



Writing Knowledge and Skills Progression Map

Our Vision

We want all of our community to have equal opportunities to experience life in all its fulness (John 10: 10). We encourage all community members to “be the best we can be” in every aspect of their lives as we grow in, and reflect on, the Christian virtues of Faith, Hope and Love (1Corinthians 13).

Our Intent

Our curriculum has been carefully designed for all children to reach their potential both academically and personally. Our values underpin all that we do.



Respect



Inclusion



Wisdom

Friendship



*“To be the best we can be so that
we may live life in all its fullness.”*

Honesty



Courage



General skills across all writing purposes							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition: Planning and drafting (generic)	<ul style="list-style-type: none"> Oral retelling of events in a story using time words and past tense Compose simple caption or sentence, spoken before being written Orally answer 5 w questions when thinking about a recount 	Plan writing by: <ul style="list-style-type: none"> Plan by saying out loud what they are going to write Compose a sentence orally before writing it Sequence sentences to form a short narrative Re-read what they have written to check that it makes sense 	Plan writing by: <ul style="list-style-type: none"> Plan or say out loud what they are going to write about (e.g. use drama/role play to develop ideas) Write down ideas and/or key words, including new vocabulary Experiment with the effective use of adventurous language Encapsulate what they want to say, sentence by sentence 	Plan writing by: <ul style="list-style-type: none"> discussing similar writing/texts in order to learn new ideas for structure, vocabulary and grammar discussing and recording ideas before writing, progressively building a varied and rich vocabulary discuss and record ideas for paragraphs within a given structure compose and rehearse sentences orally (including dialogue) building a varied and rich vocabulary organise paragraphs around a theme organise texts using simple organisational devices e.g. headings and sub-headings 	Plan writing by: <ul style="list-style-type: none"> discussing similar writing/texts in order to learn new ideas for structure, vocabulary and grammar comparing different genres of writing to explore differences and similarities - link to own experiences to compose texts for specific purpose / audience discuss and record ideas in detail before writing compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organise paragraphs around a theme in narratives, create settings, characters and plot using models from own reading use simple organisational devices (e.g. headings, sub-headings, index and glossary) 	Plan writing by: <ul style="list-style-type: none"> identifying audience and purpose, selecting appropriate form & using similar writing as model considering how authors have developed characters and settings in what pupils have read, listened to or seen performed noting & developing initial ideas, drawing on reading and research select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning precising longer passages use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader (e.g., headings, sub-headings, bullet points) 	Plan writing by: <ul style="list-style-type: none"> identifying audience and purpose, selecting appropriate form & using similar writing as model noting & developing initial ideas, drawing on reading and research where necessary plan and write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in diary; direct address in persuasive writing) precising longer passages considering how authors have developed characters and settings in what pupils have read, listened to or seen performed choosing the appropriate register, ensuring correct subject/verb agreement recognise vocabulary and structures appropriate for formal speech and writing, including subjunctive forms use further organisational and presentational devices to structure text and guide reader (e.g., headings, sub-headings, columns, bullet points, tables)
Composition: Editing and Proof-reading	<ul style="list-style-type: none"> Begin to re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils Read aloud their writing clearly 	<ul style="list-style-type: none"> Evaluate their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs 	<ul style="list-style-type: none"> Re-read to check their meaning is clear, doing so as the writing develops 	<ul style="list-style-type: none"> Monitor whether own writing makes sense Assess the effectiveness of their own and others' 	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar 	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance

		<p>enough to be heard by their peers and the teacher</p> <ul style="list-style-type: none"> Check basic punctuation [e.g, ends of sentences punctuated correctly] 	<p>to indicate time are used correctly and consistently, including verbs in the continuous form</p> <ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation [e.g, ends of sentences punctuated correctly] Make simple additions, revisions and corrections Read writing aloud, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> Assess the effectiveness of own writing Propose changes to grammar and vocabulary to improve consistency including the use of a/an; conjunctions; adverbs; accurate use of pronouns in sentences; expanded noun phrases; fronted adverbials; prepositions Proof-read for spelling and punctuation errors, including full stops, apostrophes, commas, question marks, exclamation marks and inverted commas for speech Read aloud their own writing, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>writing and suggest improvements</p> <ul style="list-style-type: none"> Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials Proof-read for spelling and punctuation errors including full stops, apostrophes, commas, question marks and exclamation marks and inverted commas for direct speech Read aloud their own writing, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>and punctuation to enhance effects and clarify meaning</p> <ul style="list-style-type: none"> Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural; distinguishing between the language of speech and writing and choosing the appropriate register Proof read for spelling errors linked to spelling statements for Year 5 Proof read for punctuation errors, including use of commas to clarify meaning or avoid ambiguity Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<p>effects and clarify meaning (e.g. use of passive verbs to affect the presentation of information)</p> <ul style="list-style-type: none"> Ensure correct and consistent use of tenses; subject/verb agreement; choice of the appropriate register Ensure correct subject and verb agreement when using singular and plural, distinguishing between language of speech and writing Proofread for spelling errors Proofread for punctuation errors, including use brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity; use of semi-colons, colons, dashes and hyphens Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
--	--	--	---	--	---	---	--

Fiction							
Text – Purpose/Text Type	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Narrative:</p> <ul style="list-style-type: none"> Traditional tales Stories from different cultures Stories with familiar settings/themes Character descriptions Introduce speech bubbles <p>Poetry</p> <ul style="list-style-type: none"> Rhyming stories Stories with rhythmic patterns Range of songs and rhymes (including nursery rhymes) relating to themes 	<p>Narrative:</p> <ul style="list-style-type: none"> Fairy tales from different cultures Traditional tales from different cultures (Rama and Sita) Fantasy story Stories with familiar settings Stories from different cultures Character description Adventure story Dialogue/speech bubbles Setting description Stories on a theme <p>Poetry</p> <ul style="list-style-type: none"> Using the senses and patterned language Acrostic poems Poems on a theme 	<p>Narrative:</p> <ul style="list-style-type: none"> Traditional Tales and Fairy Stories Character description/wanted poster Fairy tale setting description Adventure: prequel Stories on a theme: Journey story Alternative fairy story Extended story organised into short chapters <p>Poetry</p> <ul style="list-style-type: none"> Non-sense poems Descriptive poems 	<p>Narrative:</p> <ul style="list-style-type: none"> Familiar themes (facing fears) Illustration description Dialogue between characters (simple playscript) Suspense story Stories with historical settings Film stimulus/ Narrative – re-telling and writing a prequel Adventure/Time-slip Story Dilemma story Playscript based on known story <p>Poetry</p> <ul style="list-style-type: none"> Song lyrics Poems using figurative language 	<p>Narrative:</p> <ul style="list-style-type: none"> Film stimulus: descriptive setting Retelling showing characters feelings through actions New ending with a twist Creating suspense Descriptive writing – using expressive and figurative language Detailed character description Detailed setting description Descriptive comparison (through senses and feelings) Narrative recount from character's viewpoint New chapter in the style of the author <p>Poetry</p> <ul style="list-style-type: none"> Poetic forms Haikus and kennings Imaginative free verse 	<p>Narrative:</p> <ul style="list-style-type: none"> Adventure story – facing fears Book/Film stimulus Detailed description for film pitch) Legend Detailed descriptions to establish setting Science-fiction (Time Slip story Y2) Retell myth from character's viewpoint Myth to explain a natural phenomenon Playscript <p>Poetry</p> <ul style="list-style-type: none"> Free verse poems about freedom Extended metaphor poem Classic/narrative poems 	<p>Narrative:</p> <ul style="list-style-type: none"> Developing character through appearance, actions and dialogue Action sequence to develop suspense Mystery story-developing ambiguity Setting description, focusing on use of personification Quest story in the style of Beowulf <p>Film stimulus:</p> <ul style="list-style-type: none"> Developing setting through clues Retelling - showing thoughts/feelings Prequel <p>Classic Literature:</p> <ul style="list-style-type: none"> Detailed setting description – show; don't tell Alternative ending for short suspense story Short suspense story <p>Poetry</p> <ul style="list-style-type: none"> Personification Communicating thoughts/feelings

					poem - The Magic Box		
Composition - Text structure and organisation	<ul style="list-style-type: none"> Oral retelling of events in a story using time words and past tense Simple sentence recounting the story spoken and then written 	<ul style="list-style-type: none"> Compose a simple sentence orally before writing it Signal the beginning and end of the narrative (e.g. One day... In the end...) Sequence sentences to form a short narrative Introduce a problem and simple resolution Begin to write in the third person (e.g. Goldilocks skipped through the forest) With support, re-read what has been written to check that it makes sense Beginning to compose extended sentences Write simple patterned texts by adding a few further words or phrases from a given beginning, following a specific pattern or using an appropriate frame 	<ul style="list-style-type: none"> Organise sentences chronologically, indicated by time related words e.g. finally Begin to use sections/paragraphs in narrative to show change in time or place Connections between sentences make reference to characters e.g. Charlie and Lola/ they Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting Introduce a problem, followed by a series of events and a resolution 	<ul style="list-style-type: none"> Compose and rehearse sentences orally Discuss and record ideas Beginning to use paragraphs as a way to group ideas Create settings, characters and plot using models from own reading Create paragraphs around character and setting Time and place are referenced to guide the reader through the text e.g. The next morning, Cohesion strengthened through relationships between characters e.g. Jack, his mother, her 	<ul style="list-style-type: none"> Links made between opening and resolution Links made between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood Links between paragraphs help the reader to navigate story Paragraphs organised correctly to build up to key event Repetition avoided through using different sentence structures and ellipsis Create characters, showing consideration for the audience and purpose 	<ul style="list-style-type: none"> Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action Sequence of plot may be disrupted for effect e.g. flashback Opening and resolution shape the story Structural features of narrative are included e.g. repetition for effect Paragraphs varied in length and structure Pronouns used to create ambiguity e.g. it crept into the woods 	<ul style="list-style-type: none"> The story is well constructed and raises intrigue Dialogue is used to move the action on who heighten empathy for central character Deliberate ambiguity is set up in the mind of the reader until later in the text Appropriate grammar and vocabulary is selected, showing how meaning can be enhanced - describe settings, characters and atmosphere -integrate dialogue to convey character and advance the action Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. Link ideas across paragraphs, using a wider range of devices, repetition of words or phrases, grammatical connections and ellipsis
Sentence	Write short phrases and/or sentences that can be read by others	Understand how words can be combined to make a sentence Join words and sentences using conjunctions: and, but, then or	Subject/verb sentences e.g. He was... They were... It happened... Simple connectives and, but, then, so, when link clauses Speech-like expressions in dialogue e.g. Chill out!	<ul style="list-style-type: none"> Simple sentences with extra description Some complex sentences using because, which, where etc. Tense consistent e.g. typically past tense for 	<ul style="list-style-type: none"> Variation in sentence structures e.g. while, although, until Use embedded/ relative clauses e.g. Marcus, who grinned 	<ul style="list-style-type: none"> Sentence length/complexity varied Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer Wide range of subordinate connectives e.g. whilst, until, despite. 	<ul style="list-style-type: none"> Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type are varied according to purpose Fronted adverbials used to clarify writer's position

			<p>Use simple adverbs e.g. quickly, slowly. Use expanded noun phrases for description e.g. bright blue butterfly</p>	<p>narration, present tense in dialogue</p> <ul style="list-style-type: none"> • Dialogue is realistic and conversational in style e.g. Well, I suppose... • Verbs used are specific for action e.g. rushed, shoved, pushed • Adverbials e.g. When she reached home... • Use expanded noun phrases for description 	<p>slyly at the teacher,...</p> <ul style="list-style-type: none"> • Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously • Tense changes are appropriate; verbs may refer to continuous action e.g. will be thinking • Nouns and pronouns used for clarity and cohesion. • Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases • Standard English forms for verbs • Choose appropriate adjectives • Use a wide range of connectives/ conjunctions • Correct use of past and present tense • Know what an adverbial phrase is • Comma after fronted adverbials 	<ul style="list-style-type: none"> • Embedded subordinate clauses are used for economy or emphasis • Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls • Repetition is used for effect e.g. the boys ran and ran until they could run no more • Use expanded noun phrases • Use modal verbs. • Prefixes for verbs: dis, de, mis, over, ise, ify • Convert adjectives in verbs using suffixes; ate, ise, ify. • Choose appropriate adjectives • Connectives/conjunctions: Use a wide range of connectives • Change tense according to features of the genre • Know what an adverbial phrase is • Use commas after fronted adverbials • Know and use adverbials of time, place and number. 	<p>e.g. As a consequence of his selfish actions...</p> <ul style="list-style-type: none"> • Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand • Use of relative clauses • Prepositional phrases used cleverly. e.g. The park, behind the house, was covered in mist • Expanded noun phrases to convey complicated information concisely • Use of modal verbs • Prefixes for verbs; dis, de, mis, over, ise, ify • Convert adjectives in verbs using suffixes: ate, ise, ify • Choose appropriate adjectives for effect • Use a wide range of connectives/conjunctions • Change tense according to features of the genre • Link ideas across a text using cohesive devices such as adverbials
--	--	--	--	--	--	---	--

Useful Vocabulary	<ul style="list-style-type: none"> Lower-case letters Capital letters Finger spaces Full stops Digraphs/ trigraphs Letter, word, phrase, sentence, Ascender, descender Character, setting, description/describe Author, illustrator Beginning with conjunctions eg. and/but Time connectives: first, then, Once upon a time, happily ever after 	<ul style="list-style-type: none"> Year 1 ambitious vocabulary used Use time conjunctions: first, next, after, then Range of size adjectives Range of colour adjectives Range of words selected to show emotions (e.g. sad, angry) Pronouns: I she, he, they Prepositions: up, down, in, into, out, to onto Conjunctions: and, but, then or Time connectives: first, then, next Once upon a time, one day, happily ever after 	<ul style="list-style-type: none"> Year 2 ambitious vocabulary used Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise Conjunctions: who, because Adverbs: e.g., suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, 	<ul style="list-style-type: none"> Year 3 ambitious vocabulary used Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as Adverbs: e.g., very, rather, slightly Begin to use figurative language – similes e.g., The branches were like claws 	<ul style="list-style-type: none"> Year 4 ambitious vocabulary used Use of connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually Begin to use a wider range of figurative language – similes and metaphors e.g. The sea was a hungry dog 	<ul style="list-style-type: none"> Year 5 ambitious vocabulary used Figurative language selected and used for effect 	<ul style="list-style-type: none"> Year 6 ambitious vocabulary used Figurative language used to build up description e.g. everyone charged like a deer pack under threat

Non-Fiction: Instructions – Purpose to give instructions about how to complete a task							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text – Purpose/Text Type	<ul style="list-style-type: none"> Recipe instructions Instructions on how to make a simple craft animal (and other craft activities) 	<ul style="list-style-type: none"> Instructions about how to get to locations in school Simple instructions for making a fruit smoothie 	<ul style="list-style-type: none"> Instructions for making a moving toy vehicle/fruit vehicle 	<ul style="list-style-type: none"> Instructions about how to create cave art 	<ul style="list-style-type: none"> Instructions for poster about how to care for your teeth Recipes 	<ul style="list-style-type: none"> Instructions for looking after a creature 	<ul style="list-style-type: none"> Applying in other purposes (e.g. Zoo leaflet)
Composition - Text structure and organisation	<ul style="list-style-type: none"> Oral retelling of how to make and do something Simple sentence starting with imperative verb, spoken and then written 	<ul style="list-style-type: none"> Group ideas in sentences in chronological order Write in the imperative (e.g. sift the flour) Use numbered steps Use a title or goal 	<ul style="list-style-type: none"> Goal is outlined – statement about what is to be achieved Sequenced steps to achieve the goal Diagrams and illustrations used to make the process clearer 	<ul style="list-style-type: none"> Title that shows what the instructions are for Use side headings to guide the reader Set of ingredients and equipment needed are outlined clearly Organised into clear points denoted by time 	<ul style="list-style-type: none"> A set of ingredients and equipment needed are outlined clearly Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter Friendly tone with tips/suggestions included to heighten engagement e.g. This 	<ul style="list-style-type: none"> Consolidate work from previous learning Can write accurate instructions for complicated processes Can write imaginative instructions using flair and humour 	<ul style="list-style-type: none"> Consolidate work from previous learning Can write accurate instructions for complicated processes Can write imaginative instructions using flair and humour

					dish is served best with a dash of nutmeg		
Sentence	<ul style="list-style-type: none"> Begin to use imperative verbs, eg. cut, snip, put Sequencing events in correct order Beginning with conjunctions eg. and/then 	Use simple connectives to construct simple sentences e.g. and, but, then, so Imperative verbs start sentences e.g. spread, slice, cut Sentences do not include pronouns and are written impersonally	Imperative verbs are used to begin sentences Use simple adverbs e.g. slowly, quickly Use expanded noun phrases for description e.g. thin colourful ribbon	Simple sentences with extra description Some complex sentences using when, if, as et Use adverbials e.g. When the glue dries, attach the paperclip	Variation in sentence structures e.g. While the pastry cooks... As the sauce thickens... Include adverbs to show how often e.g. additionally, frequently, rarely	Sentence length/complexity varied Wide range of subordinate connectives e.g. whilst, until, despite	Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose Fronted adverbials use to clarify writers position e.g. If the temperature gets too high... Use of relative clauses Complex noun phrases used to add detail e.g. The golden pastry can be decorated with smaller pastry petals Prepositional phrases used e.g. In the event of overcooking...
Useful Vocabulary	Beginning with conjunctions eg. and/then Time connectives: first, then, next <ul style="list-style-type: none"> 	Numbers (1, 2, 3, 4) Time conjunctions – e.g. First, Next, After Imperative verbs e.g. Cut, Fold, Stir	First of all To start with First Lastly Finally Carefully Gently Slowly Softly	Afterwards After that To begin with Begin by Secondly The next step is to With a slow movement With a quick pull	Continue by... Carry on... Do this until... Stop when... When you have done this... Try not to.. Avoid..	Don't forget to.. Be careful of... Don't worry about... Concentrate on... At this point...	Whilst that is... Focus on... Try to make sure that... When you do, don't.. I would suggest... Many people at this stage...

Non-Fiction: Recount – Purpose to inform the reader and retell events to entertain/share experiences							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text – Purpose/Text Type	<ul style="list-style-type: none"> Personal experiences – forest school/trip recount, holiday recount 	<ul style="list-style-type: none"> Personal experience - Forest School visit Letter about newly discovered creature Diary 	<ul style="list-style-type: none"> First person recount Recount of visit including personal response Postcards 	<ul style="list-style-type: none"> Diary of a key historical figure Informal letter to family about voyage Letters from a polar explorer Script for radio news report Recount events from contrasting perspectives 	<ul style="list-style-type: none"> Police report Eyewitness statement Magazine article Letter to explain events and decisions 	<ul style="list-style-type: none"> Diary entry in character Emails/tweets demonstrating contrasting viewpoints Formal letter from solicitor Newspaper reports 	<ul style="list-style-type: none"> Police report Recount different perspectives - contrasting accounts of the same event Recount presenting alternative viewpoint Reflective recount Leavers' Book entry about a memory of St Augustine's
Composition - Text structure	<ul style="list-style-type: none"> Orally answer 5 w questions when 	<ul style="list-style-type: none"> Simple introduction to show 5Ws (who, 	<ul style="list-style-type: none"> Brief introduction (5Ws) and conclusion 	<ul style="list-style-type: none"> Clear introduction to explain what the text will be about 	<ul style="list-style-type: none"> Clear introduction and conclusion. 	<ul style="list-style-type: none"> Developed introduction and 	<ul style="list-style-type: none"> Well-developed introduction and

and organisation	<ul style="list-style-type: none"> thinking about a recount Sequence and order events Begin to use past tense, eg. I went, I did 	<ul style="list-style-type: none"> what, where, when, why) Ideas grouped together in time sequence Written in the first person Written in the past tense Focused on individual or group participants e.g. I, we Simple ending 	<ul style="list-style-type: none"> Written in the past tense e.g. I went... I saw... Main ideas organised in groups/beginnings of paragraphs Ideas organised in chronological order using connectives that signal time 	<ul style="list-style-type: none"> Organised into paragraphs shaped around key events Conclusion to summarise the overall impact Clear links between sentences and paragraphs 	<ul style="list-style-type: none"> Links between sentences help to navigate the reader from one idea to the next Paragraphs organised around key events Elaboration used to reveal the writer's emotions and responses Use of direct and reported speech 	<ul style="list-style-type: none"> conclusion including personal response Description of events are detailed and engaging Information is organised chronologically with clear signals to the reader about time, place and personal response Purpose of the recount is an experience revealing writer's/ narrator's perspective 	<ul style="list-style-type: none"> conclusion including personal response The recount is well constructed and answers the reader's questions The writer understands the impact and thinks about the reader's response Information is prioritised according to importance and a frame of response set up for the reply
Sentence	<ul style="list-style-type: none"> Simple conjunctions, eg. first, next Begin to use connectives eg. and, then 	<ul style="list-style-type: none"> Simple time conjunctions Simple connectives used to construct simple sentences e.g. and, but, then, so 	<ul style="list-style-type: none"> Subject/verb agreement e.g. He was... They were Some modal verbs introduced e.g. would, could, should Use simple adverbs e.g. quickly, slowly Use expanded noun phrases for description e.g. bright blue butterfly 	<ul style="list-style-type: none"> Simple sentences with extra description Some complex sentences using when, if, as etc. Tense consistent Modal verbs e.g. can/will Adverbials e.g. When we arrived, the tour guide gave us a map 	<ul style="list-style-type: none"> Variation in sentence structures e.g. While we watched the sea lion show... Use embedded/relative clauses e.g. Penguins, which are very agile, ... Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific Use emotive language to show personal response e.g. fabulous, inspired me 	<ul style="list-style-type: none"> Sentence structure varied to support cohesion Active and passive voice used deliberately to heighten engagement. e.g. The vase was broken Use of subordinate clauses and wide range of subordinate connectives e.g. whilst, until, despite Use of prepositional phrases Choose adjectives for precision 	<ul style="list-style-type: none"> Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end Modifiers used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied to aid cohesion Fronted adverbials use to clarify writer's position e.g. As a consequence of their actions... Use of relative clauses Use complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the mother hen Prepositional phrases e.g. In the event of a fire...
Useful Vocabulary	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> First Next After Finally 	<ul style="list-style-type: none"> Afterwards After that When Suddenly 	<ul style="list-style-type: none"> Last week During our school trip Soon 	<ul style="list-style-type: none"> Later on... Before long... At that very 	<ul style="list-style-type: none"> As it happened As a result of 	<ul style="list-style-type: none"> I felt... My heart... As soon as... When I

		<ul style="list-style-type: none"> • The best part was • The worst part was • I liked I didn't like 	<p>Just then; Next; Much later</p> <ul style="list-style-type: none"> • I found it interesting when; I found it boring when; I didn't expect 	<p>Meanwhile To begin with</p> <ul style="list-style-type: none"> • I was pleased that; I didn't expect that; It was difficult to 	<p>moment... At precisely... When this was complete...</p> <ul style="list-style-type: none"> • I was gripped by... I felt overwhelmed when... I was personally affected by... • This has changed how I feel about... 	<p>Consequently Subsequently</p> <ul style="list-style-type: none"> • Unlike the rest of the group, I felt... • In a flash... Presently • Meanwhile • In conclusion The experience overall.. 	<ul style="list-style-type: none"> • Consequently • Subsequently • This experience...
--	--	--	---	--	---	--	--

Non-Fiction: Information Texts/Reports – Purpose to inform the reader about a subject							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text – Purpose/Text Type	<ul style="list-style-type: none"> • Invitations • Lists, eg. shopping list • Description of favourite animal/character • Labels and captions 	<ul style="list-style-type: none"> • Invitations • Weather report • Description of favourite toy • Fact-file about buildings in the local area • Information book about trees 	<ul style="list-style-type: none"> • Report about familiar animal (fox) • Reports about polar bears • Letters to Fire-brigade • Great Fire of London information book 	<ul style="list-style-type: none"> • Report to about life in Antarctica • Write a report about living in the local area for local newspaper (Y1) • Report about a volcano (Y2) 	<ul style="list-style-type: none"> • Newspaper report about a monster that's been discovered on Paddington Rec • How to be a Viking report 	<ul style="list-style-type: none"> • Tourist Brochure for an Alpine resort (inform, persuade and give instructions) • Evaluative reports 	<ul style="list-style-type: none"> • Webpage about newly discovered species • Text for information leaflet for a zoo (Inform, persuade and give instructions) • Script for a filmed guided tour of St Augustine's
Composition - Text structure and organisation	<ul style="list-style-type: none"> • Simple captions and sentences • Layout of a list • Layout of an invitation 	<ul style="list-style-type: none"> • Simple introduction • Ideas grouped for similarity • Attempts at third person writing e.g. The king was saved • Written in the appropriate tense e.g. Foxes are... Dinosaurs were... 	<ul style="list-style-type: none"> • Brief introduction and conclusion • Written in the appropriate tense e.g. Foxes are... Dinosaurs were... • Main ideas organized in groups/simple paragraphs • Written in first or third person as appropriate • Use some technical vocabulary 	<ul style="list-style-type: none"> • Clear introduction classifying subject of report • Organise writing into paragraphs as a way of grouping related material about different aspects of the subject (e.g., appearance, habitat, diet) • Use of topic sentence to begin each paragraph • Use of sub-headings to organise information • Use appropriate technical vocabulary 	<ul style="list-style-type: none"> • Clear introduction to classify subject • Clear conclusion summarising key information • Links between sentences help the reader to navigate from one idea to the next • Paragraphs organised correctly into key ideas • Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour • Use technical vocabulary to show the reader the writer's expertise 	<ul style="list-style-type: none"> • Detailed introduction and conclusion provide cohesion • Description of the phenomenon is technical and accurate • Sub-headings and bullet points are used to organise information • Generalised topic sentences are used at the start of each paragraph to categorise and sort information for the reader • Purpose of the report is to inform the reader and to describe the way things are • Formal and technical language used throughout to engage the reader 	<ul style="list-style-type: none"> • Title to interest the reader e.g. Yetis – Do They Exist? • The report is well constructed and answers the reader's questions • The writer understands the impact and thinks about the reader's response • Information is prioritised according to importance • Generalised topic sentences are used at the start of each paragraph to categorise and sort information for the reader • Sub-headings and bullet points are used to organise information • Formal and technical language selected precisely to engage the reader
Sentence	<ul style="list-style-type: none"> • Use of adjectives in descriptions, both orally and written 	<ul style="list-style-type: none"> • Simple sentences • Simple connectives used e.g. and, but, then, so 	<ul style="list-style-type: none"> • Subject/verb agreement e.g. He was... They were... It happened... 	<ul style="list-style-type: none"> • Simple sentences with extra description 	<ul style="list-style-type: none"> • Variation in sentence structures e.g. While the eggs 	<ul style="list-style-type: none"> • Varied sentence structure/length to support cohesion 	<ul style="list-style-type: none"> • Verb forms are controlled and precise e.g. It would be regrettable if the

	<ul style="list-style-type: none"> Begin to use connectives eg. and, then 	<ul style="list-style-type: none"> Simple time conjunctions 	<ul style="list-style-type: none"> Simple modal verbs introduced e.g. would, could, should Use simple adverbs e.g. quickly, slowly Use expanded noun phrases for description e.g. sharp curved claws 	<ul style="list-style-type: none"> Some complex sentences using when, if, as etc. Tense consistent Use of modal verbs e.g. can/will Adverbials e.g. When the caterpillar makes a cocoon,... Prepositional phrases 	<p>hatch, female penguins ...</p> <ul style="list-style-type: none"> Use of embedded relative clauses e.g. Penguins, which are very agile, Include adverbs to show how often e.g. frequently, rarely Sentences build from a general idea to more specific 	<ul style="list-style-type: none"> Active and passive voice used deliberately to heighten engagement e.g. The eggs are removed from the nest Use of relative clauses Use of subordinate clauses and wide range of subordinate connectives e.g. whilst, until, despite Use of prepositional phrases Choose adjectives for precision 	<p>pangolin population were to be wiped out. Use modifiers to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied to support cohesion</p> <p>Fronted adverbials use to clarify writer's position e.g. As a consequence of their actions...</p> <p>Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the mound dug by the mother turtle.</p> <p>Use of relative clauses</p> <p>Use of subordinate clauses and wide range of subordinate connectives e.g. whilst, until, despite</p> <p>Use of prepositional phrases</p> <p>Choose adjectives for precision</p>
Useful Vocabulary	<ul style="list-style-type: none"> 	<p>___ are... ___ is...</p> <p>They are... The different... This is a ___</p> <p>There are ___ These can be grouped___</p>	<p>They like to; They can; It can; They live in; The ___ have but the ___ have ___</p>	<p>The following report</p> <p>Badgers do not; They can</p> <p>sometimes; often; most; many</p>	<p>This report will The following Information</p> <p>Usually Normally</p> <p>Even though Despite the fact As a rule</p>	<p>The purpose of this report/article is to.. The information presented will...</p> <p>Some experts believe... This article is designed to Many specialists consider</p> <p>Firstly I will... It can be difficult ___ will enable you to understand</p> <p>Unlike Despite Although Like many</p>	<p>They are unusually</p> <p>They are rarely They are never.. They are very... Generally</p> <p>Be careful if you Frequently they... I will attempt to... This article will... It can be difficult to... More than half Less than half...</p>

Non-Fiction Explanation – Purpose to explain how or why something happens or explain a process							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text – Purpose/Text Type	<ul style="list-style-type: none"> Life cycles of animals Explain what to do in emergency situations What our different body parts and organs do Explanation about what plants need to grow Why animals live where they live 	What the weather is like during each season	Explanation about how a seed grows	Explanation with flowchart: What Causes a Tsunami? Explanation with labelled diagram: 'Why Do Volcanoes Erupt?'	Written TV commentary explaining water cycle	How are deserts formed	How does the human circulatory system work
Composition - Text structure and organisation	<ul style="list-style-type: none"> Use talk to explain their thinking and offer explanations 	<ul style="list-style-type: none"> Simple explanation spoken then written Simple introduction – what is being explained? 	<ul style="list-style-type: none"> Clear introduction explaining the process to be explained Fully developed process steps using time and causal conjunctions to link ideas Conclusion 	<ul style="list-style-type: none"> Title shows what is being explained Clear introduction and conclusion Paragraphs organised around a topic or process Description of parts Explanation of how or why something happens Further detail of the process Use of subheading to navigate the reader 	<ul style="list-style-type: none"> Title shows what is being explained Clear introduction and conclusion Explanation of how or why something happens Paragraphs organised around a topic or process Description of parts Steps or stages in a process are explained in order Further detail of the process Use of subheading to navigate the reader 	<ul style="list-style-type: none"> Title in the form of a question Introduction and conclusion provide detail and provide cohesion across the text Steps or stages in a process are explained logically, in order Subheadings and bullets points enhance the organisation Description of the phenomenon is technical and accurate 	<ul style="list-style-type: none"> Questions used to form titles (e.g., 'How..?' or 'Why..') A general statement that introduces the topic Introduction and conclusion provide detail and provide cohesion across the text Writing is organised logically in steps or stages to explain how, what, when and where Subheadings and bullets points enhance the organisation Headings, subheadings, bullet points and other layout devices can be used to organise and aid presentation Description of the phenomenon is technical and accurate

Sentence	<ul style="list-style-type: none"> • Appropriate tense used • Orally use connectives and nouns to explain a process 	<ul style="list-style-type: none"> • Some simple time connectives used to sequence events (e.g. first, then, next) • Use of simple noun phrases to describe process • Present tense 	<ul style="list-style-type: none"> • Subject verb agreement within sentences • Simple adverbs to express how to do an action • Some use of noun phrases to describe process • Subordinating and coordinating sentences used to add information and detail • Time connectives used to sequence events (e.g. first, after that, next, finally) • Some simple conjunctions used to show cause (because, so) • Present tense used 	<ul style="list-style-type: none"> • Time connectives used to sequence and order steps or stages e.g. first, next, after several days, eventually • Some simple conjunctions used to show cause (so, because, when etc.) • Use of expanded noun phrases to describe the process • Use of adverbs to express how to do an action • Beginning to use subordinate clauses • Present tense used consistently 	<ul style="list-style-type: none"> • Time connectives used to sequence and order steps or stages e.g. first, next, after several days, eventually • Conjunctions used to show cause (so, because, when, since etc.) • Use of expanded noun phrases • Use of a wider range of adverbs to express how to do an action • Some prepositional phrases used • Use of subordinate clauses • Present tense used consistently 	<ul style="list-style-type: none"> • Adverbials of time used to sequence steps or phrases in the process (e.g. First ..., Then..., After that...) • Conjunctions used to show cause (e.g. because, so, as, due to, the reason that etc.) • Variation in sentence structures and wider range of: <ul style="list-style-type: none"> ○ Prepositional phrases ○ Expanded noun phrases ○ Subordinate clauses ○ Relative clauses • Variation in sentence length to support cohesion • Use of passive and active voice • Usually written in the present tense • 	<ul style="list-style-type: none"> • Adverbials of time used to sequence steps or phrases in the process (e.g. To begin with, Next, After several days, Eventually) • Wider range of conjunctions used to show cause (e.g., as a result of, this causes, this means that, therefore) • Variation in sentence length and structures to support cohesion: <ul style="list-style-type: none"> ○ Prepositional phrases ○ Expanded noun phrases ○ Subordinate clauses ○ Relative clauses • Use of modal verbs to indicate possibility (e.g., must, can, should) • Passive voice used to focus on the action or process (e.g., Blood is pumped round the body) • Usually written in the present tense • Adjectives chosen for precision
Useful Vocabulary		Technical vocabulary related to the subject e.g., sunny, cloudy, rain, snow, thunder	Technical vocabulary related to the subject e.g., seed, root, leaf, pollen, soil	Technical vocabulary related to the subject e.g., vent, lava, mantle, porous, tectonic plates	Technical vocabulary related to the subject e.g., condensation, solid, liquid, evaporation, precipitation	Technical vocabulary related to the subject e.g., equator, airflow, flash flood, weathering	Technical vocabulary related to the subject e.g., heart, valve, aorta, nutrients, oxygen

Non-Fiction Persuasion – Purpose to convince the reader toward a certain point of view or opinion							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text – Purpose/Text Type	<ul style="list-style-type: none"> Oral persuasion of the need to eat healthy food and exercise Oral persuasion of why it's good to be kind 	<ul style="list-style-type: none"> Persuasive letter to Beast 	<ul style="list-style-type: none"> Persuasive poster to persuade parents to recycle 	<ul style="list-style-type: none"> Advert for Wonka chocolate bar Letter to encourage supermarkets to stock Fairtrade chocolate 	<ul style="list-style-type: none"> Persuasive blog to inform and persuade people to save the rainforest Speech to persuade children to eat less sugar Persuasive leaflet to promote a healthy diet 	<ul style="list-style-type: none"> Defence and prosecution statements Informal letter from wolf giving his side of the story 	<ul style="list-style-type: none"> Letter of complaint about a visit to a theme park Persuasive letter (solar panels) OR renewable energy sources
Composition - Text structure and organisation	<ul style="list-style-type: none"> Beginning to orally use basic persuasive language, eg. you should...because...important 	<ul style="list-style-type: none"> Ideas are grouped together for similarity Written in first person 	<ul style="list-style-type: none"> Brief introduction and conclusion Written In the present tense Main ideas organised in groups Uses simple rhetorical questions 	<ul style="list-style-type: none"> Clear introduction. Points about subject/issue Organised into paragraph Use of sub-headings to organise text Uses rhetorical questions e.g. Can you resist this divine chocolate? Use of exaggeration 	<ul style="list-style-type: none"> Clear introduction and conclusion. Links between key ideas Paragraphs organised correctly into key ideas Use of sub-headings to organise text and guide the reader Topic sentences to introduce the main point of each paragraph Use of rhetorical questions e.g. Can you imagine how...? Use of emotive language 	<ul style="list-style-type: none"> Well-constructed arguments that answer the reader's questions The writer understands the impact or the emotive language and considers the reader's response Information is prioritised according to the writer's point of view Use of more complicated rhetorical questions e.g. ... haven't you always longed for a...? Evidence and explanation are used to support the main point (PEE) Use of exaggeration Use of ambiguous phrases e.g. probably, surely 	<ul style="list-style-type: none"> Title establishes clearly the issue being discussed Developed introduction introduces the topic Conclusion links back to opening Paragraphs organised to prioritise main argument/information Arguments are well-constructed using evidence and explanation are used to support the main point (PEE/PEEL) View point is transparent for reader throughout the text Emotive language used throughout to engage the reader Opinion presented as fact Use of exaggeration Use of ambiguous phrases e.g. probably, surely Use of rhetorical questions for impact e.g. ... haven't you always longed for a...? Use of alliteration

Sentence	<ul style="list-style-type: none"> Simple conjunctions, eg and/then Beginning to use because Using present tense 	<ul style="list-style-type: none"> Simple sentences Simple connectives are used to construct simple sentences e.g. and, but, then, so 	<ul style="list-style-type: none"> Subject/verb agreement e.g. It was... They were Some modal verbs introduced e.g. would, could, should Use simple adverbs e.g. yesterday, today Use some expanded noun phrases e.g. sparkling golden rockets 	<ul style="list-style-type: none"> Simple sentences with some description Some complex sentences using when, if, as etc. Tense consistent Modal verbs e.g. can/will Adverbials e.g. if you buy this chocolate bar, ... Start sentences with verbs e.g. Imagine, Consider, Enjoy 	<ul style="list-style-type: none"> Variation in sentence structures Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Use adverbs to show how often e.g. additionally, frequently, rarely. 	<ul style="list-style-type: none"> Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against... Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions... Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths... Prepositional phrases used for effect e.g. In the event of a global climate crisis... Use of relative clauses Use of subordinate clauses and wide range of subordinate connectives 	<ul style="list-style-type: none"> Varied sentence length/structure selected for effect Active and passive voice used deliberately to heighten engagement. e.g. the environmental impact will be catastrophic Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression e.g. Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. Persuasive statements are used to change the readers opinion. E.g. you will never need to Fronted adverbials used to clarify writer's position e.g. As a consequence of their actions... Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the mound dug by the mother turtle. Use of relative clauses Use of subordinate clauses and wide range of subordinate connectives e.g. whilst, until, despite Use of prepositional phrases
----------	---	---	--	---	--	---	--

Useful Vocabulary	•	<ul style="list-style-type: none"> Perhaps, maybe, It would be... Should, can, will, might If...then Try Not, don't shouldn't 	<ul style="list-style-type: none"> The biggest The greatest The longest The tallest I think that I believe that Extraordinary Remarkable 	<ul style="list-style-type: none"> Surely Obviously Clearly Don't you think... Firstly Secondly Thirdly My own view is My last point is My final point is Imagine Consider Enjoy 	<ul style="list-style-type: none"> I believe that It seems to me that It is clear that Is it any wonder that Furthermore As I see it Tremendous Implore you to consider Extremely significant Inevitably Finally In conclusion In summary The evidence presented... Have you ever thought about...? Do you think that...? Fed up with...? 	<ul style="list-style-type: none"> It appears that... There can be no doubt that.. It is critical.. Fundamentally... How can anyone believe this to be true? Does anyone really believe that? As everyone knows I cite, for example... I would draw your attention to... I would refer to... On the basis of the evidence presented... Phenomenal Unique Unmissable You will be... Don't.. Take a moment to... Isn't it time to...? 	<ul style="list-style-type: none"> It strikes me that There is no doubt that I am convinced that It appears In my opinion Surely only a fool would consider In addition Furthermore Moreover My evidence to support this is On balance.. Just think how... Now you can... For the rest of your life... Unbelievable Outrageous Incredible
-------------------	---	---	---	--	--	---	--

Non-Fiction Discussion – Purpose to present arguments from different viewpoints							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text – Purpose/Text Type	•	•		Balanced argument: Should Primary School Children Walk to School		• Balanced argument: Should sea creatures be kept in an aquarium?	Balanced argument for a regeneration proposal for Paddington Rec
Composition - Text structure and organisation				<ul style="list-style-type: none"> • Clear introduction introducing the topic • Conclusion stating writer's opinion • Points about subject/issue • Organised into paragraphs presenting separate arguments • Topic sentences • Links between key ideas • Uses rhetorical questions e.g. Can you allow this to happen? • Use of exaggeration 		<ul style="list-style-type: none"> • Developed introduction and conclusion • Paragraphs developed with prioritised information • Both view-points are clearly presented to the reader • Emotive language used throughout to engage the reader • Use of more complicated rhetorical questions e.g. ... haven't you always longed for...? • Evidence and explanation are used to support the main point (PEE) • Persuasive statements are used to change the reader's opinion. E.g. you will never need to... • Use of exaggeration • Use of ambiguous phrases e.g. probably, surely 	<ul style="list-style-type: none"> • Title establishes clearly the issue being discussed • Developed introduction introduces the topic • Conclusion links back to opening • Arguments are well constructed and answer the reader's questions • Counter arguments are presented • The writer understands the impact or the emotive language and thinks about the response • Information is prioritised according to writer's point of view • Opinion presented as fact • Use of exaggeration • Use of ambiguous phrases e.g. probably, surely • Use of rhetorical questions for impact e.g. ... haven't you always longed for a...? • Use of alliteration
Sentence				<ul style="list-style-type: none"> • Simple sentences with some description 		<ul style="list-style-type: none"> • Variation in sentence structures including complex sentences • Active and passive voice used to engage 	<ul style="list-style-type: none"> • Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...

				<ul style="list-style-type: none"> Some complex sentences using when, if, as etc. Tense consistent Modal verbs e.g. can/will Adverbials e.g. If children have to cross busy roads... Start some sentences with imperative verbs e.g. Imagine, Consider, Enjoy 		<p>reader e.g. The lives of innocent sea creatures are being endangered</p> <ul style="list-style-type: none"> Relative clauses Use of subordinate clauses and wide range of subordinate connectives e.g. whilst, until, despite. 	<ul style="list-style-type: none"> Modifiers used to intensify or qualify e.g. insignificant amount, exceptionally Varied sentence length/structure selected for effect Fronted adverbials clarify writer's position e.g. As a consequence of your actions... Complex noun phrases used to add detail and convey information concisely Choose adjectives for precision Prepositional phrases Fronted adverbials used to clarify writer's position e.g. As a consequence of their actions... Use of relative clauses Use of subordinate clauses and wide range of subordinate connectives e.g. whilst, until, despite
Useful Vocabulary	•			<p>I will begin by... Maybe...; First... In addition Many people are concerned that... Sometimes It could be argued that... Therefore... My opinion is... An example of this is... It is clear that...</p>		<p>It strikes me that... My intention is to...; To do this I will... As I see it...; It appears to me... Naturally... It is precisely because... Subsequently... Doubtless... Nevertheless... In stark contrast... Contrary to this position... It would seem logical... Let us consider the impact... In conclusion... The evidence presented leads me to conclude...</p>	<p>I will present... Following that I will... One argument for this is that... I would counter this view... It seems plausible to... Moreover... In point of fact... The evidence I would use to support this is... It surprises me that... It is my conviction... Finally, I would like to add... Even though there has been ...</p>

Non-Fiction: Biography and Autobiography							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text – Purpose/Text Type	•		<ul style="list-style-type: none"> Biography of known adult Biography of Mary Seacole 		<ul style="list-style-type: none"> Autobiography 	<ul style="list-style-type: none"> Memoir Biography of a strong female role model 	
Composition - Text structure and organisation			<p>Brief introduction and conclusion</p> <p>Written in the past tense e.g. He went... She travelled</p> <p>Written in third person</p> <p>Main ideas organised in groups/ paragraphs</p> <p>Ideas organised in chronological order using connectives that signal time</p>		<p>Clear introduction</p> <p>Clear conclusion, including closing statement to provide a personal reflection</p> <p>Links between sentences help to navigate the reader from one idea to the next</p> <p>Paragraphs organised correctly around key events</p> <p>Elaboration is used to reveal the writer's emotions and responses</p> <p>Written in first person</p> <p>Written in the past tense e.g. I was born... I experienced</p>	<p>Developed introduction and conclusion including elaborated personal response</p> <p>Description of events are detailed and engaging</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response</p> <p>Reveals the writer's perspective</p> <p>Written in first or third person</p> <p>Written in the past tense e.g. I was born... She experienced</p>	
Grammar			<ul style="list-style-type: none"> Subject/verb agreement e.g. It was... They were Some modal verbs introduced e.g. would, could, should Use simple adverbs e.g. yesterday, today Use some expanded noun phrases e.g. cold, dark night 		<ul style="list-style-type: none"> Variation in sentence structures e.g. While we watched the sealion show... Use embedded/ relative clauses e.g. My brother, who was a talented athlete, ... Include adverbs to show how often e.g. additionally, frequently, rarely Sentences build from a general idea to more specific 	<ul style="list-style-type: none"> Variation in sentence length and structure Passive voice used deliberately to engage reader e.g. She was presented with... Wide range of subordinate connectives e.g. whilst, until, despite Fronted adverbials use to clarify writer's position 	

					<ul style="list-style-type: none"> Use emotive language to show personal response e.g. fabulous, inspired me to.... 	<ul style="list-style-type: none"> e.g. As a consequence of their actions... Use relative clauses Use subordinate clauses and range of subordinate connectives 	
Useful Vocabulary	<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> As a child...; As a teenager...; At a young age...; Many years later... One of the interesting things about...was...; In my view... His/Her life was...; I believe...; He/She was; He/She became... 		<ul style="list-style-type: none"> In my early years... By the time I had... Recently What is clear is that... Even though... Although In many ways it wasn't until... I might have been... My one regret was that... 	<ul style="list-style-type: none"> In (insert year) at the age of.....he/she...; The time came for...; In his/her later years... Once he/she had... Nobody is sure why... In spite of... His/Her lasting legacy is that... 	