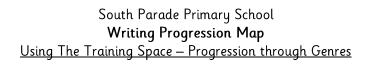
Letters

Year	EYF S	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure		Ideas grouped in sentences in time sequence.	Brief introduction and conclusion. Written in the past tense. Main ideas organized in groups. Using sequencing techniques — time related words.	Clear introduction. Points about the visit/issue Organised into paragraphs denoted by time/place. Topic sentences. Some letter layout features included.	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organized correctly into key ideas. All letter layout features included.	Developed introduction and conclusion using all the letter layout features. Paragraphs developed with prioritized information. Purpose of letter clear and transparent for reader. Formal language used throughout to engage the reader.	Letter well constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritized according to importance and a frame of response set up for the reply.
Sentence		Sentences using simple pronouns and connectives.	Subject/verb sentences e.g. I think We want Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel.	Variation in sentence structures e.g. While we were at the park As we arrived Use embedded/relative clauses e.g. Mrs Holt, who was very angry The tiger, that was pacing Include adverbs to show how often e.g. additionally, frequently, rarely.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved,	Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writers position e.g. As a consequence of your actions





Letters

					which was nothing short of a miracle.	Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous. Prepositional phrases used cleverly. e.g. In the event of a fire
Useful Vocabulary	Dear From I like I went I saw It was My favourite They were There was Next Then First After And, but, so, when	And, then, but, so, when. Dear Mr/Mrs Dear Sir/Madam Yours Sincerely Yours faithfully Later Afterwards After that Eventually I would like to We felt	While, if, as, when. I would like to inform you that It has come to my attention that Thank you for I hope that	As I stated earlier Referring to This is an unfortunate It is with regret I would be grateful if It is with regret that I look forward to hearing from you in due course. Use modal verbs to hint future action or possibilities e.g. should, would, could.	I appreciate Whilst we were waiting Your concern Until this is resolved Despite speaking to the duty manager This is a disgrace Unfortunately Many other people also I am delighted to inform you that	Please do not hesitate to contact me An early response would be greatly appreciated Please accept my I wish to express The impact of Despite continued efforts Subsequently
Word Classes	Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense.	While, if, as, when. I would like to inform you that It has come to my attention that Thank you for I hope that	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs.	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.





Letters

	Adjectives	Add 'es', 'ed' and 'ing' to		Adjectives	Choose appropriate	Adjectives
	Add 'er' and 'est' to	verbs.		Choose appropriate	adjectives	Choose appropriate
	adjectives where no	Adjectives		adjectives	Connectives/conjunctions	adjectives
	change is needed to root	Add 'er' and 'est' to		Connectives/conjunctions	Use a wide range of	Connectives/conjunctions
	word.	adjectives where no		Use a wide range of	connectives.	Use a wide range of
	Connectives/conjunctions	change is needed to root		connectives.	Tense	connectives.
	Join words and sentences	word.		Tense	Change tense according	Tense
	using and/then.	Connectives/conjunctions		Correct use of past and	to features of the genre.	Change tense according
	Tense	Subordination – when, if,		present tense.	Adverbs	to features of the genre.
	Simple past tense 'ed'.	that, because		Adverbs	Know what an adverbial	Adverbs
		Coordination – or, and,		Know what an adverbial	phrase is.	Link ideas across a text
		but.		phrase is.	Fronted adverbials	using cohesive devices
		Tense		Fronted adverbials	Comma after fronted	such as adverbials.
		Correct and consistent		Comma after fronted	adverbials.	
		use of past and present		adverbials.	Adverbials of time, place	
		tense.			and number.	
		Adverbs				
		'ly' added to adjective to				
		form adverb.				
	Use spaces to separate	Use spaces that reflect	Introduce possessive	Apostrophe to mark	Consolidate all previous	Use a wide range of
	words.	the size of the letters.	apostrophes for plural	singular and plural	learning.	punctuation throughout
	Begin to use full stops.	Use full stops correctly.	nouns.	possession.	Brackets	the writing.
	Begin to use exclamation	Use question marks	Introduce inverted	Commas after fronted	Dashes	
	marks.	correctly.	commas.	adverbials.	Colons	
no	Begin to use exclamation	Use exclamation marks		Use inverted commas and	Semi colons	
² unctuation	marks.	correctly.		other punctuation to		
	Capital letters for start of	Use capital letters		indicate direct speech.		
) ur	sentence, names, personal	correctly.				
<u>ا</u> ط	pronouns.	Apostrophes for				
	Read words with	contractions.				
	contractions.	Possessive apostrophes				
		for singular nouns.				
		Commas to separate				
		items in lists.				





South Parade Primary School

Writing Progression Map

Using The Training Space — Progression through Genres

