



Writing

Progression of knowledge and skills

Narrative			
Year Group	Sentence Structure, Punctuation & Grammar	Text Structure & Paragraphing	Purpose & Vocabulary
Year 1	<ul style="list-style-type: none"> I can form my letters correctly. I can leave spaces between my words. I can write in clear sentences. I remember to use full stops and capital letters. I can use the pronoun 'I'. I can use capital letters for all proper nouns. I can use a question mark or an exclamation mark. I join my ideas together using 'and', 'but' or 'so'. I use standard form verbs e.g. go/went. 	<ul style="list-style-type: none"> I can put some events in order. I can sequence my sentences. 	<ul style="list-style-type: none"> I can use familiar language to show the beginning and end of my story e.g. one day. I can choose appropriate words to match the idea. I can use some descriptive language in my writing. I show some awareness of my reader.
Year 2	<ul style="list-style-type: none"> I can structure my writing sentence by sentence. I can write sentences with different forms: statement, question, exclamation or command. I can use full stops and capital letters accurately. I can use question marks and exclamation marks accurately. I can use subordination (using when, if, that or because) I can use coordination (using or, and or but) I can use verbs consistently. I can use the present and past tenses correctly and consistently. I can use commas in a list. I can use apostrophes correctly for contraction and possession. 	<ul style="list-style-type: none"> I can write the events in my story in a logical order. I can sequence ideas by using time related words or line breaks. 	<ul style="list-style-type: none"> I can write in different genres. I can use the main features of a type of writing. I can use a style of writing appropriate to the purpose. I can write narratives about personal experiences and those of others (real and fictional) I can start and end my story using story language. I can select words that match the content of my writing. I can describe my characters and setting. I can try out adventurous words in my writing. I can use expanded noun phrases to describe and specify e.g. the blue butterfly. I can include some dialogue in my story.
Year 3	<ul style="list-style-type: none"> I can use a mixture of simple and complex sentences. I can use a range of connectives e.g. when, if, because, although to extend my sentences. I can match verbs to tenses. I can use adverbs to express time and cause e.g. then, next, after and soon. I can use prepositions e.g. before, after, during, in and because of. I can use nouns and pronouns for clarity. I remember to use full stops, capital letters, question marks and exclamation marks accurately. I can use speech marks. I can use a possessive apostrophe with singular and plural nouns. 	<ul style="list-style-type: none"> I can sequence ideas and information logically e.g. by using fronted adverbials. I can organise ideas with related points next to each other. My story includes a sequence of events, which leads to a suitable ending. 	<ul style="list-style-type: none"> I can write so that the general purpose is clear. I can create setting and character in narrative. I can include relevant information and ideas. I can elaborate on basic information. I can experiment with adjectives to create impact. I can use a range of adverbs in my writing e.g. to create suspense (suddenly...) I can use a range of noun phrases in my writing. I add dialogue to my story.

Year 4	<ul style="list-style-type: none"> I can use a range of simple and complex sentences. I can vary sentence structure, using different openers. I can use commas splicing. I can use fronted adverbials with a comma. I can use speech marks and other punctuation. I can match verbs to tenses accurately. I can use nouns or pronouns to avoid repetition. I can use conjunctions, adverbs and prepositions to express time and cause. 	<ul style="list-style-type: none"> I can link ideas within a paragraph. I can show organisation of paragraphs so that they follow a theme. 	<ul style="list-style-type: none"> I can make the main features of the type of writing clear to the reader. I can adopt a viewpoint and maintain it throughout my writing e.g. of characters and their feelings. I can create setting, character and plot in narrative. I use description to add detail to my story. I can use specific noun phrases to add detail. I can create suspense in my writing e.g. by using description and adverbs (suddenly...) I can create pace in my stories.
Year 5	<ul style="list-style-type: none"> I can vary length, structure and subject of a sentence. I can punctuate my sentences correctly. I can use speech marks and other speech punctuation accurately. I can use commas to clarify meaning and avoid ambiguity in writing e.g. fronted adverbials. I can use brackets, dashes and commas. I can use subordinating connectives such as when, if and because. I can ensure verbs and tenses match. I can use modal verbs or adverbs to indicate degrees of possibility. I can apply choice of noun or pronoun to avoid repetition. 	<ul style="list-style-type: none"> I can group together related events or points in a logical sequence in paragraphs. I can link ideas within/across a paragraph e.g. later, nearby. I can use a wide range of devices to build cohesion across paragraphs e.g. then, after. I have developed all parts of my story equally. 	<ul style="list-style-type: none"> I can use the main features of a genre of writing. I can adopt a style appropriate to the genre. I can choose relevant information and ideas. I can create realistic characters through description, dialogue and action. I can demonstrate an understanding of viewpoint in my writing e.g. by making my reader see characters or events in a certain way. I can choose carefully the types of words and phrases used to add interest and detail e.g. expanded adverbial and noun phrases. I can hook my reader through creating suspense, developing a climax, through a surprising ending or through my choice of words. I change the pace of my story deliberately, e.g. my sentences show the speed at which the events are happening.
Year 6	<ul style="list-style-type: none"> I can give clarity and emphasis to writing by varying length, structure and subject of sentences. I can use relative clauses beginning with who, which, where and when. I can use punctuation, including speech punctuation, accurately. I can use commas to mark clauses accurately. I can use brackets, dashes or commas to indicate parenthesis. I can use hyphens to avoid ambiguity. I can use colons, semi colons or dashes to mark boundaries between main clauses. I can use a wide range of connectives to clarify the relationship between ideas. I can use the perfect form of verbs to mark relationships of time and cause. I can select appropriate grammar and know my choices impact my writing. 	<ul style="list-style-type: none"> I can structure information or ideas into clear paragraphs. I can use paragraphs to make logical links. I can ensure that paragraphs link but also make sense on their own. I can merge the features of different genres to add extra interest to the structure. 	<ul style="list-style-type: none"> I can use the correct style of writing for the genre. I can ensure the style of writing maintains reader attention e.g. use of hooks such as direct address, informal style, repetition for effect or word choices. I can describe setting, character, atmosphere and integrate dialogue to convey character and advance action. My reader knows what I think of events, settings, or my character throughout my story. I can use a wide range of vocabulary in my writing. I can use expanded noun phrases to convey complicated information concisely. I can move my story to a different place or time (changing the tense for impact). I can refer back to earlier parts of the text to add emphasis. I can use literary features to create effect e.g. alliteration, onomatopoeia, figurative language, dialect etc.

Poetry			
Year Group	Sentence Structure, Punctuation & Grammar	Text Structure & Paragraphing	Purpose & Vocabulary
Year 1	<ul style="list-style-type: none"> I can form my letters correctly. I can leave spaces between my words. I can write in clear sentences. I remember to use full stops and capital letters where appropriate. I can use capital letters for all proper nouns. I join my ideas together using 'and', 'but' or 'so'. I use standard form verbs e.g. go/went. 	<ul style="list-style-type: none"> I can sequence my sentences. 	<ul style="list-style-type: none"> I can choose appropriate words to match the subject of my poem. I can use some descriptive language in my poem. I show some awareness of my reader.
Year 2	<ul style="list-style-type: none"> I can structure my writing sentence by sentence. I can use full stops and capital letters accurately where appropriate. I can use subordination (using when, if, that or because) I can use coordination (using or, and or but) I can use verbs consistently. I can use the present and past tenses correctly and consistently. I can use apostrophes correctly for contraction and possession. 	<ul style="list-style-type: none"> I can sequence the ideas in my poem into a logical order. 	<ul style="list-style-type: none"> I can write simple poetry using its main features. I can use a style of writing appropriate to the purpose. I can select words that match the content of my poem. I can use description in my poem. I can try out adventurous words in my poem. I can use expanded noun phrases to describe and specify e.g. the blue butterfly.
Year 3	<ul style="list-style-type: none"> I can use a mixture of simple and complex sentences. I can use a range of connectives to extend my sentences. I can match verbs to tenses. I can use prepositions. I can use nouns and pronouns for clarity. I remember to use full stops, capital letters and other punctuation where appropriate. I can use a possessive apostrophe with singular and plural nouns. 	<ul style="list-style-type: none"> I can sequence ideas and information logically. I can organise ideas with related points next to each other. 	<ul style="list-style-type: none"> I can write so that the general purpose is clear. I can include relevant information and ideas in my poetry. I can elaborate on basic information in my poetry. I can experiment with adjectives to create impact. I can use a range of adverbs in my poetry. I can use a range of noun phrases in my poetry. I can use similes in my poetry.
Year 4	<ul style="list-style-type: none"> I can use a range of simple and complex sentences. I can vary sentence structure, using different openers. I can use commas splicing. I can use other punctuation appropriate to poetry. I can use fronted adverbials with a comma where appropriate. I can match verbs to tenses accurately. I can use nouns or pronouns to avoid repetition where desired. I can use conjunctions, adverbs and prepositions. 	<ul style="list-style-type: none"> I can link ideas within a verse. I can show organisation of verses so that they follow a theme. 	<ul style="list-style-type: none"> I can make the main features of poetry clear to my reader. I can create a mood and maintain it throughout my poem. I use description to add detail to my poetry. I can use specific noun phrases to add detail. I can create rhythm in my poetry. I can use similes in my poetry.

Year 5	<ul style="list-style-type: none"> • I can vary length, structure and subject of a sentence. • I can punctuate my sentences correctly. • I can use commas to clarify meaning and avoid ambiguity in writing e.g. fronted adverbials where appropriate. • I can use subordinating connectives. • I can ensure verbs and tenses match. • I can use a variety of adverbs. • I can apply choice of noun or pronoun to avoid repetition where desired. 	<ul style="list-style-type: none"> • I can group together related ideas in a logical sequence within verses. • I can link ideas within/across a verse. • I have developed all parts of my poem fully. 	<ul style="list-style-type: none"> • I can use the main features of poetry. • I can adopt a style appropriate to the subject. • I can choose relevant information and ideas. • I demonstrate an understanding of mood and imagery. • I can choose carefully the types of words and phrases used to add interest and detail e.g. expanded adverbial and noun phrases. • I engage my reader through structure and word choices. • I use similes and metaphors for effect.
Year 6	<ul style="list-style-type: none"> • I can give clarity and emphasis to writing by varying length, structure and subject of sentences. • I can use relative clauses beginning with who, which, where and when. • I can use the full range punctuation accurately and where appropriate. • I can use commas to mark clauses accurately. • I can use a wide range of connectives to clarify the relationship between ideas. • I can select appropriate grammar and know my choices impact my writing. 	<ul style="list-style-type: none"> • I can structure my ideas into clear verses. • I can ensure that verses link. • I can merge the features of different types of poetry to add extra interest to the structure. 	<ul style="list-style-type: none"> • I can use the correct style of writing for the subject. • I can ensure the style of writing maintains reader attention, using structure and word choices for effect. • I convey a clear mood and imagery to my reader. • I can use a wide range of vocabulary in my writing to describe and create atmosphere. • I can use expanded noun phrases. • I can control and change the rhythm in my poetry. • I use repetition for effect within my poetry. • I can use literary features to create effect e.g. alliteration, onomatopoeia, figurative language, dialect, similes and metaphors.

Non-Chronological Reports			
Purpose: to describe the characteristics of something e.g. "Birds", "Ancient Greece" Example: an extract from a general encyclopedia			
Text Structure Introductory information about what is to be described: who, what, when, where? (overall classification) Non-chronological organisation Description organised according to categories or information Skeleton framework – a spidergram		Language features Present tense (except historical reports) Usually general nouns and pronouns (not particular people or things) Third person writing Factual writing, often involving technical words and phrases.	
Common forms of non-chronological reports <ul style="list-style-type: none">Information leafletNon-fiction bookLetter			
Year Group	Sentence Structure, Punctuation & Grammar	Text Structure & Paragraphing	Purpose & Vocabulary
Year 1	<ul style="list-style-type: none">I can form my letters correctly.I can leave spaces between my words.I can write in clear sentences.I remember to use full stops and capital letters.I can use capital letters for all proper nouns.I can use a question mark or an exclamation mark.I join my information together using 'and', 'but' or 'so'.I use standard form verbs e.g. go/went.	<ul style="list-style-type: none">I can put some information in order.I can sequence my sentences.	<ul style="list-style-type: none">My writing contains information related to the topic.I can use technical 'topic' words in my writing.I show some awareness of my reader.
Year 2	<ul style="list-style-type: none">I can structure my writing sentence by sentence.I can write sentences with different forms: statement, question, exclamation or command.I can use full stops and capital letters accurately.I can use question marks and exclamation marks accurately.I can use subordination (using when, if, that or because)I can use coordination (using or, and or but)I can write consistently in the present tense (unless I'm writing about history)I can use commas in a list.I can use apostrophes correctly for contraction and possession.	<ul style="list-style-type: none">I can use simple organisational devices in non-narrative e.g. headings, sub-headings and bullet points.I can sequence my information logically.I can group my sentences together if they are about the same thing.	<ul style="list-style-type: none">I can write about factual events (non-fictional).I can write several pieces of information.I can use a style of writing appropriate to the purpose.I can write a simple opening sentence.I can select words that match the content of my writing.I can use adjectives to give extra information.I can use expanded noun phrases to describe and specify e.g. the blue butterfly.
Year 3	<ul style="list-style-type: none">I can use a mixture of grammatically correct simple and complex sentences to give precise information.I can use a range of connectives e.g. when, if, because, although to extend my sentences.I can match verbs to tenses.I can use prepositions e.g. before, after, during, in and because of.I can use nouns and pronouns for clarity.I remember to use full stops, capital letters, question marks and exclamation marks accurately.I can use a possessive apostrophe with singular and plural nouns.	<ul style="list-style-type: none">My writing looks like a report e.g. headings, introduction, information organised into sections.I can sequence ideas and information logically e.g. by using fronted adverbials.I can organise ideas with related information next to each other.	<ul style="list-style-type: none">I can write so that the general purpose is clear.My writing includes an introduction and conclusion.I can include relevant information and ideas.I can develop each section of my writing with detail.I can use words and phrases (technical vocabulary) to give the meaning precisely.I use adjectives and adverbs to give extra information.I can use a range of noun phrases in my writing.

<p>Year 4</p>	<ul style="list-style-type: none"> I can use a range of grammatically correct simple and complex sentences to give precise information. I can vary sentence structure, using different openers. I can use commas splicing. I can use fronted adverbials with a comma. I can use speech marks and other punctuation. I can match verbs to tenses accurately. I can use nouns or pronouns to avoid repetition. I can use conjunctions, adverbs and prepositions to express time and cause. 	<ul style="list-style-type: none"> I can use organisational devices accurately in non-narrative e.g. headings, subheadings and bullet points. I can order my sections in a logical way. I can link ideas within a section using pronouns or related vocabulary. 	<ul style="list-style-type: none"> I can write a report for a particular audience. My writing includes an introduction and conclusion. I can develop each section of my writing with detail. I can use words and phrases (technical vocabulary) to give the meaning precisely. I use adjectives and adverbs to give extra information. I can use specific noun phrases to add detail. I can include dialogue or quotation to support my information.
<p>Year 5</p>	<ul style="list-style-type: none"> I can vary length, structure and subject of a sentence. I can punctuate my sentences correctly. I can use speech marks and other speech punctuation accurately when writing direct speech or a quotation. I can use commas to clarify meaning and avoid ambiguity in writing e.g. fronted adverbials. I can use brackets, dashes and commas. I can use subordinating connectives such as when, if and because. I can ensure verbs and tenses match. I can use modal verbs or adverbs to indicate degrees of possibility. I can use passive verbs to affect the presentation of information in a sentence. I can apply choice of noun or pronoun to avoid repetition. 	<ul style="list-style-type: none"> I can use organisational and presentational devices to structure text and to guide the reader e.g. headings, subheadings, bullet points and underlining. I can organise my information into a logical sequence of balanced sections. I can link ideas within/across a section. I can use a range of devices to build cohesion across sections. 	<ul style="list-style-type: none"> I can adopt a style appropriate to the genre and audience. My writing includes an introduction which describes the purpose of the report and ends with a conclusion. My sentences give relevant information clearly – without unnecessary words or phrases. I can write with a consistent viewpoint e.g. as an 'expert'. I can choose carefully the types of words and phrases used to add interest and detail e.g. expanded adverbials or noun phrases.
<p>Year 6</p>	<ul style="list-style-type: none"> I can give clarity and emphasis to writing by varying length, structure and subject of sentences. I can use relative clauses beginning with who, which, where and when. I can use punctuation, including speech punctuation, accurately. I can use commas to mark clauses accurately. I can use brackets, dashes or commas to indicate parenthesis. I can use hyphens to avoid ambiguity. I can use colons, semi colons or dashes to mark boundaries between main clauses. I can punctuate bullet points consistently. I can use a wide range of connectives to clarify the relationship between ideas. I can use the perfect form of verbs to mark relationships of time and cause. I can select appropriate grammar and know my choices impact my writing. 	<ul style="list-style-type: none"> I can use a creative title/heading. I can use organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points and underlining. I can link my sections together to give structure to my whole report. I can merge the features of different genres to add extra interest to the structure. 	<ul style="list-style-type: none"> I know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. My introduction is a focused summary. I cover each section thoroughly and write a conclusion, which draws together key features and refers back to earlier parts of the text to add emphasis. I can use a wide range of vocabulary in my writing. I can vary the order of my words in my sentences to have a planned impact on my reader. I can use expanded noun phrases to convey complicated information concisely. I can ensure that I maintain reader attention e.g. use of hooks such as direct address, imaginative detail, informal style or repetition for effect. I can use phrases or quotations to grab my reader's attention.

Recounts			
Purpose: to retell events (from either the point of view of someone who was there or from an impersonal standpoint Example: first or third person account of a school trip			
Text Structure Orientation: setting the scene – who, what, when, where? Sequential organisation – what happened, in time order Closing statement(s) – bringing the writing to a satisfactory conclusion Basic skeleton framework – a timeline		Language features Past tense Time connectives and other devices to aid chronological structure First – person or third person writing Focus on specific participants (named individuals/groups)	
Common forms of recount <ul style="list-style-type: none">• Letter• Diary or journal or autobiography• Newspaper report• Write-up of trip or activity			
Year Group	Sentence Structure, Punctuation & Grammar	Text Structure & Paragraphing	Purpose & Vocabulary
Year 1	<ul style="list-style-type: none">• I can form my letters correctly.• I can leave spaces between my words.• I can write in clear sentences.• I remember to use full stops and capital letters.• I can use the pronoun 'I'.• I can use capital letters for all proper nouns.• I can use a question mark or an exclamation mark.• I join my ideas together using 'and', 'but' or 'so'.• I use standard form verbs e.g. go/went.	<ul style="list-style-type: none">• I can put some events in order.• I can sequence my sentences.	<ul style="list-style-type: none">• I can write a series of sentences about the activity or events.• I can choose appropriate words linked to the activity or events.• I can use some descriptive language in my writing.• I show some awareness of my reader.
Year 2	<ul style="list-style-type: none">• I can structure my writing sentence by sentence.• I can write sentences with different forms: statement, question, exclamation or command.• I can use full stops and capital letters accurately.• I can use question marks and exclamation marks accurately.• I can use subordination (using when, if, that or because)• I can use coordination (using or, and or but)• I can sequence events, using time connectives "then", "so", "next", to show the order.• I can use the past tense correctly and consistently.• I can use commas in a list.• I can use apostrophes correctly for contraction and possession.• I can use pronouns to refer back to people or things I wrote about earlier.	<ul style="list-style-type: none">• I can write a brief sequence of chronological events.	<ul style="list-style-type: none">• I am clear who I am writing for and may refer to my reader e.g. "you would enjoy the horse riding".• I can write an opening that tells my reader when and where these events happened.• I can add detail to my recount e.g. by describing events.• I can use expanded noun phrases to describe and specify e.g. the blue butterfly.• I can try out adventurous words in my writing.• I can use objectives e.g. a good time• I can use, "how", "when" and "where" words and phrases (adverbials) to give extra information, e.g.in the car• I can include some dialogue in my recount.

Year 3	<ul style="list-style-type: none"> I can use a mixture of simple and complex sentences. I can use a range of connectives e.g. when, if, because, although to extend my sentences. I can use adverbs to express time and cause e.g. then, next, after and soon. I can use fronted adverbials to sequence events. I can write in the past tense but use present tense for dialogue. I can use prepositions e.g. before, after, during, in and because of. I can use nouns and pronouns for clarity. I remember to use full stops, capital letters, question marks and exclamation marks accurately. I can use speech marks. I can use a possessive apostrophe with singular and plural nouns. 	<ul style="list-style-type: none"> I can sequence events and information chronologically. I can organise information with related points next to each other. I can start a new paragraph when I begin to describe a new event. 	<ul style="list-style-type: none"> I can write so that the general purpose is clear. I can include relevant information and ideas. I can explain the main events. I can write a suitable ending for my recount. I can use adjectives to provide detail and description. I can use adventurous words in my writing. I can use a range of noun phrases in my writing. I can include dialogue.
Year 4	<ul style="list-style-type: none"> I can use a range of simple and complex sentences. I can vary sentence structure, using different openers. I can use commas splicing. I can use fronted adverbials with a comma. I can use speech marks and other punctuation. I can match verbs to tenses accurately. I can use nouns or pronouns to avoid repetition. I can use conjunctions, adverbs and prepositions to express time and cause. 	<ul style="list-style-type: none"> I can organise my paragraphs chronologically. I can link ideas within a paragraph. I can spend equal amounts of time describing each part of the activity/events. 	<ul style="list-style-type: none"> I can make the main features of the type of writing clear to the reader. I can explain the main events. I can evaluate an experience in a personal recount. I can adopt a viewpoint and maintain it throughout a non-personal recount. I use adventurous language to add detail to my recount. I can use specific noun phrases to add detail. I can change the word order of my sentences to have an impact on my reader. I can include dialogue.
Year 5	<ul style="list-style-type: none"> I can vary length, structure and subject of a sentence. I can punctuate my sentences correctly. I can use speech marks and other speech punctuation accurately. I can use commas to clarify meaning and avoid ambiguity in writing e.g. fronted adverbials. I can use brackets, dashes and commas. I can use subordinating connectives such as when, if and because. I can ensure verbs and tenses match. I can use modal verbs or adverbs to indicate degrees of possibility. I can apply choice of noun or pronoun to avoid repetition. 	<ul style="list-style-type: none"> I can write a recount that is laid out correctly for form e.g. letter, newspaper. I can use paragraphs to organise my events chronologically. I can link ideas within/across a paragraph using a range of devices. I have developed all parts of my recount equally. 	<ul style="list-style-type: none"> I can use the main features of a genre of writing. I know who I am writing for and include information relevant to them. I can thoroughly cover all of the events in an engaging style. I can write with a consistent viewpoint e.g. enthusiasm, informative I can choose carefully the types of words and phrases used to add interest and detail e.g. expanded adverbials and noun phrases. I can use direct address to engage my reader. I can use quotations where appropriate.

<p>Year 6</p>	<ul style="list-style-type: none"> • I can give clarity and emphasis to writing by varying length, structure and subject of sentences e.g. putting the most important piece of information at the start of a sentence. • I can use relative clauses beginning with who, which, where and when. • I can use punctuation, including speech punctuation, accurately. • I can use commas to mark clauses accurately. • I can use brackets, dashes or commas to indicate parenthesis. • I can use hyphens to avoid ambiguity. • I can use colons, semi colons or dashes to mark boundaries between main clauses. • I can use a wide range of connectives to clarify the relationship between ideas. • I can use the perfect form of verbs to mark relationships of time and cause. • I can select appropriate grammar and know my choices impact my writing. 	<ul style="list-style-type: none"> • I can write a recount that is laid out correctly for form e.g. letter, newspaper. • I can use paragraphs to clearly organise my events chronologically. • I can link information within/across paragraphs using a wide range of devices. • I write paragraphs which are fully supported and expanded with relevant detail. 	<ul style="list-style-type: none"> • I can use the correct style of writing for the genre. • I can use a range of stylistic devices to engage my reader e.g. direct address or colloquial/emotive language. • I can adapt and shape my ideas for effect. • Where appropriate my reader knows what I think of events. • I can control my viewpoint e.g. journalistic view. • I craft my sentences for a particular effect, e.g. short sentences for impact, passives for alter focus, adverbials to give emphasis. • I can refer back to earlier parts of the text to add emphasis. • I can use a wide range of vocabulary to give my writing colour and texture. • I can use expanded noun phrases to convey complicated information concisely.
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Instructional Texts			
Purpose: to tell someone how to do or make something Example: instructions for a craft activity			
Text Structure Title or opening sets out what's to be achieved Starts with a list of items required Often accompanies by diagram(s) Sequenced steps in order to achieve the goal – what to do in time order Skeleton framework – a flowchart		Language features Usually written in the imperative, Present tense (some instructions require third person narrative) In time order (often numbered steps and/or time connectives) Clear, concise language, e.g. adjectives and adverbs chosen for clarity rather than vividness and effect. The author addresses an anonymous reader, not a named Individual	
Common forms of instructional texts: <ul style="list-style-type: none">• Recipe• Non-fiction book (e.g. sports skills, art)• Instructions on packaging (e.g. cooking or washing instructions)			
Year Group	Sentence Structure, Punctuation & Grammar	Text Structure & Paragraphing	Purpose & Vocabulary
Year 1	<ul style="list-style-type: none">• I can form my letters correctly.• I can leave spaces between my words.• I can write in clear sentences.• I remember to use full stops and capital letters.• I join my ideas together using 'and', 'but' or 'so'.• I use standard form verbs e.g. go/went.	<ul style="list-style-type: none">• I can write my instructions in the right order• I can use numbering to organise my ideas	<ul style="list-style-type: none">• I can choose appropriate words to match the idea.• I can use some descriptive language in my writing.• I show some awareness of my reader.
Year 2	<ul style="list-style-type: none">• I can structure my writing sentence by sentence.• I can write sentences with different forms e.g. statement or command.• I can use full stops, capital letters and other appropriate punctuation.• I use connectives to tell my readers the correct order (first, then)• I can use subordination (using when, if, that or because)• I can use coordination (using or, and or but)• I can use the present tense correctly and consistently.• I can use commas in a list.• I can use apostrophes correctly for contraction and possession.	<ul style="list-style-type: none">• I can write my instructions in chronological order.• I can link each of my points together.	<ul style="list-style-type: none">• I can use the main features of a type of writing.• I can use a style of writing appropriate to the purpose.• I can explain all of the procedure clearly.• Each instruction is complete and makes sense on its own.• I begin each instruction with a "bossy" verb (imperative)• I choose appropriate vocabulary for my instructions.• I use "how, when and where" words and phrases (adverbials) in my instructions (quietly, in the hall)• I can use expanded noun phrases to describe and specify e.g. the blue butterfly.
Year 3	<ul style="list-style-type: none">• I can use a mixture of simple and complex sentences.• I can use a range of connectives e.g. when, if, because, although to extend my sentences.• I can match verbs to tenses.• I can use adverbs to express time and cause e.g. then, next, after and soon.• I can use prepositions e.g. before, after, during, in and because of.• I can use nouns and pronouns for clarity.• I remember to use full stops, capital letters and other appropriate punctuation.• I can use a possessive apostrophe with singular and plural nouns.	<ul style="list-style-type: none">• I can write instructions which are presented appropriately for the form (e.g. recipe, rules for playing a game, manufacturer's leaflet)• I can organise my instructions into clear chronological order.• I can use numbering, line breaks or paragraphing to organise my instructions.	<ul style="list-style-type: none">• I can write simple but precise instructions.• I can show my reader my viewpoint e.g. as an expert, advisory tone.• I can write formally where necessary• I can choose words precisely.• I can use a range of noun phrases in my writing.• I consistently use "bossy" verbs (imperatives).• I can use adjectives to add information and precision to my instructions.• I use "how, when and where" words and phrases (adverbials) in my instructions (quietly, in the hall)• I can refer back to items in previous points using pronouns.

Year 4	<ul style="list-style-type: none"> I can use a range of simple and complex sentences. I can vary sentence structure, using different openers. I can use commas splicing. I can use fronted adverbials with a comma. I can use appropriate punctuation accurately. I can match verbs to tenses accurately. I can use nouns or pronouns to avoid repetition. I can use conjunctions, adverbs and prepositions to express time and cause. 	<ul style="list-style-type: none"> I can write instructions which are presented appropriately for the form (e.g. recipe, rules for playing a game, manufacturer's leaflet) I can organise my instructions into clear chronological order. I can use numbering, line breaks or paragraphing to organise my instructions. 	<ul style="list-style-type: none"> I can write simple but precise instructions. I can show my reader my viewpoint and maintain it throughout e.g. as an expert, advisory tone. I can write formally where necessary I can choose words precisely. I can use a range of noun phrases in my writing. I consistently use "bossy" verbs (imperatives). I can use adjectives to add information and precision to my instructions. I use "how, when and where" words and phrases (adverbials) in my instructions (quietly, in the hall) I can refer back to items in previous points using pronouns.
Year 5	<ul style="list-style-type: none"> I can vary length, structure and subject of a sentence. I can punctuate my sentences correctly. I can use commas to clarify meaning and avoid ambiguity in writing e.g. fronted adverbials. I can use brackets, dashes and commas. I can use subordinating connectives such as when, if and because. I can ensure verbs and tenses consistently match. I can use modal verbs or adverbs to indicate degrees of possibility. I can apply choice of noun or pronoun to avoid repetition. 	<ul style="list-style-type: none"> I can organise my instructions using headings. I can use bullet points, numbering or line breaks to punctuate my instructions. 	<ul style="list-style-type: none"> I can use the main features of instructional writing. I can clearly describe the purpose of my instructions. I can show my reader my viewpoint and maintain it throughout e.g. as an expert, advisory tone. I ensure that my instructions are clear by using repetition or varying the openings of my sentences. I can write in a consistent informative style, with some explanation. I can include relevant information and advice within my instructions. I can write in a formal tone, when required. I can choose carefully the types of words and phrases used to add detail e.g. expanded adverbial and noun phrases.
Year 6	<ul style="list-style-type: none"> I can give clarity and emphasis to writing by varying length, structure and subject of sentences. I can use relative clauses beginning with who, which, where and when. I can use a broad range of punctuation accurately. I can use commas to mark clauses accurately. I can use brackets, dashes or commas to indicate parenthesis. I can use hyphens to avoid ambiguity. I can use colons, semi colons or dashes to mark boundaries between main clauses. I can punctuate bullet points consistently. I can use a wide range of connectives to clarify the relationship between ideas. I can use the perfect form of verbs to mark relationships of time and cause. I can select appropriate grammar and know my choices impact my writing. 	<ul style="list-style-type: none"> I can apply the features of instructional writing confidently in a range of contexts. I can merge the features of different genres to add extra interest to the structure. 	<ul style="list-style-type: none"> I can clearly establish the purpose and context of my instructions. I can use a formal tone of address throughout my instructions, when appropriate. I can engage my reader by using personal appeal or detailed explanation. I can select imaginative and appropriate points to make within my instructions. I can use a wide range of vocabulary in my writing e.g. adjectives and adverbial words/phrases. I can use expanded noun phrases to convey complicated information concisely.

Explanation Texts			
Purpose: to explain how or why something happens Example: an extract from a science textbook			
Text Structure Title often asks a question or defines the process to be explained Text usually opens with general statement(s) to introduce the topic A series of logical steps explaining the process, usually in time order Often accompanied by diagram(s) Basic skeleton framework – a flowchart		Language Features Present tense (the process is general) Time connectives and other devices to aid chronological structure Casual connectives and other devices demonstrating cause and effect	
Common forms of explanation text <ul style="list-style-type: none">• Textbook• Encyclopaedia entry• Non-fiction book (e.g. geography, biology)• Technical manual (e.g. for car, dishwasher)• Question and answer articles and leaflets• Write-up of science experiment			
Year Group	Sentence Structure, Punctuation & Grammar	Text Structure & Paragraphing	Purpose & Vocabulary
Year 1	<ul style="list-style-type: none">• I can form my letters correctly.• I can leave spaces between my words.• I can write in clear sentences.• I remember to use full stops and capital letters.• I can use the pronoun 'I'.• I can use capital letters for all proper nouns.• I can use a question mark or an exclamation mark.• I join my ideas together using 'and', 'but' or 'so'.• I use standard form verbs e.g. go/went.	<ul style="list-style-type: none">• I can organise my ideas into sequences of sentences.• I can start a new line when I begin to write about a new topic.• I can write the process part of my explanation in the right order.	<ul style="list-style-type: none">• I can write a series of comments or observations.• I can choose appropriate words to match the idea.• I can interest my reader by adding detail to my explanation.
Year 2	<ul style="list-style-type: none">• I can structure my writing sentence by sentence.• I can write sentences with different forms: statement, question, exclamation or command.• I can use full stops and capital letters accurately.• I can use question marks and exclamation marks accurately.• I can use subordination (using when, if, that or because)• I can use coordination (using or, and or but)• I can use verbs consistently.• I can use the present tense correctly and consistently.• I can use commas in a list.• I can use apostrophes correctly for contraction and possession.• I can use pronouns to refer back to people or things that I mention earlier.	<ul style="list-style-type: none">• I can organise my ideas into sequences of sentences.• I can start a new line when I begin to write about a new topic.• I can write the process part of my explanation in the right order.	<ul style="list-style-type: none">• I can use features and a style of writing appropriate to the purpose.• I can choose appropriate words to match the idea.• I can interest my reader by adding detail to my explanation.• I can use expanded noun phrases to describe and specify e.g. the blue butterfly.

Year 3	<ul style="list-style-type: none"> I can use a mixture of simple and complex sentences. I can use a range of connectives e.g. when, if, because, although to extend my sentences. I can write my explanation in the present tense (unless I am writing about something that happened in the past or something which might happen in the future). I can use adverbs to express time and cause e.g. then, next, after and soon. I can use prepositions e.g. before, after, during, in and because of. I can use nouns and pronouns for clarity. I remember to use full stops, capital letters, question marks and exclamation marks accurately. I can use speech marks if appropriate. 	<ul style="list-style-type: none"> My writing clearly looks like an explanation text: title written as a question, general introduction, process written in chronological order, concluding statement, a diagram. I can sequence ideas and information logically e.g. by using fronted adverbials. I can organise ideas with related points next to each other. 	<ul style="list-style-type: none"> I can write in an impersonal style. I can use technical vocabulary, (e.g. oxygen, veins, arteries). I can use time connectives e.g. "then" to show the order in the process. I can use some words to show that the process is general e.g. human beings or make generalisations in my explanation (always, never, every). I can use adjectives or noun phrases to give more information to my explanation e.g. "tiny capillary blood vessels". I can link together 2 or 3 sentences to show cause and effect e.g. not...because; if...then)
Year 4	<ul style="list-style-type: none"> I can use a range of simple and complex sentences. I can vary sentence structure, using different openers. I can use commas splicing. I can use fronted adverbials with a comma. I can use speech marks and other punctuation where appropriate. I can write my explanation in the present tense (unless I am writing about something that happened in the past or something which might happen in the future). I can use nouns or pronouns to avoid repetition. I can use conjunctions, adverbs and prepositions to express time and cause. 	<ul style="list-style-type: none"> My writing clearly looks like an explanation text: title written as a question, general introduction, process written in chronological order, concluding statement, a diagram. I can link ideas within a paragraph. I can show organisation of paragraphs so that they follow a theme. 	<ul style="list-style-type: none"> I can show my reader my viewpoint and maintain it throughout e.g. as an expert, advisory tone. I can write in an impersonal style. I can use technical vocabulary, (e.g. oxygen, veins, arteries). I can use time connectives e.g. "then" to show the order in the process. I can use some words to show that the process is general e.g. human beings or make generalisations in my explanation (always, never, every). I can use adjectives or noun phrases to give more information to my explanation e.g. "tiny capillary blood vessels". I can link together 2 or 3 sentences to show cause and effect e.g. not...because; if...then)
Year 5	<ul style="list-style-type: none"> I can vary length, structure and subject of a sentence. I can punctuate my sentences correctly. I can use speech marks and other speech punctuation accurately where required. I can use commas to clarify meaning and avoid ambiguity in writing e.g. fronted adverbials. I can use brackets, dashes and commas. I can use subordinating connectives such as when, if and because to develop my explanation. I can write consistently in the past, present or future tense as required. I can use modal verbs or adverbs to indicate degrees of possibility. I can use passive verbs to affect the presentation of information in a sentence. I can apply choice of noun or pronoun to avoid repetition. 	<ul style="list-style-type: none"> I can make my writing look like an explanation: title written as a question, general introduction, process written in chronological order, concluding statement, a diagram Each paragraph/ section is well organised, e.g. begins with an introductory sentence and is followed by a sequence of sentences which explain or give more detail. I can use paragraphs/ bullet points consistently. 	<ul style="list-style-type: none"> I can make my explanation suit the purposes, e.g. formal, impersonal, in the form of leaflet, letter etc. I can thoroughly cover all information – I write appropriate amounts for all parts of my explanation. I can maintain the same viewpoint throughout my writing, e.g. an expert, a concerned person, an enthusiast. I can use introductory phrases and subheadings. If used, conventional phrases (firstly, secondly, last of all) are smoothly blended into my writing. I can choose my vocabulary to make sure my explanation sounds impersonal, e.g. fatal injuries, hot appliances. I can choose carefully the types of words and phrases used to add interest and detail e.g. more than one adjective, expanded adverbial and noun phrases. I can join my ideas together throughout my writing by referring back to points I made earlier in the text.

<p>Year 6</p>	<ul style="list-style-type: none"> • I can give clarity and emphasis to writing by varying length, structure and subject of sentences e.g. to give information economically or for impact. • I can use relative clauses beginning with who, which, where and when. • I can use punctuation, including speech punctuation, accurately. • I can use commas to mark clauses accurately. • I can use brackets, dashes or commas to indicate parenthesis. • I can use hyphens to avoid ambiguity. • I can use colons, semi colons or dashes to mark boundaries between main clauses. • I can punctuate bullet points consistently. • I can use a wide range of connectives to clarify the relationship between ideas. • I can select appropriate grammar and know my choices impact my writing. 	<ul style="list-style-type: none"> • I can organise my writing so that my main points are emphasised. • I can link my paragraphs together to give a clear structure to my whole text e.g. referring back and forwards. • All my paragraphs are developed with supporting detail and explanation supporting my main information. • I can merge the features of different genres to add extra interest to the structure. 	<ul style="list-style-type: none"> • I can write using a formal tone, e.g. "when not in use". • I can sustain and control the same viewpoint throughout my writing e.g. urgent, warning, confident, business-like, reassuring. • I can ensure the style of writing maintains reader attention e.g. use of direct address via rhetorical questions. • I can use a wide range of vocabulary in my writing to engage my reader. • I can use expanded noun phrases to convey complicated information concisely. • I can use adverbials (how, when, where) to add precision to my explanation, e.g. especially, slightly healthier, severely. • I use synonyms throughout my writing to ensure that I don't overuse words e.g. delicious/tasty, oxygen/this gas. • I can use the passive to affect the presentation of information in a sentence.
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Persuasion Texts			
Purpose: to argue the case for a point of view Example: an editorial from a newspaper			
Text Structure Opening statement of the case to be argued Arguments, given in the form of point plus elaboration Elaboration may be evidence, explanation, explanation, examples Conclusion: reiteration of the case and summary of the points. Skeleton framework – pronged bullet points		Language features Present tense Usually generic participants Logical language constructions and connectives. Persuasive devices, often including emotive and rhetorical language.	
Common forms of persuasion text <ul style="list-style-type: none">• Advertisement Catalogue• Travel brochure• Newspaper or magazine article• Poster			
Year Group	Sentence Structure, Punctuation & Grammar	Text Structure & Paragraphing	Purpose & Vocabulary
Year 1	<ul style="list-style-type: none">• I can form my letters correctly.• I can leave spaces between my words.• I can write in clear sentences.• I remember to use full stops and capital letters.• I can use the pronoun 'I'.• I can use capital letters for all proper nouns.• I can use a question mark or an exclamation mark.• I join my ideas together using 'and', 'but' or 'so'.• I use standard form verbs e.g. go/went.	<ul style="list-style-type: none">• I can write points to persuade my reader.• I can sequence my sentences.	<ul style="list-style-type: none">• I can add detail to interest or persuade my reader e.g. "it's unbreakable".• I can choose appropriate words to match the idea.• I show some awareness of my reader.
Year 2	<ul style="list-style-type: none">• I can structure my writing sentence by sentence.• I can write sentences with different forms: statement, question, exclamation or command.• I can use full stops and capital letters accurately.• I can use question marks and exclamation marks accurately.• I can use subordination (using when, if, that or because)• I can use coordination (using or, and or but)• I can use verbs consistently.• I can use the present and past tenses correctly and consistently.• I can use commas in a list.• I can use apostrophes correctly for contraction and possession.	<ul style="list-style-type: none">• I can write several points to persuade my reader.• I can put my points in a logical order.	<ul style="list-style-type: none">• I can describe the argument and give my opinion.• I can add detail to interest or persuade my reader e.g. "it's unbreakable".• I can link my sentences together e.g. using pronouns to refer back to my subject.• I vary my writing by sometimes using a spoken style "Get one now!"• I can repeat words to make a point.
Year 3	<ul style="list-style-type: none">• I can use a range of connectives e.g. when, if, because, although to extend my sentences.• I can write my sentences in consistent present tense (unless I'm arguing about something which happened in the past).• I can use adverbs to express time and cause e.g. then, next, after and soon.• I can use prepositions e.g. before, after, during, because of.• I can use nouns and pronouns for clarity.• I remember to use full stops, capital letters, question marks and exclamation marks accurately.• I can use speech marks.• I can use a possessive apostrophe with singular and plural nouns.	<ul style="list-style-type: none">• I can sequence ideas and information logically.• I can organise ideas with related points next to each other.• I can use paragraphs to show when I introduce a new point.	<ul style="list-style-type: none">• I can write a series of persuasive points.• I can choose appropriate words to make my argument sound more convincing.• I can use adjectives and adverbs to add detail and persuasion to my argument (only, just, soon, ever)• I can use a range of noun phrases in my writing.• I can persuade my reader by using an imperative verb at the beginning of a sentence e.g. "Go down to your toy store!"• I can use advertising phrases and slogans.

Year 4	<ul style="list-style-type: none"> I can use a range of simple and complex sentences. I can vary sentence structure, using different openers. I can use commas splicing. I can use fronted adverbials with a comma. I can use speech marks and other punctuation. I can write my sentences in consistent present tense (unless I'm arguing about something which happened in the past) I can use nouns or pronouns to avoid repetition. I can use conjunctions, adverbs and prepositions to express time and cause. 	<ul style="list-style-type: none"> I can use paragraphs to show when I introduce a new point. I can link ideas within a paragraph. I can show organisation of paragraphs so that they follow a theme. 	<ul style="list-style-type: none"> I can make the main features of persuasive writing clear to the reader. I can write a series of persuasive points. I can adopt a viewpoint and maintain it throughout my writing. I can choose appropriate words to make my argument sound more convincing I can use specific noun phrases to add detail. I can persuade my reader by using an imperative verb at the beginning of a sentence e.g. "Go down to your toy store!" I can use adjectives and adverbs to add detail and persuasion to my argument (only, just, soon, ever) I can use advertising phrases and slogans.
Year 5	<ul style="list-style-type: none"> I can vary length, structure and subject of a sentence. I can punctuate my sentences correctly. I can use speech marks and other speech punctuation accurately. I can use commas to clarify meaning and avoid ambiguity in writing e.g. fronted adverbials. I can use brackets, dashes and commas. I can use subordinating connectives such as when, if and because. I can ensure verbs and tenses match. I can use modal verbs or adverbs to indicate degrees of possibility. Where appropriate, I can use passive verbs to affect the presentation of information in a sentence. I can apply choice of noun or pronoun to avoid repetition. 	<ul style="list-style-type: none"> I use paragraphs throughout my text, with similar points organised together. Each of my paragraphs is organised with a topic sentence and linked sentences expanding upon this. I can write an introduction and conclusion for my argument. 	<ul style="list-style-type: none"> My writing is persuasive all the way through. I can carefully select detail to argue, explain or advise. I can choose carefully the types of words and phrases used to add interest and detail. I can vary my sentences for impact, e.g. starting with imperative, conversation language, questions, adverbs, expanded noun phrases or repetition. I can use technical terms. I can use "either" and "or" to write down possible alternative future events e.g. "you could <u>either</u> trip over the lead <u>or</u> iron the lead". Where appropriate, I can use the passive to affect the presentation of information in a sentence.
Year 6	<ul style="list-style-type: none"> I can give clarity and emphasis to writing by varying length, structure and subject of sentences. I can use relative clauses beginning with who, which, where and when. I can use punctuation, including speech punctuation, accurately. I can use commas to mark clauses accurately. I can use brackets, dashes or commas to indicate parenthesis. I can use hyphens to avoid ambiguity. I can use colons, semi colons or dashes to mark boundaries between main clauses. I can punctuate bullet points. I can use a wide range of connectives to clarify the relationship between ideas. I can use the perfect form of verbs to mark relationships of time and cause. I can select appropriate grammar and know my choices impact my writing. 	<ul style="list-style-type: none"> I can write an effective introduction and conclusion. I can order my paragraphs logically. My ideas are well linked within and between paragraphs. My paragraphs are different lengths to show which points are the most important. My argument develops throughout the whole text. 	<ul style="list-style-type: none"> I can write my argument for a chosen audience e.g. adults, children. I can consistently maintain my viewpoint throughout the writing e.g. as an expert, with humour. I can write using a formal tone when necessary. I can write in a passive voice when appropriate. I deliberately choose to use simple, repetitive phrases or sentences for impact. I can use strategic topic sentences to emphasise important points. I can use direct address, questions or slogans to engage my reader. I choose vocabulary that will give precise detail and support my argument.

Discussion Texts			
Purpose: to present arguments and information from different viewpoints Example: an answer to an essay question			
Text Structure Opens with a clear statement of the issue under discussion Arguments for + supporting information followed by arguments against + supporting information		Language features Generally presented tense, third person Formal, impersonal style Logical language constructions and connectives Connectives / language constructions to show shifts from one point of view to the other.	
Common forms of discussion text <ul style="list-style-type: none">• Newspaper editorial• Non-fiction book on an 'issue'• Write-up of a debate			
Year Group	Sentence Structure, Punctuation & Grammar	Text Structure & Paragraphing	Purpose & Vocabulary
Year 1	<ul style="list-style-type: none">• NA	<ul style="list-style-type: none">• NA	<ul style="list-style-type: none">• NA
Year 2	<ul style="list-style-type: none">• NA	<ul style="list-style-type: none">• NA	<ul style="list-style-type: none">• NA
Year 3	<ul style="list-style-type: none">• I can use a mixture of simple and complex sentences.• I can use a range of connectives e.g. when, if, because, although to extend my sentences.• I can use adverbs to express time and cause e.g. then, next, after and soon.• I can use prepositions e.g. before, after, during, in and because of.• I can use nouns and pronouns for clarity.• I remember to use full stops, capital letters, question marks and exclamation marks accurately.• I can use speech marks.• I can use a possessive apostrophe with singular and plural nouns.• I can write discussions that are generally in the present tense and third person.	<ul style="list-style-type: none">• I can organise my writing into sections / paragraphs.• I can group similar ideas together.	<ul style="list-style-type: none">• I can write a discussion to match the purpose.• I can make my arguments and give some detail to explain them.• I can show that I am aware of my reader by mentioning them or choosing information that would interest them.• I can use adjectives to give more information to my discussion.• I can use a range of noun phrases in my writing.
Year 4	<ul style="list-style-type: none">• I can use a range of simple and complex sentences.• I can vary sentence structure, using different openers.• I can use commas splicing.• I can use fronted adverbials with a comma.• I can use speech marks and other punctuation.• I can match verbs to tenses accurately.• I can use nouns or pronouns to avoid repetition.• I can use conjunctions, adverbs and prepositions to express time and cause.• I can use a possessive apostrophe with singular and plural nouns.• I can write discussions that are generally in present tense and third person.	<ul style="list-style-type: none">• I can organise my writing into sections / paragraphs.• I can group similar ideas together.• Within my sections I can link my ideas together	<ul style="list-style-type: none">• I can write a discussion to match the purpose.• I can make my arguments and give some detail to explain them.• I can adopt a viewpoint and maintain it throughout my writing.• I can show that I am aware of my reader by mentioning them or choosing information that would interest them.• I can use adjectives to give more information to my discussion.• I can use specific noun phrases to add detail.

<p>Year 5</p>	<ul style="list-style-type: none"> • I can vary length, structure and subject of a sentence e.g. use of complex sentences to explain my argument. • I can punctuate my sentences correctly. • I can use speech marks and other speech punctuation accurately. • I can use commas to clarify meaning and avoid ambiguity in writing e.g. fronted adverbials. • I can use brackets, dashes and commas. • I can use subordinating connectives such as when, if and because. • I can use verbs in present tense or in future tense to express a future consequence. • I can use modal verbs or adverbs to indicate degrees of possibility. • I can apply choice of noun or pronoun to avoid repetition. 	<ul style="list-style-type: none"> • I can write a discussion which is organised into sections and has a clear opening and closing statement. • I can write about several arguments for and against the subject. • Each of my paragraphs is introduced by a topic sentence and then developed by giving reason or examples. 	<ul style="list-style-type: none"> • I can show that I know people have different opinions about this subject, e.g. <i>Some people believe that...</i> • When appropriate, I can write in an impersonal style, using formal language. • I can demonstrate an understanding of viewpoint in my writing. • I can use connective words and phrases to help my reader understand how I have organised my discussion, e.g. firstly, secondly, some advantages, some disadvantages include. • I can choose carefully the types of words and phrases used to add interest and detail e.g. expanded adverbials, noun phrases or more than one adjective.
<p>Year 6</p>	<ul style="list-style-type: none"> • I can give clarity and emphasis to writing by varying length, structure and subject of sentences. • I can use relative clauses beginning with who, which, where and when. • I can use punctuation, including speech punctuation, accurately. • I can use commas to mark clauses accurately. • I can use brackets, dashes or commas to indicate parenthesis. • I can use hyphens to avoid ambiguity. • I can use colons, semi colons or dashes to mark boundaries between main clauses. • I can punctuate bullet points consistently. • I can write sentences which reason by using linking conjunctions, e.g. if... then... because. • I can write sentences with verbs that indicate a possibility (<i>might be dangerous</i>), necessity (<i>they would need to</i>) or consequence (<i>this could lead to</i>). • I can select appropriate grammar and know my choices impact my writing. 	<ul style="list-style-type: none"> • I can link my paragraphs together to give a clear structure to my whole text e.g. by referring back (for emphasis) and forwards. • I can write paragraphs where my main idea is developed with relevant detail, argument or example. 	<ul style="list-style-type: none"> • I can write for a particular audience and purpose. • I can write with detail to develop my ideas effectively. • I can clearly show the different opinions on this subject. I can clearly show the difference between these opinions and my own. • I can use formal language and rhetorical questions to engage my readers. • I can choose words which are formal and precisely explain my meaning. • I can use expanded phrases and clauses to express my ideas economically. • I can use connectives to show shifts from one point of view to another (on the other hand, however) • I can link my ideas together by summarising (<i>these three things need...</i>) or by using pronouns.