

		Early Years	Year 1	Year 2	Year 3	Year 4
Genre	To entertain...	<p>Include pictures or illustrations to help the reader see what you are writing about in their mind</p> <p>Use a title to hook the reader's interest and to know what the writing might be about</p>	<p>Include pictures or illustrations to support writing</p> <p>Create titles to hook the reader's interest</p> <p>Write stories with main characters and include some detail about them</p> <p>Write sentences in chronological order (plot of the story)</p> <p>Begin to write stories based on the fall-rise story shape for basic narrative structure</p>	<p>Select and remain in a consistent tense – usually simple present or simple past tense</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting)</p> <p>Use of sound and other senses to develop clear picture for reader to develop mood (show not tell)</p> <p>Use speech bubbles to show what characters are saying, thinking, feeling or doing</p> <p>Begin to use figurative language (similes, alliteration)</p> <p>Explore other story shapes - slow rise and slow fall</p>	<p>Dialogue can introduce a character and tell the reader more about them</p> <p>Build upon show not tell techniques: e.g. to develop mood of setting; description of character appearance and behaviour</p> <p>Include the power of three for repetition and/or emphasis (e.g. listing adjectives in groups of three)</p> <p>Zoom in (more detail) & spend longer on the most important moment in the narrative</p> <p>Write stories or descriptions in first-person narrative (I went....) or third-person narrative (they/ he/ she/ Sophie went....)</p> <p>Consider other story shapes (fall, then rise; rise-fall-rise; fall-rise-fall)</p> <p>Begin stories with action, dialogue or description and end stories with a moral message, surprise or cliff hanger</p>	<p>Use dialogue to progress the narrative and show how a person speaks</p> <p>Use a new paragraph to show when a new or different character is speaking or when the setting changes</p> <p>Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting</p> <p>Use figurative language – Onomatopoeia, personification, metaphors and similes</p> <p>Build upon use of story shapes (fall, then rise; rise-fall-rise; fall-rise-fall) to help guide the plot structure</p> <p>Sophisticatedly begin and end stories with a range of techniques</p>
	To inform...	<p>Include pictures or illustrations to help the reader see what you are writing about in their mind</p> <p>Use a title to hook the reader's interest and to know what the writing might be about</p> <p>Use labels or captions to show the reader something they might not know about</p> <p>Speak to the reader directly, using 'you' if you need to tell them or ask them to do something</p>	<p>Include pictures or illustrations to support writing</p> <p>Create titles to hook the reader's interest</p> <p>Use labels or captions to show the reader something they might not know about</p> <p>Speak to the reader directly, using 'you' if you need to tell them or ask them to do something</p>	<p>Select and remain in a consistent tense – usually simple present or simple past tense</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting)</p> <p>Support writing with diagrams to show the reader more details about the important parts of what they are finding out about</p> <p>Some information (such as instructions) needs to be in chronological order if the reader needs to follow clear steps or learn about something that happened in the past</p> <p>Use the simple present or past tense consistently in writing</p>	<p>Use paragraphs to write about a different topic or sub-topic</p> <p>Begin to use headings and sub-headings to sign post the reader</p> <p>Might include quotes from people to provide more information and add interest for the reader</p>	<p>Use paragraphs to organise ideas around a theme, to write about a different topic or sub-topic</p> <p>Include headings and subheadings to break down information into manageable chunks or parts for the reader and make specific information easier to find</p> <p>Include quotes from people to provide more information and add interest for the reader</p>
	To persuade...				<p>Utilise the second person ('you') to directly talk to the reader</p> <p>Use facts to support opinions and provide evidence</p> <p>Sometimes use rhetorical questions to make the reader think more deeply about the subject</p> <p>Use of alliteration helps to make a phrase more memorable and stick in their mind</p>	<p>Include anecdotes to support and provide evidence for the point you are trying to make</p> <p>Use of power of three to make something more memorable for the reader and make them think about it for longer</p>

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Composition	Sentence construction	<p>Write recognisable letters, most of which are correctly formed</p> <p>Write simple phrases and sentences that can be read by others</p> <p>Ensure each word is separated by a finger space</p>	<p>Write sentences about a person or thing (noun) with action, thought or feeling (verb)</p> <p>Ensure each word is separated by a finger space</p> <p>Join words together with 'and' to make connections between things (e.g. I ate fish and chips)</p> <p>Join two clauses together with 'and' to create rhythm and flow</p>	<p>Join sentences together with other coordinating conjunctions including and, or, but</p> <p>Consider where it is appropriate to use 'and' and where it may be more applicable to use a full stop</p> <p>Join sentences together with subordinating conjunctions including when, if, that, because - (when we put them at the start of an idea it does not make sense on its own)</p> <p>Recognise exclamatory and command sentences and apply them to own writing</p>	<p>Vary the rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although)</p> <p>Include adverbs to describe how a verb is happening</p> <p>Embed prepositions and prepositional phrases in writing to add information about where things are or where/when they happen</p>	<p>Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p> <p>Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p>
	Vocabulary, grammar and punctuation	<p>Spell words by identifying the sounds in them and representing the sounds with a letter or letters</p> <p>Use a full stop to end a sentence</p>	<p>Carefully choosing nouns and verbs for sentences</p> <p>Include adjectives to describe a noun helps the reader to create a more specific picture in their mind</p> <p>Demarcate sentences with full stops, question marks and exclamation marks to show where sentences end</p> <p>Use capital letters to begin sentences, for proper nouns and the personal pronoun 'I'</p>	<p>Include adjectives to describe a noun (expanded noun phrases) to create a more specific picture for the reader</p> <p>Include adverbs to describe a verb to describe how the action is happening</p> <p>Use apostrophes for possession and contractions (joining two words together)</p> <p>Use commas to separate items in a list</p>	<p>Begin to use inverted commas to show where a characters' dialogue starts and ends</p>	<p>Use pronouns in place of a noun to avoid repetition</p> <p>Use a comma after a fronted adverbial and before the main clause</p> <p>Use an apostrophe for plural possession – (e.g. the girl's bikes/ the girls' bikes)</p> <p>Punctuate speech accurately – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said</p>