
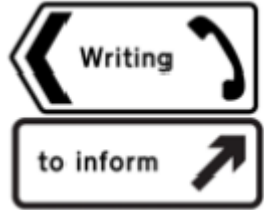






St John's Primary School Writing for Different Purposes Progression

	 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Blog	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Blog	Advertising Speech Campaign Letter	Argument Review Letter Debate


St John's Primary School Writing for Different Purposes Progression

	Text Types	Text Features	Grammar and Sentences	Adverbials and Conjunctions	Punctuation Content	Other Style Ideas
Year 1 & 2 (KS1)	<ul style="list-style-type: none"> -Stories (including retellings) -Descriptions -Poetry -In-character/role 	<ul style="list-style-type: none"> -Time sequenced -Begin to differentiate between past and present tense to suit purpose 	<ul style="list-style-type: none"> -Use co-ordinating conjunctions to link two main ideas, <i>They pulled <u>and</u> pulled at the turnip.</i> <i>The dog barked <u>and</u> it scared the children at the park.</i> -Use noun phrases which add detail to description, <i><u>very old</u> grandma, <u>brave</u> woodchopper</i> -Use the progressive form for verbs, <i>Goldilocks <u>was walking</u> in the woods.</i> -Use exclamation sentences where appropriate, <i>What big eyes you have, Grandma!</i> 	<p><u>Example Adverbials:</u> First Then Next After Later The next day...</p> <p><u>Example Conjunctions:</u> and but so or when</p>	<ul style="list-style-type: none"> -Use finger spaces between words -Use capital letters & full stops to mark sentences -Use capital letters for first person 'I' and proper nouns -Use apostrophes to mark contractions, e.g <i>didn't</i> -Use exclamation marks, particularly in relation to speech -Begin to use inverted commas to mark direct speech where appropriate 	<ul style="list-style-type: none"> -Focus on oral work first -Use opportunities to read own work aloud
Year 3 & 4 (LKS2)	<ul style="list-style-type: none"> -Stories -Descriptions -Poetry -Character/settings 	<ul style="list-style-type: none"> -Detailed description -Use paragraphs to organise in time sequence 	<ul style="list-style-type: none"> -Use fronted adverbials to show how/when an event occurs, <i>Without a sound,... After a moment,...</i> -Use expanded noun phrases to add detail <i>...the dark, gloomy cupboard under the stairs..</i> -Use subordinate clauses to add detail or context <i>Although Theseus was scared, he prepared to enter the maze.</i> -Use nouns & pronouns for clarity and cohesion <i>They crept into Minos's great labyrinth. Inside the maze...</i> 	<p><u>Example Adverbials:</u> Soon Meanwhile As... The next day... Later... Carefully Without a thought....</p> <p><u>Example Conjunctions:</u> if when because while as until whenever once</p>	<ul style="list-style-type: none"> -Use full punctuation for direct speech, including punctuation within and before inverted commas, <i>Mum asked, "Will you be home for tea?"</i> -Secure use of apostrophes for possession, including plural nouns. -Use commas after fronted adverbials and subordinate clauses -May begin to use dashes for emphasis 	<ul style="list-style-type: none"> -Opportunities for comparing different forms of past tense (progressive and simple)
Year 5 & 6 (UKS2)	<ul style="list-style-type: none"> -Narrative -Descriptions -Poetry -Character/settings 	<ul style="list-style-type: none"> -Detailed description -Use paragraphs to organise in time sequence 	<ul style="list-style-type: none"> -Use subordinate clauses to add detail or context, including in varied positions. <i>Although Theseus was scared, he entered the maze.</i> <i>Theseus, although scared, entered the maze.</i> -Use relative clauses to add detail or context, <i>Amy grabbed the torch, which she strapped to her belt, quickly.</i> -Use a wide range of sentence structures to add interest 	<p><u>Example Adverbials:</u> Meanwhile Silently Later that day Nearby All night Under the ... Never before -ing and -ed openers</p> <p><u>Example Conjunctions:</u> if when because while as until once since unless rather although</p>	<ul style="list-style-type: none"> -Use brackets for incidentals, <i>Amy saw Katie (her best friend) standing outside.</i> -Use dashes to emphasise additional information, <i>The girls was distraught – she cried for hours.</i> -Use colons to add further detail in a new clause, <i>The girl was distraught: she cried for hours.</i> -Use semi-colons to join related clauses, <i>Some think this is awful; others disagree.</i> 	<ul style="list-style-type: none"> -Use a range of tenses to indicate changes in timing, sequence, etc.


St John's Primary School Writing for Different Purposes Progression

	Text Types	Text Features	Grammar and Sentences	Adverbials and Conjunctions	Punctuation Content	Other Style Ideas
Year 1 & 2 (KS1)	<ul style="list-style-type: none"> -Recount -Letter -Instructions 	<ul style="list-style-type: none"> -Appropriate use of past and present tense 	<ul style="list-style-type: none"> -Use coordinating conjunctions to link two main ideas, <i>Badgers sleep in the day <u>and</u> they look for food at night.</i> -Use subordinating conjunctions in the middle of sentences, <i>Badgers can dig well <u>because</u> they have sharp claws.</i> -Use commas to separate items in a list, <i>You will need flour, eggs, sugar and water.</i> -Use exclamation sentences where appropriate, <i>What a fantastic time we all had!</i> 	<p><u>Example Adverbials:</u> First Firstly Next After Later</p> <p><u>Example Conjunctions:</u> and but so or when if because</p>	<ul style="list-style-type: none"> -Use finger spaces between words -Use capital letters & full stops to mark sentences -Use question marks, <i>Did you know...?</i> -Use apostrophes to mark possession, <i>A badger's home is underground.</i> 	<ul style="list-style-type: none"> -Could use a writing frame to structure sections -May include images
Year 3 & 4 (LKS2)	<ul style="list-style-type: none"> -Explanation -Recount -Letter -Biography -Blog -Report -Witness statement 	<ul style="list-style-type: none"> -Paragraphs used to group ideas -Subheadings to label content 	<ul style="list-style-type: none"> -Use subordinating conjunctions to join causes, including as openers, <i>Although they have a fierce reputation, the Vikings weren't all bad.</i> -Use expanded noun phrases to inform, <i>A tall, dark-haired man was seen leaving the scene.</i> -Use commas to separate adjectives in a list <i>You will need flour, eggs, sugar and water.</i> -Use relative clauses to add further detail <i>We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.</i> -Begin to use present perfect tense to place events in time, <i>This week we have visited the Science Museum.</i> 	<p><u>Example Adverbials:</u> First Firstly Before After Later Soon Also In addition However</p> <p><u>Example Conjunctions:</u> when before after if while because</p>	<ul style="list-style-type: none"> -Consolidate four main punctuation marks (. , ! ?) -Use capital letters for proper nouns -Use commas to mark fronted adverbials <i>After lunch, we went into the museum.</i> -Use commas to mark subordinate clauses <i>When he was a boy, Dahl did not like reading.</i> -Use inverted commas for direct speech -Use bullet points to list items 	<ul style="list-style-type: none"> -May be built around a key image -Use techniques to highlight key words (bold, underline etc.)
Year 5 & 6 (UKS2)	<ul style="list-style-type: none"> -Report -Recount -Biography -Blog -Witness statement -Essay 	<ul style="list-style-type: none"> -Paragraphs used to group related ideas -Heading/subheadings -Use of technical vocabulary 	<ul style="list-style-type: none"> -Use subordinating conjunctions in varied positions, <i>The Polar Bear, although it is large, can move at great speed.</i> -Use expanded noun phrases to inform <i>...a tall, dark-haired man with a bright red cap...</i> -Use relative clauses to add further detail <i>We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.</i> -Begin to use passive voice to remain formal or detached <i>The money was stolen from the main branch.</i> -Begin to use colons to link related clauses, <i>England was a good country to invade: it had plenty of useful land.</i> 	<p><u>Example Adverbials:</u> Meanwhile At first After Furthermore Despite As a result Consequently Due to For example</p> <p><u>Example Conjunctions:</u> when because after while because if as although</p>	<ul style="list-style-type: none"> -Use brackets or dashes to explain technical vocabulary -Use semi-colons to punctuate complex lists, including when using bullet points -Use colons to introduce lists or sections -Use brackets or dashes to mark relative clauses -Secure use of commas to mark clauses, including opening subordinating clauses -Begin to use colons & semi-colons to mark clauses 	<ul style="list-style-type: none"> -May include a glossary -Sections may contain more than one paragraph

St John's Primary School Writing for Different Purposes Progression

	Text Types	Text Features	Grammar and Sentences	Adverbials and Conjunctions	Punctuation Content	Other Style Ideas
Year 1 & 2 (KS1)				Example Adverbials:		
				Example Conjunctions:		
Year 3 & 4 (LKS2)	-Advertising -Letter -Speech -Poster	-Use of 2 nd person -Planned repetition -Facts & Statistics -Adjectives for positive description	-Use imperative verbs to convey urgency, <i>Buy it today! Listen very carefully...</i> -Use rhetorical questions to engage the reader, <i>Do you want to have an amazing day out?</i> -Use noun phrases to add detail and description, <i>Our fantastic resort has amazing facilities for everyone.</i> -Use relative clauses to provide additional enticement <i>Our hotel, which has 3 swimming pools, overlooks a beautiful beach.</i>	Example Adverbials: Firstly Also However In addition In conclusion On the other hand Therefore Example Conjunctions: if because unless so and but even if when	-Ensure use of capital letters for proper nouns -Use ? ! for rhetorical questions and exclamatory sentences -Use commas to mark relative clauses -Use commas to make fronted adverbials and subordinate clauses <i>After your visit, you won't want to leave.</i> <i>Once you've tasted our delicious sandwiches, you'll be coming back for more!</i>	-Link to oracy, esp. for speeches -Use of colour and images, esp. for advertising
Year 5 & 6 (UKS2)	-Advertising -Letter -Speech -Campaign	-Use of 2 nd person -Personal pronouns -Planned repetition -Facts & Statistics -Hyperbole	-Use imperative and modal verbs to convey urgency, <i>Buy it today!</i> <i>This product will transform you life.</i> -Use adverbials to convey sense of certainty, <i>Surely we can all agree?</i> -Use short sentences for emphasis <i>This has to stop! Vote for change!</i> -Use of the subjunctive form of formal structure <i>If I were you, I would...</i>	Example Adverbials: Firstly Furthermore However In addition Nevertheless Consequently Therefore In conclusion Example Conjunctions: If because although unless since even if rather whereas whenever in order to whether	-Use ? ! for rhetorical questions and exclamatory sentences -Use colons and semi-colons to list features, attractions or arguments -Use brackets or dashes for parenthesis, including for emphasis <i>This is our chance – our only chance – to make a difference.</i> -Use semi-colons for structure repetition, <i>Bring your friends; bring your children; bring your whole family!</i>	-Link to oracy, esp. for speeches -Use of colour and images, esp. for advertising

St John's Primary School Writing for Different Purposes Progression

 Writing to Measure	Text Types	Text Features	Grammar and Sentences	Adverbials and Conjunctions	Punctuation Content	Other Style Ideas
Year 1 & 2 (KS1)				Example Adverbials:		
				Example Conjunctions:		
Year 3 & 4 (LKS2)				Example Adverbials:		
				Example Conjunctions:		
Year 5 & 6 (UKS2)	-Balanced argument -Magazine/ Newspaper article -Blog -Review -Debate	-Appropriate use of cohesive devices -Use of subjunctive form where needed	-Use modal verbs to convey degrees of probability, <i>It <u>could</u> be argued... Some <u>might</u> say ...</i> -Use relative clauses to provide supporting detail, <i>The rainforest, <u>which covers almost a third of South America</u>...</i> -Use adverbials to provide cohesion across the text, <i><u>Despite its flaws</u>... <u>On the other hand</u>...</i> -Use expanded noun phrases to describe in detail <i><u>The dramatic performance by the amateur group</u> was ...</i> -Begin to use passive voice to maintain impersonal tone, <i>The film <u>was made</u> using CGI graphics.</i>	Example Adverbials: Firstly Furthermore However In addition Nevertheless Therefore Consequently In conclusion Example Conjunctions: if because unless although since even if rather whereas whenever in order to whether	-Use bracket or dashed for parenthesis, including for emphasis <i>This performance – the first by such a young gymnast – was a masterpiece!</i> -Use semi-colons to mark related clauses, <i>Some argue ...; others say ...</i> -Use commas to mark relative clauses -Use colons and semi-colons to punctuate complex lists	-Use paragraphs to structure arguments -Maintain formal / impersonal tone

St John's Primary School Writing for Different Purposes Progression

Writing to entertain (KS1)

Text Types

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

Text Features

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

Other Style Ideas

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

Grammar and Sentences

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

Adverbials

First Then Next After Later
The next day...

Conjunctions

and but so or when

Punctuation Content

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



Writing to entertain (LKS2)

Text Types

- Stories
- Descriptions
- Poetry
- Characters/settings

Text Features

- Detailed description
- Use paragraphs to organize in time sequence

Other Style Ideas

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

Grammar and Sentences

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

Adverbials

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

Conjunctions

if when because while
as until whenever once

Punctuation Content

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



Writing to entertain (UKS2)

Text Types

- Narrative
- Descriptions
- Poetry
- Characters/settings

Text Features

- Detailed description
- Use paragraphs to organise in time sequence

Other Style Ideas

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

Grammar and Sentences

- Use **subordinate clauses** to add detail or context, including in varied positions. *Although Theseus was scared, he prepared to enter the maze. Theseus, although he was scared, prepared to enter the maze.*
- Use **relative clauses** to add detail or context, *Amy grabbed the torch, which she'd strapped to her belt, quickly.*
- Use a wide range of sentence structures to add interest

Adverbials

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

Conjunctions

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

Punctuation Content

- Use **brackets** for incidentals, *Amy saw Katie (her best friend) standing outside.*
- Use **dashes** to emphasise additional information, *The girl was distraught - she cried for hours.*
- Use **colons** to add further detail in a new clause, *The girl was distraught: she cried for hours.*
- Use **semi-colons** to join related clauses, *Some think this is awful; others disagree.*



St John's Primary School Writing for Different Purposes Progression

Writing to inform (KS1)

Text Types

- Recount
- Letter
- Instructions

Text Features

- Appropriate use of past and present tense

Other Style Ideas

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

Grammar and Sentences

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

Adverbials

First Firstly Next After Later

Conjunctions

and but so or when
if because

Punctuation Content

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



Writing to inform (LKS2)

Text Types

- Explanation
- Recount
- Letter
- Biography
- Newspaper article

Text Features

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

Other Style Ideas

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

Grammar and Sentences

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

Adverbials

First Firstly Before After Later
Soon Also In addition However

Conjunctions

when before after while
because if

Punctuation Content

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



Writing to inform (UKS2)

Text Types

- Report
- Recount
- Biography
- Newspaper article
- Essay

Text Features

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

Other Style Ideas

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

Grammar and Sentences

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

Adverbials

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

Conjunctions

when before after while
because if although as

Punctuation Content

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



St John's Primary School Writing for Different Purposes Progression

Writing to persuade (LKS2)

Text Types

- Advertising
- Letter
- Speech
- Poster

Text Features

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

Other Style Ideas

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

Grammar and Sentences

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

Adverbials

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

Conjunctions

if because unless so
and but even if when

Punctuation Content

- Ensure use of **capital letters** for proper nouns
- Use **? !** for rhetorical / exclamatory sentences
- Use **commas** to mark relative clauses
- Use **commas** to make fronted adverbials and subordinate clauses
After your visit, you won't want to leave.
Once you've tasted our delicious sandwiches, you'll be coming back for more!



Writing to persuade (UKS2)

Text Types

- Advertising
- Letter
- Speech
- Campaign

Text Features

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

Other Style Ideas

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

Grammar and Sentences

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

Adverbials

Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion

Conjunctions

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

Punctuation Content

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



St John's Primary School Writing for Different Purposes Progression

Writing to discuss (UKS2)

Text Types

- Balanced argument
- Newspaper article
- Review

Text Features

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

Other Style Ideas

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

Grammar and Sentences

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

Adverbials

Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion

Conjunctions

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

Punctuation Content

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

