Text Type Features

Narrative Text Types

• Traditional and/or folk tales	• Stories from different cultures
• Fairy tales	• Progression in Narrative Texts
• Retelling simple stories in different ways (extending the narrative; using technology; rewriting narrative poems as prose, turning prose into a script.)	• Science fiction stories
	• Adventure stories
• Modifying well-known stories (changing a character; amending the ending; changing the setting etc.)	• Mystery stories
• Stories set in historical contexts	• Scary stories
• Myths and legends	• Narratives retold from another perspective (e.g. form the point of view of a different character)
• Stories with flashbacks	• Stories with morals or fables
• Stories set in fantasy words	• Stories with dilemmas
	• Stories told as playscripts
	• Telling a story from a first-person narrative (e.g. diaries and letters)

Non-Fiction Text Type

Recounts	Persuasive	Report	Instructional
• Retelling stories in English lessons and other curriculum areas such as RE	• Describing aspects of daily life in history (e.g. fashion, transport, buildings)	• Describing aspects of daily life in history (e.g. fashion, transport, buildings)	• How to design and make artefacts
• Giving accounts of schoolwork, sporting events, science experiments and trips out	• Describing the characteristics of anything (e.g. particular animals or plants; the planets I the solar system, different rocks and materials; mythological	• Describing the characteristics of anything (e.g. particular animals or plants; the planets I the solar system, different rocks and materials; mythological	• Technical manuals: how to operate computers, phones, devices
• Writing historical accounts			• How to carry out science experiments or to carry out a mathematical procedure
• Writing biographies and autobiographies	• creatures)	• creatures)	• How to play a game
• Letters and postcards	• Comparing and describing localities or geographical features	• Comparing and describing localities or geographical features	• Writing rules for behaviour
• Diaries and journals	• Describing the characteristics of religious groups and their lifestyles in RE	• Describing the characteristics of religious groups and their lifestyles in RE	• How to cook and prepare food
• Newspaper reports	• Information leaflets	• Information leaflets	• Timetables and route-finders
• Magazine articles	• Tourist guidebooks	• Tourist guidebooks	• Posters, notices and signs
• Obituaries	• Encyclopaedia entries	• Encyclopaedia entries	• Instructions on packaging
• Encyclopaedia entries	• Magazine articles	• Magazine articles	
	• Progression in Non-Fiction Texts	• Letters	
	• Letters	• Non-fiction books	
	• Non-fiction books	• Catalogues	
	• Catalogues	• Magazine articles	
	• Magazine articles		

Explanatory	Discussion		
• Explaining electricity, forces, food chains etc. in science	• Non-fiction book on an 'issue'		
• Explaining inventions such as the steam train, the causes of historic events such as wars and revolutions, explaining the role of the Nile in determining	• Write-up a debate		
	• Leaflet or article giving balanced account of an issue		
• the seasons in Ancient Egypt	• Writing editorials about historical attitudes to gender, social class, colonialism etc.		
• Explaining phenomena such as the water cycle or how a volcano erupts in geography	• Writing letters about pollution, factory farming or smoking		
• Explaining religious traditions and practices in RE	• Writing essays giving opinions about literature, music or works of art		
• Encyclopaedia entries			
• Technical manuals			
• Question and answer articles and leaflets			
• Science write-ups			

	Purpose	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
				At Woodseaves children will make the following progress in Grammar and Punctuation				
Oracy to support comprehension and writing		• Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles • Re-tell narratives using patterns from listening and reading • Tell a story about a central character • Experiment with story language by using familiar words and phrases from stories in re-telling and play	• Use some familiar story telling language when retelling stories, repeating phrases and patterns from stories read to them • Orally sequence events from stories using joining words such as next, then, after that which has been modelled by the teacher • Act out stories, using drama to show key characteristics • Use simple hot seating techniques in role of central characters and use ideas from reading for some incidents and events	• Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest • Tell own real and imagined stories; • Dramatise parts of own stories for class. • Read aloud with appropriate intonation to make the meaning clear (readers' theatre)	• Plan and tell stories, varying voice and intonation to create effects and sustain interest. • Role play include dialogue to set the scene and present characters • Discuss writing models similar to those they will use in their own writing to learn from its structure grammar and vocabulary. • Explore moral dilemmas for characters using drama • Read aloud sections of their own stories adopting a readers' theatre approach, editing words to create the desired expressio	• Work in role to 'interview' story characters. • Use improvisation to explore alternative actions and outcomes to a particular issue. • Explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character • Act out stories, using expression and tone to help depict the different story types and intended impact (e.g. low quiet voice to build tension)	• Use improvisation and role-play to explore different characters' points of view. • Re-tell a familiar story from the point of view of another character, using spoken language imaginatively to entertain and engage the listener	• Use improvisation and role play to explore typical characters, setting and events in a particular fiction genre. • Tell short stories in a particular genre to engage and entertain an audience.
Narrative **Grammar Focus**			• Often written in the third person and past tense. • Personal recounts and retellings often use the first person and past tense. • 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. • Use of the personal pronoun 'I' to retell personal narratives.	• Often written in the third person and past. • Past progressive form of verbs. • Apostrophes for possession. • Apostrophes to show contraction. • Personal retellings often use the first person and past tense. • Sentences are demarcated using full-stops, capital letters and finger spaces. • 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. • Question marks including rhetorical questions. Adjectives including comparative adjectives. • Noun phrases. • Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases. • Verbs chosen for effect.	• Paragraphs • Adverbs • The use of conjunctions e.g. when, before, after, while, so, because. • Prepositions. • Present perfect form of verbs used within dialogue or a character's thoughts, Headings and subheadings used to indicate sections in the narrative. • Inverted commas used to punctuate direct speech. • Noun phrases to create effective descriptions. • Verbs and adverbs chosen for effect e.g. shouted/muttered instead of said; Cohesion created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John… they… the boys… • Fronted adverbials e.g. During the night…, in a distant field…. punctuated using a comma.	• The third person and past tense. This can include the past progressive and/or present perfect. • Standard English forms of verb inflections are used instead of local spoken forms. • The use of adverbials e.g. therefore, however cerates cohesion within and across paragraphs. • Paragraphs for organising the narrative into logical sections. • The use of conjunctions e.g. when, before, after, while, so, because…enables causation. • Descriptions developed through the effective use of expanded noun. • Full range of speech punctuation can be used to indicate dialogue Apostrophes used to indicate plural possession. • Metaphors.	• Use of the past perfect and Past perfect progressive forms. Adverbials e.g. therefore, however to create cohesion within and across paragraphs. Modals used to suggest degrees of possibility. • Adverbs of possibility. • Parenthesis used to add additional information through the use of brackets, dashes or commas. • Layout devices used to provide additional information and guide the reader. • Relative clauses used to add further information, including the use of commas when required. • Use of similes. • Emotive language.	• Choose between vocabulary typical of informal speech and that appropriate for formal speech. • Passive voice used. • Conditional forms such as the subjunctive form to hypothesise. • Past perfect progressive forms used to indicate specific points in time. • 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 used to separate and link ideas.
Writing composition		• Begin to write words and sentences linked to story retelling and their own narratives, orally rehearsing and	• Write own version of a familiar story using a series of sentences to sequence events • Use patterns and language from familiar stories in own writing	• Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story.	• Write stories that have a problem and resolution and are organised into paragraphs using adverbs of time. • Include description of a typical setting and characters.	• Write in role as a character from a story. • Plan and write a longer story where the central character faces a problem that needs to be resolved. • Use a clear story structure.	• Plan and write complete stories • Organise more complex chronological narratives into several paragraph units relating to story structure	• Plan and write an extended story. Enhance the effectiveness of writing as well as accuracy. • Use paragraphs to vary pace and emphasis. • Describe a setting by referring to all the senses

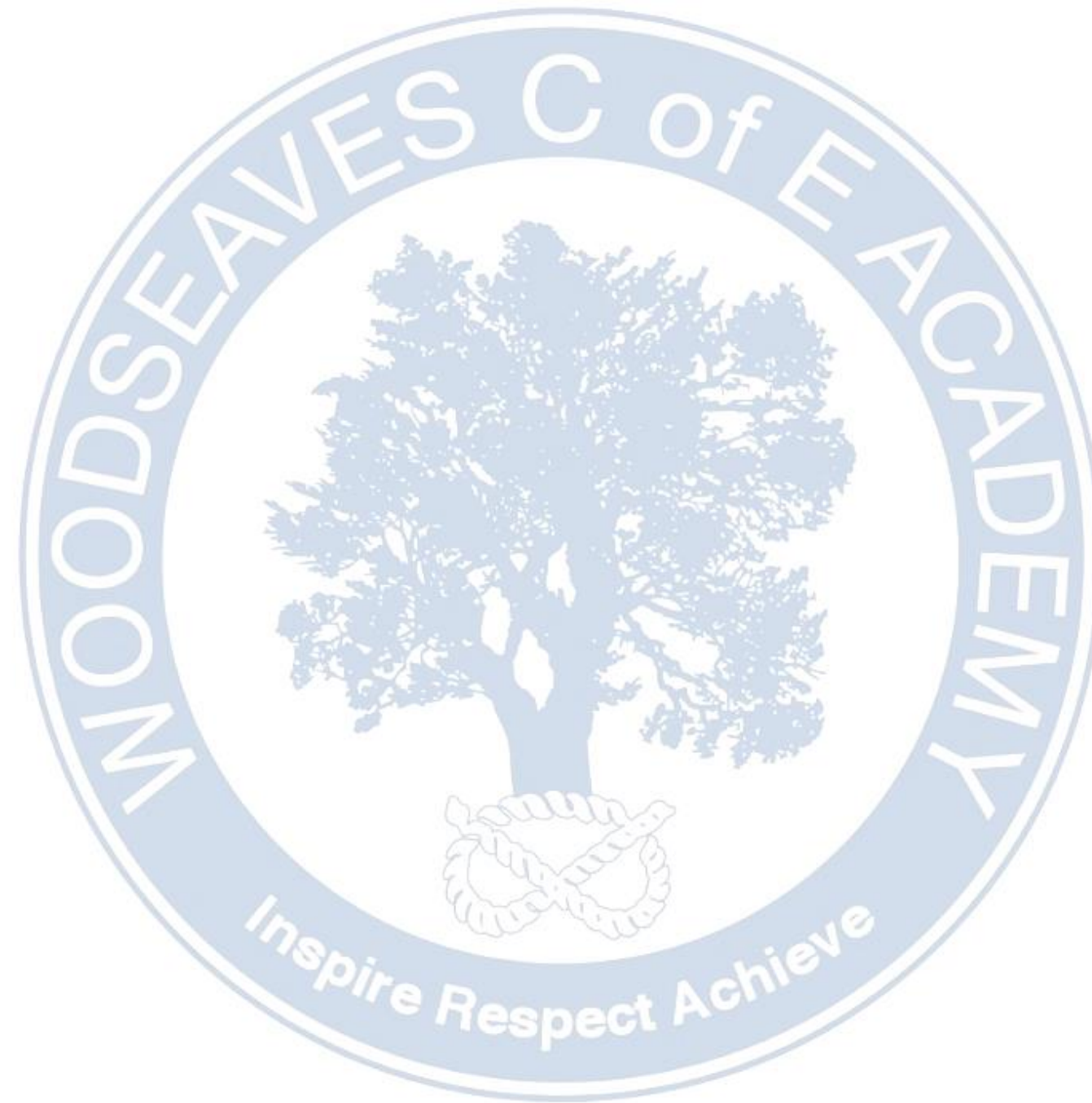|								
		memorising these before attempting to write them. • Use vocabulary and forms of speech that are increasingly influenced by their experiences of books e.g. once upon a time	• Write complete stories with a simple structure: beginning – middle – end, decide where it is set, include good and bad characters	• Include descriptions of characters and setting and some dialogue. • Use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.	• Use written dialogue to move the plot on. • Consolidate vocabulary and grasp of sentence structure, considering the use of adjectives, adverbs and precise verbs to create the desired impact.	• Use different ways to introduce or connect paragraphs, (e.g.) Sometime later…, Suddenly…, Inside the castle… • Develop settings using adjectives and figurative language to evoke time, place and mood. • Include character descriptions designed to provoke sympathy or dislike in the reader • Monitor whether their writing makes sense. • Consider the impact their words have on the reader and edit to more precisely create the desired impact.	• Adapt for narratives that do not have linear chronology, e.g. parallel narratives. (e.g.) portray events happening simultaneously (Meanwhile…); • Extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; • Experiment with the order of chapters or paragraphs to achieve different effects. • Try varying pace by using direct and reported speech. • Use dialogue to build character.	• Vary sentence length to achieve a particular effect • Use a variety of techniques to introduce characters and develop characterisation • Use dialogue at key points to move the story on or reveal new information. • Reflect an understanding of how the selection of appropriate grammar and vocabulary can change and enhance meaning. • Use techniques learned from reading, e.g. Create a setting by: using expressive or figurative language; describing how it makes the character feel adding detail of sights and sounds • Create mood and atmosphere by describing a character's response to a particular setting • Use changes of scene to move the plot on or to create a break in the action • Create convincing characters and gradually reveal more as the story unfolds, through the way that they talk, act and interact with others. • Understand nuances in vocabulary choice

	At Woodseaves children will make the following progress in Grammar and Punctuation							
	Purpose	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Oracy to support comprehension and writing		• Begin to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy • Use simple imperative verbs to persuade e.g. creating written rules or labels, for example, please don't touch, please don't break my model, keep away	• Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective • Give reasons about why they want something and why they should be allowed it	• Evaluate simple persuasive devices e.g. say which posters in a shop or TV adverts would make them want to buy something, and why • Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama	• Read and evaluate a wider range of persuasive texts, explaining and evaluating responses orally • Through role play and drama explore particular persuasive scenarios e.g. a parent persuading a reluctant child to go to bed, and discuss the effectiveness of different strategies used	• Read and orally analyse a range of persuasive texts to identify key features (e.g. letters to newspapers , discussions of issues in books, such as animal welfare or environmental issues) • Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these, discussing the purpose and justifying point of view. • From examples of persuasive writing, debate the relative effectiveness of how style and vocabulary are used to convince the reader • Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words	• Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate. Make counter arguments to the views' of others, using evidence to justify points made. • Read other examples (e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact (link to propaganda and historical sources) • From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. persuasive noun phrases, e.g. 'not a single person…' 'every right-thinking person would…' 'the real truth is…'; rhetorical questions, e.g. 'are we expected to…?' 'where will future audiences come from…?'; pandering, condescension, concession, e.g. 'Naturally, it takes time for local residents…'; deliberate ambiguities, e.g. 'probably the best…in the world'	• Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: the expression, sequence and linking of points providing persuasive examples, illustration and evidence pre-empting or answering potential objections appealing to the known views and feelings of the audience
Discussion/ Persuasion	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.		• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun I • Joining words and joining clauses using and Sequencing sentences to form short series of persuasive ideas • Separation of words with spaces	• Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Correct choice and consistent use of present tense and past tense throughout writing • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	• Use present perfect form of verbs. • Heading and subheadings used to aid presentation. • Rhetorical questions. • Third person. • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Introduction to paragraphs as a way to group related material • Use connecting adverbs to link persuasive points	• Effective use of expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases • Use of paragraphs to organise ideas • Use adverbials e.g. therefore, however… • Use of conditionals. • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	• Create cohesion within paragraphs using adverbials. • Use layout devices to provide additional information and guide the reader. • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity	• 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. • 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. • Formal language.

				• Commas to separate items in a list	together and provide further justification, for example, I think that we should be allowed to keep the dragon as a pet because… Furthermore… Additionally….			• Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] • Punctuation of bullet points to list information
Writing composition		• Know that a sentence tells a whole idea • Orally rehearse and attempt to write simple persuasive sentences using phonetic knowledge and known tricky words	• Write simple examples of persuasion e.g. in the form of a letter to a character in a book • Produce simple persuasive leaflets/posters which make something sound appealing	• Write persuasive texts linked with topics relevant to children's current experience and motivations e.g. persuasive letter to Santa at Christmas, presentation to school council, persuasive letter to a character from a text • Select information that supports the chosen viewpoint	• Present a persuasive point of view in the form of a letter, beginning to link points together and selecting style and vocabulary appropriate to the reader	• Assemble and sequence points in order to plan the presentation of a point of view, e.g. • on hunting/school rules, using more formal language appropriately linking points persuasively and selecting style and vocabulary appropriate to the listener/reader • Use graphs, images, visual aids to make the view more convincing • Consider how a closing statement repeats and reinforces the original/opening statement or viewpoint, for example, 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.	• Draft and write individual, group and class persuasive extended texts for real purposes, presenting a clear point of view, commenting on emotive issues, and evaluating effectiveness • Understand how persuasive writing can be adapted for different audiences e.g. a protest aimed at an audience who are already backing your cause, compared with a speech aimed at a neutral audience where greater justification of your point of view is required • Combine persuasion with other text types e.g. instructions, discussion, explanation	• Orally and in writing, construct effective persuasive arguments: using persuasive language techniques to deliberately influence the listener. -developing a point logically and effectively -supporting and illustrating points persuasively -anticipating possible objections -harnessing the known views, interests and feelings of the audience -tailoring the writing to formal presentation where appropriate • In oral and written texts choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types and adapting, conflating and combining these where appropriate

At Woodseaves children will make the following progress in Grammar and Punctuation								
	Purpose	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Oracy to support comprehension and writing		• Talk about why things happen and how things work • Ask questions and speculate • Listen to someone explain a process and ask questions • Give oral explanations e.g. their own or another's motives; why and how they made a construction • Explain own knowledge and understanding, and asks appropriate questions of others	• Read captions, pictures and diagrams on wall displays and in simple books that explain a process • Draw pictures to illustrate a process and use the picture to explain the process orally • Asks questions to extend their understanding and knowledge	• Listen to and discuss a wide range of explanatory texts • Draw on and use new vocabulary from reading explanatory texts in spoken language • After carrying out a practical activity e.g. experiment, investigation , construction task, contribute to creating a flowchart or cyclical diagram to explain the process • After seeing and hearing an oral explanation of a process, explain the same process orally also using flowchart, language and gestures appropriately • Read flowcharts or cyclical diagrams explaining other processes	• Read explanations as a whole class, in groups and individually (choral and echo reading, reading theatre) • Comment on a range of explanatory texts, focusing on how easy they are to understand (e.g. by trying to reproduce that information in a different form, such as a diagram, or flow chart) • In formal presentations, explain processes orally using notes	• Read and orally evaluate a range of explanatory texts, investigating and noting features of impersonal style (and noting when a personal tone is used) • Comment on, and justify views about, a range of explanatory texts eg -which one is clearer and why, how an explanation could be improved • Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms	• Read and discuss a range of explanatory texts linked to other curriculum areas e.g. 'physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Share explanations orally and extend and enhance through peer appraisal	• Consider and explain the difference between historical explanations (e.g. Roman army tactics) and explanations using the present tense (e.g. the water cycle)
Explanations	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.	• Orally use joining words such as and, but, because, if	• Question marks are used to denote questions. • How words can combine to make sentences • Joining words and joining clauses using and • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	• Consistent use of present tense • Questions can be used to form titles. • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	• Use conjunctions. • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Heading and subheadings used to aid presentation. • Use fronted adverbials • Third person	• Use of paragraphs to organise ideas • Create cohesion through the use of nouns and pronouns • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	• 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	• 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 • Formal language • Layout devices [for example, headings, subheadings, columns, bullets, or tables, to structure text] • Use embedded phrases and clauses for succinctness
Writing composition		• Use labels and captions on simple diagrams e.g. parts of the body	• Write a series of sentences to explain a simple, process based on first-hand experience e.g. chicks hatching, life cycle of a frog	• Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography) • Ensure relevant items are grouped together • Write a series of extended sentences to explain a process Ensure relevant	• Read explanations as a whole class, in groups and individually (choral and echo reading, reading theatre) • Comment on a range of explanatory texts, focusing on how easy they are to understand (e.g. by trying to reproduce that	• Plan the steps in an explanation and check that they have included any necessary information about how and why things happen as they do	• In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style	• Write increasingly complex explanatory texts, varying tense and style appropriately for audience and subject matter • Investigate when a different tense is needed • Experiment with the form, for example write explanations of real-life situations that are in process (unfolding events in

| | | | | details are included and accounts ended effectively | information in a different form, such as a diagram, or flow chart)
• In formal presentation s, explain processes orally using notes | • Refine and edit work for clarity to fit the purpose | | world news; a fictional project that is at a critical stage) Explain how events led to the current situation and then speculate/advise/instruction how to proceed with /manage/resolve the situation |

	Purpose	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
At Woodseaves children will make the following progress in Grammar and Punctuation								
Oracy to support comprehension and writing		• Give oral instruction s when playing a game. • Use imperative verbs in both talk and writing e.g. put, get, take	• Listen to and follow a single more detailed instruction and a longer series of instructions • Plan and give clear single oral instructions • Read and follow short series of instructions in shared context	• Listen to and follow a series of more complex instructions • Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams • Analyse some instructional texts and note their function, form and typical language features	• Read and follow increasingly complex instructions Read and compare examples of instructional text, evaluating their effectiveness Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys • Research a particular area and work in small groups to prepare a set of oral instructions. Try these out with other children and evaluate their effectiveness.	• Investigate instructions with differing levels of formality and decide on an appropriate register when writing their own, for example, 'Cook for 20 mins' compared with 'Pop the cheesecake in the oven for 20 minutes.' • Orally rehearse these and edit levels of formality.	• In group work, give clear oral instructions to achieve the completion of a complex task. • Follow oral instructions of increased complexity • Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness	• Identify sets of instructions which are for more complex procedures, or are combined with other text types • Compare these in terms of audience/purpose and form (structure and language features)
Instruction/ procedural	To ensure something is done effectively and/or correctly with a successful outcome for the participant/s.		• Imperative form • How words can combine to make sentences • Joining words and joining clauses using and • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	• Use of command sentences. • Commas in lists. • Use statements (e.g. It will be ready when… and understand the difference between a statement and a command. • Begin to add specificity to instructions by using subordination (when, if, because) and coordination (and, so). • Use expanded noun phrases for description and specification • Generate synonyms for over-used imperative verbs, for example, chop, slice, cut	• Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Heading and subheadings used to aid presentation. • Use fronted adverbials. • Introduction to paragraphs as a way to group related material	• Create cohesion through the use of nouns and pronouns. • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrase • Use the conjunction 'if' to start complex sentences which give additional advice • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	• 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 • Use of commas to clarify meaning or avoid ambiguity	• 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 • Use of the colon to introduce a list and use of semi-colons within lists • Use of the semi-colon, colon and dash to mark the boundary between independent clauses
Writing composition		• Write simple sentences which can be read by themselves and others following a practical activity .e.g. 'How to look after a mini beast'.	• Contribute to class composition of instructions with teacher scribing • Write consecutive instructions with support and the use of word banks	• Write consecutive instructions independently	• Research a particular area and work in small groups to prepare a set of oral instructions. Try these out with other children and evaluate their effectiveness. • Independently write clear written instructions using simple devices to aid the reader	• Write a set of instructions deciding on the appropriate level of formality depending on the audience	• Write a set of extended instructions (using appropriate form and features) and test them out on other people, revise and try them out again	• Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non -fiction text types • Interweave the use of diagrams and illustrations, using these to take the place of text where a visual would make the instructions easier to follow e.g. Diagram B shows you how to connect the wires • Use the language conventions and grammatical features of the different types of text as appropriate

	Purpose	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Oracy to support comprehension and writing		• Talk about certain topics • Ask questions • Listen to someone giving information and ask questions • Give oral explanations about information they already know.	• Read captions, pictures and diagrams on wall displays and in simple books that give information on a topic • Draw pictures to illustrate a process and use the picture • Asks questions to extend their understanding and knowledge	• Listen to and discuss a wide range of non-chron report texts • Draw on and use new vocabulary from reading texts in spoken language • After seeing and hearing knowledge of a topic, relay the same information to others using language and gestures appropriately • Discuss their own knowledge of the topic with others	• Read non-chron reports as a whole class, in groups and individually (choral and echo reading, reading theatre) • Comment on a range of non-chron report texts, focusing on the features which make them easy to understand • In formal presentations, explain processes orally using notes	• Read and orally evaluate a range of non-chron report texts, investigating and noting features of impersonal style (and noting when a personal tone is used) • Comment on, and justify views about, a range of non-chron report texts eg -which one is clearer and why, how could be improved • Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms	• Read and discuss a range of non-chron report texts linked to other curriculum areas e.g. 'physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Share reports orally and extend and enhance through peer appraisal	• Consider and explain how non-chron reports can be combined within other text genres and the impact of these. • Comment on the language features used and the impact of these on the reader. • Present a non-chron text within another genre to a specified audience
Report	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.	• Begin to construct simple sentences	• Question marks are used to denote questions	• Use present and past tense throughout writing • Questions can be used to form titles. • Use conjunctions e.g. because to aid explanation • Use adjectives including comparative adjectives to create description.	• Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Headings and subheadings used to aid presentation	• Create cohesion through the use of nouns and pronouns • Use of paragraphs to organise ideas	• 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	• 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
Writing composition		• Describe something or someone, developing description to prompts and questions base on the learning environment	• Describe something or someone, developing description to prompts and questions. • Assemble information about a subject from their own experience, writing sentences to describe different aspects of the subject.	• Use information from research to group and assemble information into a short non-chorological report. • Expand information using subordination and co-ordination and expanded noun phrases, to describe and specify information. • Use language and structural features of a non-chronological report eg a direct question, an opening statement, subheadings and line breaks. Ensure writing is in the third person.	• Write in an impersonal style using paragraphs to organise ideas. • Begin to incorporate the language of comparison and contrast.	• Write a comparative report based on their own notes taken from several sources. • Write a non-comparative report in a particular form eg web page.	• Collect and write a report in which two or more subjects are compared. Pupils must make their own decisions on form and layout. • Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness.	• Write a report in a formal style, selecting correct vocabulary and grammatical structure that reflect the level of formality required. • Write a report in an informal style, selecting correct vocabulary and grammatical structures that reflect the level of formality required.

At Woodseaves children will make the following progress in Grammar and Punctuation

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	Purpose	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Oracy to support comprehension and writing		• Informally recount incidents in own life to other children or adults and listen to others doing the same • Experiment with writing in a variety of play, exploratory and role play situations	• Describe incidents from own experience in chronological order using basic sequencing words and phrases, for example, 'then', 'after that' • Listen to other's recounts and ask relevant questions to find out more about the event being recounted • Read personal recounts and begin to recognise generic structure, e.g. chronologically ordered sequence of events, use of time words like first, next, after, when	• Discuss the sequence of events recounted in texts at a level beyond which they can read independently • Collect a wider range of words and phrases to support chronology e.g. next, when, after, before, finally, at the end of the day • Read recounted information and discuss how information is related e.g. What happened first? What happened after that? What was the final event? Create simple timelines to record the order of events	• Watch or listen to third person recounts such as news or sports reports on television, radio or podcasts and identify the sequence of main events • Note the inclusion on relevant, but non-essential detail, to interest and engage the reader • Continue to build banks of words supporting chronology, noting those that indicate specific timings e.g. at 3pm, after two hours • Build banks of descriptive verbs to add detail and description; use well-chosen verbs in own recounts • Read examples of third person recounts such as letters, newspaper reports and diaries and begin to understand the different stylistic techniques used for different purposes.	• Explore and compare texts that recount the same event: evaluate and identify those that are more effective at engaging the reader; those that convey a specific viewpoint and those that present recounts from different perspective	•	• Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ
Recounts	To recall an event from a particular point of view.	• Break the flow of speech into words • Write simple sentences that can be read by themselves and others • Attempt to write short sentences in meaningful contexts e.g. I saw........./I went...	• 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 • Separation of words with spaces Introduce capital letters and full stops • Join words and joining clauses using and • Capital letters for names and for the personal pronoun I	• Use past and present tense throughout writing Use progressive forms of verbs • Use conjunctions for coordination and subordination • Use of noun phrases • Use capital letters and full stops accurately e.g. explore the use of capitalisation for proper nouns used in recount texts, for example, Wild Zoological Park Kingswood, Grand Theatre • Use commas to separate items in a list e.g. explore how commas are used to separate adjectives in lists, for example, a tall, grand building	• Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Inverted commas can be used to punctuate direct speech • Fronted adverbials (e.g. Later that day) • Introduction to paragraphs as a way to group related material • Write finishing lines for a final paragraph that indicate the conclusion of the recount, and include a simple summary	• Use of paragraphs to organise ideas • Effective use of expanded noun phrases • Explore how direct speech is used in recount to engage the reader, and explore where the speech is used within the text • Explore and manage the shift between past and present tense in recounts • Support pupils to begin selecting some words and phrases that support the 'theme' of the recount	• Use of the past perfect • Modals can be used to indicate degrees of possibility • Create cohesion within paragraphs using adverbials • Explore the use of reported versus direct speech and compare the effect • Explore the use of personal versus impersonal writing and decide when each is appropriate • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Experiment with moving clauses and phrases around in the text, considering the	• 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 • Use of the passive to affect the presentation of information in a sentence • Use of the semi - colon, colon and dash to mark the boundary between independent clauses

						impact on engaging the reader • Explore the use of short, simple sentences to summarise; orientate the reader; dramatic impact • Explore the use of longer, complex sentences (with multiple clauses) to convey complex information	
Writing composition		• Write sentences to match pictures or sequences of pictures illustrating an event • Use experience of simple recounts as a basis for shared composition with an adult focusing on retelling, substituting or extending, leading to simple independent writing about a known event e.g. what they did on a school trip	• Write simple first person recounts linked to events of interest/study or to personal experience incorporating at least three chronological 'events' in order, maintaining past tense and consistent use of first person	• Write narratives about personal experiences and those of others, in role (real and fictional)	• Write impersonal newspaper style reports, e.g. about school events or an incident from a story including relevant, additional detail to add interest	•	• Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader, reflecting on the level of formality required and selecting and adapting vocabulary appropriately. • Consider the conciseness of writing, whilst still trying to maintain the engagement of the reader	• Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, • When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.