

Newspaper

Year	EYF S	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure		Ideas grouped in sentences in time sequence. Attempts at third person writing. e.g. The man was run over. Beginning describes what happened	Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words. A photo with a caption.	Clear introduction. Points about the visit/issue Organised into paragraphs denoted by time/place. Topic sentences. Some newspaper layout features included. A bold eye-catching headline.	Clear introduction and conclusion. Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader. Paragraphs organised correctly into key ideas. All newspaper layout features included. Bold eye-catching headline which includes alliteration.	Developed introduction and conclusion using all the newspaper's layout features. Paragraphs developed with prioritised information into columns. Subheadings are used as an organisational device. Formal language used throughout to engage the reader. Quotations are succinct/emotive.	Newspapers well constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply. Headlines include puns.
Sentence		Simple connectives are used to construct simple sentences e.g. and, but, then, so.	Subject/verb sentences e.g. He was... They were... It happened... 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. As the police arrived, the crowd scattered.	Variation in sentence structures e.g. While the witness was distracted... As the police 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	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 writer's position



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						the passengers were saved, which was	e.g. As a consequence of the accident... 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		On Monday... The accident... People felt... Happened Angry Upset First Next After When Then So But It was...	It was a terrible... The scene was... Many passers by... Some children were... Shocking Awful Amazing Incredible Afterwards	While, if, as, when. Witnesses felt... He reported that... He also claimed that... She went on to state that... He continued by.. Hours later Unfortunately Fortunately	John Smith (64), a retired community officer said... Within minutes... The school confirmed that... She claimed that.. He continued by informing us that... Police were...	Until this is resolved... Unfortunately... Chaos ensued... Many panicked when... He disputed... She refused to accept that... The parents agreed that... Witnesses... Pupils emphasized... They spoke to... In addition to this...	The impact of... Despite continued efforts... Subsequently... The appointed spokesman... In addition... Mrs Hedges emphasized... Tragic... Crisis situation Epic proportions... Many parents refused to accept... The horror... Politicians also spoke of how...
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.	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives.	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. Adjectives



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



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South Parade Primary School
Writing Progression Map
Using The Training Space – Progression through Genres

