full stops, capital letters, exclamation marks 	<ul style="list-style-type: none"> • Simple adverbs e.g. <i>yesterday, today</i> • Simple noun phrases e.g. <i>red shoes</i> • Co-ordinating and subordinating conjunctions used in the middle of the sentence to join two clauses: <i>and, but, so, or, when, if, because</i> • Consistent use of tense 	<ul style="list-style-type: none"> • Expanded sentences • Subordinating conjunctions: <i>when, if, because, although</i> • Adverbials e.g. <i>we played <u>after tea</u></i> 	<ul style="list-style-type: none"> • Variation in sentence structures using a range of conjunctions: <i>when, if, because, although, while, as, until, once, after</i> • Adverbs to show how often: <i>additionally, frequently, rarely, sometimes etc...</i> 	<ul style="list-style-type: none"> • Sentence length varied for effect • Conjunctions: <i>when, if, because, although, while, as, until, once, after, whenever, wherever, before, despite, even though, since</i> • Modal verbs e.g. <i>must, should, could etc.</i> • Relative clauses (correctly punctuated) • Adverbials: <i>firstly, furthermore, in addition etc.</i> • Brackets or dashes to show parenthesis 	<ul style="list-style-type: none"> • Modifiers used to intensify or qualify e.g. <i>insignificant amount, exceptionally</i> • Fronted adverbials used to clarify the writer's position e.g. <i>as a consequence of your actions...</i> • Active and passive voice e.g. <i>'Unfortunately, the seas are being destroyed by humans.'</i> • Wide range of punctuation including semi-colons and colons

Writing for a purpose: to inform

Text type: explanation text, technical manual

Purpose: to explain how or why something happens with a focus on cause and effect

Year 2	Year 3	Year 4	Year 5	Year 6
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T e x t F e a t u r e s	<ul style="list-style-type: none"> Title showing that the text is about often using 'how' or 'why' General statement to introduce the topic Chronological order Present tense Third person Causal conjunctions (age appropriate) e.g. <i>because, so</i> 	<ul style="list-style-type: none"> Title showing what the text is about often using 'how' or 'why' as a question e.g. <i>'How do bees make honey?'</i> Opening paragraph introduces the process Causal conjunctions (age appropriate) e.g. <i>because, as, although, yet, so, even though etc.</i> 	<ul style="list-style-type: none"> Causal conjunctions (age appropriate) e.g. <i>since, because, even though, as, now that, so, yet, consequently, therefore, as a result</i> Diagrams to add/support information with labels Formal tone Conclusion linking back to the opening Glossary of technical vocabulary 		
G r a m m a r s k i l l s	<ul style="list-style-type: none"> Co-ordinating and subordinating conjunctions used in the middle of the sentence to join two clauses: <i>and, but, so, or, when, if, because</i> Consistent use of tense 	<ul style="list-style-type: none"> Expanded sentences Subordinating conjunctions: <i>when, if, because, although</i> Adverbials of time e.g. <i>first, then, next, finally etc.</i> 	<ul style="list-style-type: none"> Variation in sentence structures using a range of conjunctions: <i>when, if, because, although, while, as, until, once, after</i> Technical vocabulary to show the writer's expertise Cause and effect sentences explaining how one event leads to the next 	<ul style="list-style-type: none"> Sentence length varied for effect Conjunctions: <i>when, if, because, although, while, as, until, once, after, whenever, wherever, before, despite, even though, since</i> Relative clauses (correctly punctuated) e.g. <i>Veins are blood vessels which transport deoxygenated blood back to the heart.</i> Brackets or dashes to show parenthesis 	<ul style="list-style-type: none"> Passive voice e.g. <i>'The oxygenated blood is transported around the body by the pulmonary veins.'</i> Wide range of punctuation including semi- colons, colons, brackets, dashes etc.

Writing for a purpose: to inform

Text type: newspaper articles

Purpose: to inform the reader about events that have happened

	Year 3	Year 4	Year 5	Year 6
T e x t F e a t u r e s	<ul style="list-style-type: none"> • Clear introduction • Organised into paragraphs denoted by time/place • Topical information included • Bold, eye-catching headline • 3rd person • Past tense • Use of quotes (punctuation does not have to be correct) 	<ul style="list-style-type: none"> • Clear introduction (who, what, when, where, why, how) • Paragraphs organised correctly into key ideas • Written in columns where appropriate • Bold, eye-catching headline which includes alliteration • Might include a photo with a caption • Use of quotes (with accurate double inverted commas) 	<ul style="list-style-type: none"> • Developed introduction • Paragraphs developed • Subheadings used as an organisational device • Formal language used throughout • Eyewitness quotations which are succinct and emotive (punctuated correctly) <p>Conclusion that sums up the piece and brings the story up to date e.g. <i>Police are still investigating thoroughly for more answers.</i></p> <p>Include a byline with the reporter's name and job title</p>	<ul style="list-style-type: none"> • As previous • Headlines include puns • A mix of direct and reported speech e.g. <i>"I was at the scene this morning," said the farmer.</i> Or <i>'The farmer stated that he had been at the scene this morning.'</i>
G r a m m a r s k i l l s	<ul style="list-style-type: none"> • Simple sentences with expanded description • Subordinating conjunctions: <i>when, if, because, although</i> • Adverbs to express time e.g. <i>then, next, soon, after</i> • 	<ul style="list-style-type: none"> • Variation in sentence structures using a range of conjunctions: <i>when, if, because, although, while, as, until, once, after</i> • Adverbs to show how often: <i>additionally, frequently, rarely</i> • 	<ul style="list-style-type: none"> • Sentence length varied for effect • Conjunctions: <i>when, if, because, although, while, as, until, once, after, whenever, wherever, before, despite, even though, since</i> • Brackets or dashes to show parenthesis • Multiclausal sentences that use well known economic expression e.g. <i>Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</i> 	<ul style="list-style-type: none"> • Modifiers used to intensify or qualify e.g. <i>insignificant amount, exceptionally</i> • Fronted adverbials used to clarify the writer's position e.g. <i>as a consequence of the accident...</i> • Active and passive voice to heighten engagement • Wide range of punctuation including colons and semi colons

Writing for a purpose: to persuade

Text type: adverts, articles, letters, brochure/leaflet, speech

Purpose: to make a case for a particular point of view with the aim to convince the reader				
	Year 3	Year 4	Year 5	Year 6
T e x t F e a t u r e s	<ul style="list-style-type: none"> • Use of the 2nd person where necessary • An opening statement- often beginning with a question e.g. <i>'Do you know how good vegetables are for you?'</i> • Planned repetition to reinforce a point or idea • Facts and statistics • Positive language and powerful adjectives for description • Use of colour and images for advertising (to stand out) • Argue and give reasons e.g. <i>'They contain vitamins. Vitamin C is vital for...'</i> • Present tense 		<ul style="list-style-type: none"> • As previous • Personal pronouns • One paragraph for each argument/point • Short sentences for emphasis and effect e.g. <i>'This has to stop! Vote for change!'</i> • Emotive language used throughout to engage the reader • Hyperbole (used to exaggerate, intensify and emphasise different points in your writing- not to be taken literally) e.g. <i>'The décor is to die for! Or The NHS was out of this world!'</i> • Conclusion to bring people on side and get them to agree • Use bold text where appropriate to add emphasis • Catchy names and slogans 	
G r a m m a r s k i l i s	<ul style="list-style-type: none"> • Imperative verbs to convey urgency e.g. <i>'Buy it today! Listen very carefully...'</i> • Rhetorical questions to engage the reader e.g. <i>Do you want to have an amazing day out?</i> • Noun phrases to add detail and description e.g. <i>'Our fantastic resort has amazing facilities for everyone.'</i> • Subordinating conjunctions: <i>when, if, because, although</i> • Adverbials: <i>firstly, also, finally</i> • Question marks used accurately for rhetorical questions • Exclamation marks used for exclamatory sentences 	<ul style="list-style-type: none"> • Question marks used accurately for rhetorical questions • Exclamation marks used for exclamatory sentences • Subordinating conjunctions: <i>when, if, because, although, while, as, until, once, after</i> • Adverbials: <i>firstly, also, in addition to, on the other hand, therefore, in conclusion</i> • Commas used after fronted adverbials e.g. <i>'After your visit, you will not want to leave!'</i> 	<ul style="list-style-type: none"> • Conjunctions: <i>when, if, because, although, while, as, until, once, after, whenever, wherever, before, despite, even though, since</i> • Relative clauses (correctly punctuated) to provide additional enticement e.g. <i>'Our hotel, which has three swimming pools, overlooks a stunning beach.'</i> • Adverbials: <i>firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion</i> • Brackets or dashes to show parenthesis e.g. <i>'This is our chance- our only chance- to make a difference.'</i> 	<ul style="list-style-type: none"> • Subjunctive form for formal structure e.g. <i>If I were you, I would...</i> • Colons and semi colons to list features, attractions or arguments • Semi colons for structure repetition e.g. <i>'Bring your friends; bring your children; bring the whole family!'</i>
Writing for a purpose: to discuss				
Text type: arguments (speech), balanced arguments, debates, essay, interviews, reviews				

Purpose: to present arguments and information from different viewpoints (for and against) with the view of helping the reader to choose a side				
	Year 3	Year 4	Year 5	Year 6
T e x t f e a t u r e s	<p>Interview focus only</p> <ul style="list-style-type: none"> ● Introduction to the interview e.g. <i>'Good morning! Thanks for joining us. We are very excited to hear all about your job as a superhero.'</i> ● Layout in a Q and A style ● Closing statement e.g. <i>'Thank you for taking the time.'</i> ● Second person for questions and first person for responses ● Formal tone ● Technical vocabulary relevant to the subject (age appropriate) 		<ul style="list-style-type: none"> ● Introductory statement if the issue to be discussed ● Paragraphs to structure arguments one point at a time ● Maintain formal/impersonal tone ● Appropriate use of cohesive devices (adverbials) ● Conclusion- a summary and possibly a recommendation ● Present tense ● Technical vocabulary relevant to the subject (age appropriate) 	
G r a m m a r s k i l l s	<ul style="list-style-type: none"> ● Bold text/capital letters for Q and A ● Question marks to mark a question ● Question words: <i>how, why, when, where, who, do etc.</i> which form open questions ● Use of conjunctions when answering questions to expand on ideas: <i>when, if because, although</i> 	<ul style="list-style-type: none"> ● Subordinating conjunctions: <i>when, if, because, although, while, as, until, once, after</i> 	<ul style="list-style-type: none"> ● Modal verbs to convey degrees of possibility e.g. <i>'It could be argued... Some may say that...'</i> ● Relative clauses correctly punctuated to provide supporting detail ● Adverbials to provide cohesion across the text e.g. <i>'Despite its flaws... On the other hand...'</i> ● Adverbials: <i>firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion</i> ● Brackets or dashes for parenthesis, including for emphases e.g. <i>'The performance- the first such by a young gymnast- was a masterpiece.'</i> 	<ul style="list-style-type: none"> ● Passive voice e.g. <i>'The film was made by using CGI graphics.'</i> ● Semi colons to mark related clauses e.g. <i>'Some argue...; others say...'</i> ● Colons and semi colons to punctuate complex lists ● Use of subjunctive form where needed e.g. <i>If I were in charge,...</i>