

8.1 Progression – Instructional Text

Instructional Texts		Purpose		Types
Involves writing about procedures and rules, whose aim is to ensure that something is done properly. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving. Could be fictional or non-fictional.		To tell how to do or make something To give information on how to complete a task To describe a process in chronological order		Recipe Science Experiment Instructions – ‘How to...’
Year Group	Key Features	Sentence Features	Grammatical Features	Punctuation
Reception	Oral retelling of how to make and do something Simple sentence containing imperative verb at the start spoken and then written	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop – when written
Year 1	Title Statement – explaining what is to be achieved List of Equipment/Materials Sequenced Steps Diagrams/Illustrations	Use of simple sentence structures. Imperative verbs to start sentences Lists	Noun Imperative verbs Present tense verbs Adjectives Co-ordinating conjunctions – linking ideas Time conjunctions to show chronological order	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Title Statement – explaining what is to be achieved Sequenced steps to achieve the goal Diagrams and illustrations to support the process	Imperative verbs used for clarity Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Progressive verb form Subordinating and Coordinating conjunctions Consistent use of present tense throughout the piece Adverbs to show where, when and how Adding ‘er’ and ‘est’ to show comparisons in adjectives Third person Imperative/bossy verbs	Full stops Capital letters Question marks Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Title Statement – explaining what is to be achieved Ingredients and equipment lists are outlined clearly Tips and suggestions and precautionary advice embedded in the text	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Imperative/bossy verbs	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets

Year 5/6	Instructions for more complex processes Includes introductions and closing sentences/conclusion.	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length Use of passive and active	More complex examples of: <ul style="list-style-type: none"> • Adverbs of time • Adverbs of place • Adverbs of manner • Adverbs of frequency Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type Imperative/bossy verbs	Parenthesis Dashes Colons Semi-colons Bullet point Numbered list
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8.2 Progression – Recount

Recount		Purpose	Types	
This form of writing can be used to inform and entertain. It can be formal or informal. Recounts can be written about the writer or about someone else. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and self-awareness. They can be fictional or non-fictional.		To retell events in time order. To give an account of an event or experience To write in chronological order	Letter Biography/Autobiography Write up of a trip Newspaper report Diary/Journal	
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Reception	Oral retelling of events using time words and past tense Simple sentence recounting the event spoken and then written	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop
Year 1	Title Introductory sentence to show – who, what, when, where and why Series of sequences demarcating the passing of time Simple ending	Use of simple sentence structures. Use of time conjunctions at the start	Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Title Clear introduction and conclusion Ideas organised into chronological paragraphs demonstrating the passing of time	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Simple and Progressive past tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Title Introduction to give a clear understanding of what they text will be about Concluding paragraph to summarise the overall impact Links between sentences and paragraphs to navigate the reader Paragraphs organised around key events Elaboration within paragraphs to develop: description, action and feelings	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets

Year 5/6	<p>Fully developed introduction and conclusion to include personal responses</p> <p>Paragraphed events, which are detailed and engaging</p> <p>Clear chronology throughout the piece by directing the reader to time and place Information is prioritised to the reader</p>	<p>Variation in sentence structures and wider range of examples of:</p> <p>Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses</p> <p>Variation in sentence length to support cohesion Use of passive and active</p>	<p>More complex examples of:</p> <ul style="list-style-type: none"> • Adverbs of time • Adverbs of place • Adverbs of manner <p>Adverbs to show how often Modifiers used to intensify or qualify</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>Correct use of simple past, past progressive and past perfect</p> <p>Fronted adverbials</p> <p>First and third person Implied second person Use of modal verbs</p> <p>Tense changes according to the purpose</p> <p>Reported speech as well as direct speech</p>	<p>Parenthesis</p> <p>Dashes Colons Semi-colons</p>
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8.3 Progression – Non Chronological Text

Non-Chronological Report		Purpose	Types	
This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving. This could be fictional or non-fictional.		To describe what things are like (were like) To inform the reader of a specific subject content	Factfile Report Science encyclopaedia/documentary type Information Leaflet	
Year Group	Key Features	Sentence Features	Grammatical Features	Punctuation
Reception	Oral description of an object/person/place or thing Simple sentence containing an adjective	Use of simple sentence structures. Caption Writing – Creating Facts	Nouns and verbs correct	Capital letter and full stop
Year 1	Introduction Ideas grouped into similarities Use of causal conjunctions Simple sentence with a capital letter and full stop.	Use of simple sentence structures. Use of time conjunctions at the start	Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Clear introduction to classify the subject of the report Grouping Information into specific paragraphs: Classification Description Habitats etc.	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Simple and Progressive present and past tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Generalising words – many, most, some Use of technical vocabulary	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Clear introduction and conclusion Paragraphs organised correctly into key ideas Subheadings used to organise information	Variation in sentence structures: <ul style="list-style-type: none"> Prepositional phrases Expanded noun phrases Subordinate Clauses Sentences contain more than one clause using coordination and subordination	<ul style="list-style-type: none"> Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets

Year 5/6	<p>Introduction and conclusion provide detail and give cohesion to the piece</p> <p>Subheadings and bullets points enhance the organisation</p> <p>Introductory sentence for each paragraph to explicitly give the main idea</p>	<p>Variation in sentence structures and wider range of examples of:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases Subordinate Clauses</p> <p>Relative Clauses</p> <p>Variation in sentence length to support cohesion</p> <p>Use of passive and active</p> <p>Comparative sentences</p>	<p>More complex examples of:</p> <ul style="list-style-type: none"> • Adverbs of time • Adverbs of place • Adverbs of manner • Adverbs to show how often <p>Modifiers used to intensify or qualify</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>Correct use of simple past, past progressive and past perfect</p> <p>Fronted adverbials</p> <p>Third person</p> <p>Implied second person Use of modal verbs</p> <p>Tense changes according to the purpose</p> <p>Reported speech as well as direct speech</p>	<p>Parenthesis</p> <p>Dashes Colons Semi-colons</p> <p>Bullet point</p>
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8.4 Progression – Writing to Entertain

Narrative – Writing to Entertain		Purpose	Types	
Children write many different types of story through KS1 and KS2. Although most share a common purpose (to tell a story in some way) there is specific knowledge children need in order to write a particular narrative text.		To tell a story To share knowledge To celebrate and praise To entertain To reflect or share knowledge	Narrative types are developed throughout the school and can include: Myths, legends, fantasy, adventure, stories from religions, stories from different cultures, stories based upon film or media, traditional tales, fables, historical and other relevant types.	
Year Group	Narrative Styles/Organisation	Sentence Features/Story Language	Grammatical Features	Punctuation
Reception	Oral retelling of events using time words and past tense Simple sentence recounting the story spoken and then written	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop
Year 1	Clear beginning and end using story language e.g. Once upon a time, One day, In the end. Ideas grouped together in chronological order Problem and simple resolution	Use of simple sentence structures. Size adjectives: big, small, enormous big, bigger, biggest Emotion adjectives: sad, angry, cross, happy Pronouns - I, she, he, they Prepositions - up, down, into, out, to, onto Time references - once upon a time, one day, happily ever after	Noun Consistent Past Tense Adjectives Adventurous vocabulary	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Sentences written in chronological order indicated by time words Characters and setting are described in detail Paragraphing for a change of time or place Trigger event followed by a series of events and a conclusion Correct use of pronoun Peter and Jane, they	Simple adverbs to express how to do an action Noun phrases to describe Story Language Adverbs - suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily Story Starters - by the next morning, one day, as soon as Story Endings - in the end, at the end of the day	Noun and noun phrase Progressive verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives Third person	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3	Time and place referenced at the start of each sentence Characters are introduced and who, what, when, where and why are established Story flows well and raises doubt and suspense There is a clear complication and events, which are paragraphed throughout Cohesion throughout	Variation in sentence structures: <ul style="list-style-type: none"> Prepositional phrases Expanded noun phrases Subordinate Clauses Story Language Simile and Metaphor <ul style="list-style-type: none"> ...as small as a mouth... ...strong like a bull... He had a heart of gold. Her tears were a river flowing down her face. Adverbs - suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily Accurate Action Verbs - pushed, rushed, shoved Alliteration - Stunning stories, terrific tales.	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using speech

Year 4	<p>Links between opening and resolution</p> <p>Links between paragraphs help to link one idea to the next</p> <p>Paragraphs organised correctly to build up to key events</p>	<p>Variation in sentence structures:</p> <ul style="list-style-type: none"> Prepositional phrases Expanded noun phrases Subordinate Clauses <p>Story Language Simile and Metaphor</p> <ul style="list-style-type: none"> ...as small as a mouth... ...strong like a bull... He was a walking encyclopaedia. Her tears were a river flowing down her face. <p>Adverbs for Frequency or Subtlety - often, seldom, exactly, suspiciously, craftily</p> <p>Conjunctions to add information - moreover, furthermore, in addition, in due course</p> <p>Alliteration - Stunning stories, terrific tales.</p>	<ul style="list-style-type: none"> Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often <p>Nouns and pronouns used for clarity and cohesion A wider range of conjunctions</p> <p>Correct use of simple present, present progressive and present perfect</p> <p>Fronted adverbials Implied second person</p>	<p>Apostrophes to mark singular and plural possession</p> <p>Commas in a list</p> <p>Commas after fronted adverbials</p> <p>Inverted commas if using speech</p> <p>Brackets</p>
Year 5	<p>Opening and resolution shape the story</p> <p>Paragraphs varied in length and structure</p> <p>Dialogue is used to move the action on or to heighten empathy for a character</p>	<p>Variation in sentence structures and wider range of examples of:</p> <ul style="list-style-type: none"> Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length <p>Simile and Metaphor</p> <ul style="list-style-type: none"> ...as small as a mouth... ...strong like a bull... He was a walking encyclopaedia. Her tears were a river flowing down her face. <p>Alliteration</p> <p>Adverbs for Frequency or Subtlety - often, seldom, exactly, suspiciously, craftily</p> <p>Repetition</p> <ul style="list-style-type: none"> The boys ran and ran until they could run no more. <p>Personification</p> <ul style="list-style-type: none"> The bees played hide and seek with the flower. The first rays of morning tiptoed through the field. 	<p>More complex examples of:</p> <p>Adverbs of time Adverbs of place Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect</p> <p>Fronted adverbials Implied second person Use of modal verbs</p> <p>Text changes according to the text type</p> <p>Pronouns used to hide the doer of the action – it crept into the woods</p>	<p>Parenthesis</p> <p>Dashes</p> <p>Colons Semi-colons</p>

Year 6	<p>The story is well constructed and raises intrigue</p> <p>Dialogue is used to move the action on or to heighten empathy for a character</p> <p>Deliberate ambiguity is set up in the mind of the reader to be answered later on in the text</p>	<p>Variation in sentence structures and wider range of examples of:</p> <ul style="list-style-type: none"> • Prepositional phrases • Expanded noun phrases • Subordinate Clauses • Relative Clauses • Variation in sentence length <p>Active and Passive</p> <ul style="list-style-type: none"> • They removed the ring from the drawer. • The ring was removed from the drawer. <p>Modifiers for intensity - insignificant amount, exceptionally, recently, evidently</p> <p>Alliteration</p> <p>Repetition</p> <p>The boys ran and ran until they could run no more.</p> <p>Personification</p> <ul style="list-style-type: none"> • The bees played hide and seek with the flower. <p>The first rays of morning tiptoed through the field.</p>	<p>More complex examples of:</p> <p>Adverbs of time Adverbs of place Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect</p> <p>Fronted adverbials Implied second person Use of modal verbs</p> <p>Text changes according to the text type</p>	<p>Parenthesis</p> <p>Dashes Colons Semi-colons</p>
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8.5 Progression – Persuasive Writing

Persuasive Writing		Purpose		Types
This form of writing provides the writer with the opportunity to encourage the reader/listener towards seeing thing the same way as them This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.		To make a case for a particular point of view To motivate, move or convince someone towards a certain opinion		Poster Advertisements Travel Brochure Letter (e.g. letter of complaint)
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Year 1	Posters with simple caption and labels using key language features	Noun phrases to describe process Coordinating sentences used to add information and detail	Personal pronouns Noun phrases Co-ordinating conjunction 'and'	Full stops Capital letters Question marks Exclamation marks
Year 2	Posters and Letters using key language features	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe Subordinating and Coordinating sentences used to add information and detail	Noun and noun phrase Simple and Progressive present tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Technical vocabulary	Full stops Capital letters Question marks Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Clear introduction and conclusion Paragraphs organised around key ideas/subject and issue Use of subheading to navigate the reader (where appropriate)	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Rhetorical questions Turning opinion into fact Emotive language Exaggeration Facts and figures	Adverbs of time Adverbs of place Adverbs of manner Adverbs of frequency Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials First and third person Standard English	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets and other parenthesis

Year 5/6	<p>Introduction and conclusion provide detail and give cohesion to the piece</p> <p>Paragraphs organised to structure the argument</p> <p>Arguments are well-constructed with evidence</p> <p>Viewpoint of the writer is evident throughout</p>	<p>Variation in sentence structures and wider range of examples of:</p> <p>Prepositional phrases Expanded noun phrases</p> <p>Subordinate Clauses Relative Clauses</p> <p>Variation in sentence length to support cohesion Use of passive and active</p> <p>Concession and condescension are used to impact the Reader</p> <p>Exaggeration</p> <p>Facts and figures</p> <p>Rhetorical questions</p>	<p>More complex examples of:</p> <p>Adverbs of time Adverbs of place Adverbs of manner</p> <p>Adverbs to show how often Modifiers used to intensify or qualify</p> <p>Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise</p> <p>Fronted adverbials Implied second person Use of modal verbs</p> <p>Tense changes according to the purpose Reported speech as well as direct speech</p>	<p>Parenthesis</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>
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8.6 Progression – Explanation Text

Explanation Texts		Purpose	Types	
This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: enquiry, evaluation, information processing, reasoning and problem solving.		To explain why or how something happens To explain cause and effect To describe a scientific process sometimes in chronological order	Encyclopaedia entry technical manual science investigation question and answer section	
Year Group	Key Features	Sentence Features	Grammatical Features	Punctuation
Year 1	Introduction explaining the process to be explained Numbered steps using some conjunctions to link ideas Conclusion	Subject verb agreement within sentences and throughout	Nouns and noun phrases Simple sentences	Full stops Capital letters
Year 2	Clear introduction explaining the process to be explained Fully developed process steps using time and causal conjunctions to link ideas Conclusion	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe process Subordinating and Coordinating sentences used to add information and detail	Noun and noun phrase Simple and Progressive present tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Technical vocabulary	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	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	Variation in sentence structures: <ul style="list-style-type: none"> Prepositional phrases Expanded noun phrases Subordinate Clauses 	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show frequency Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials First and third person Standard English	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets

Year 5/6	<p>Introduction and conclusion provide detail and give cohesion to the piece</p> <p>Subheadings and bullets points enhance the organisation</p> <p>Description of the phenomenon is technical and accurate</p>	<p>Variation in sentence structures and wider range of examples of:</p> <ul style="list-style-type: none"> • Prepositional phrases • Expanded noun phrases • Subordinate Clauses • Relative Clauses <p>Variation in sentence length to support cohesion</p> <p>Use of passive and active</p> <p>Sentences are generalised to categories the information</p>	<p>More complex examples of:</p> <p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs of frequency</p> <p>Modifiers used to intensify or qualify</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>Verb forms are controlled and precise</p> <p>Fronted adverbials Implied second person</p> <p>Use of modal verbs</p> <p>Tense changes according to the purpose</p> <p>Reported speech as well as direct speech</p>	<p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>
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8.7 Progression – Explanation Text

Discursive – Writing to Discuss		Purpose	Types	
This form of writing allows for a reasoned and balanced overview to discuss an issue or controversial topic. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.		To present arguments and information from different viewpoints To show for and against	Newspaper Article Letter Essay	
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece Paragraphs organised to structure the argument Arguments on both sides are well-constructed Formal language is used throughout to show a balanced viewpoint	Variation in sentence structures and wider range of examples of: <ul style="list-style-type: none"> Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Rhetorical questions Variation in sentence length to support cohesion	More complex examples of: <ul style="list-style-type: none"> Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech Abstract nouns	Parenthesis Dashes Colons Semi-colons

8.8 Progression – Poetry

Poetry		Purpose	Types	
Poetry can have different purposes but exploring vocabulary and structure and conveys both emotion and information. It has strong social and historical links with cultures and communities. As children become more confident with a style, they make increasingly effective use of wordplay to explore and develop ideas		To tell a story or share knowledge of the past To celebrate and praise To amuse or entertain through wordplay To reflect or share knowledge	Poetry types are developed throughout the school	
Year Group	Narrative Styles/Organisation	Sentence Features/Story Language	Grammatical Features	Punctuation
Reception	Range of different poetry styles chosen for language	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop
Year 1	Classics List and Alphabet poetry Observational poetry Performance poems and raps Rhyme Chants and tongue twisters Kennings	Use of simple sentence structures. Lists	Noun Present tense and past tense Adjectives Adventurous vocabulary	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Riddles Acrostic	Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Progressive verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives Third person	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3	Acrostics Modern verse Performance poems Narrative Following Form Classic	Variation in sentence structures: <ul style="list-style-type: none"> Prepositional phrases Expanded noun phrases Subordinate Clauses 	Adverbs of time Adverbs of place Adverbs of manner Adverbs of frequency Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets

Year 4		Variation in sentence structures: <ul style="list-style-type: none"> • Prepositional phrases • Expanded noun phrases • Subordinate Clauses 	Adverbs of time Adverbs of place Adverbs of manner Adverbs of frequency Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets
Year 5	Modern verse Performance poetry Narrative Classic	Variation in sentence structures and wider range of examples of: <ul style="list-style-type: none"> • Prepositional phrases • Expanded noun phrases • Subordinate Clauses • Relative Clauses 	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs of frequency Nouns and pronouns used for clarity and cohesion	Brackets Dashes Colons Semi-colons
Year 6		Variation in sentence structures and wider range of examples of: <ul style="list-style-type: none"> • Prepositional phrases • Expanded noun phrases • Subordinate Clauses • Relative Clauses • Variation in sentence length • Use of passive and active 	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs of frequency Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type	Brackets Dashes Colons Semi-colons