



BROADSTONE HALL PRIMARY WRITING TO INFORM PROGRESSION

	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
INFORM	Captions Lists Notices Signs Labels	As Reception plus: Fact files Simple information poster Simple letter/ Postcard Simple instructions with numbered steps	As Year 1 plus: Informal letter Instructions Non-chronological report / information booklet/leaflet	As Year 2 plus: Book review Non chronological report- Science write up Information Leaflet (could be question and answer style)	As Year 3 plus: Book review Newspaper article / webpage Biography – imagined person or known character from a book	As Year 4 plus: Written response to historical events / period of time Review of something other than a book e.g an event Science write up Wikipedia page	As Year 5 plus : Blog or TV/radio transcript Biography known or imagined character or real person via research Summary of an event, a book,a film, a historical legacy Non-chronological report
RECOUNT	Oral recount	Recount of a real life event	Recount letter or diary – can be real, imagined or informed by learned knowledge	Recount / diary	Recount / diary Newspaper report	Recount / diary Newspaper report	Recount / diary Blog
EXPLANATION			Explanation of events / cause and effect within a recount or of a familiar undertaking (may be oral)	Science conclusion Explanation of a known process or phenomenon e.g. watercycle Explanation of imaginary process eg How to wash a prehistoric animal	Explanation of a scientific process or a known / learned phenomenon or researched or imaginary machine or device		
INSTRUCTION	Oral instruction	Simple instructions for familiar undertaking		Instructions for familiar or imagined process.			
TEXT FEATURES	Time sequenced Pictures or images to support oral telling.	Appropriate use of past and present tense according to the form. May include images Could use a writing frame to structure sections	Appropriate use of past and present tense according to the form. May include images Headings and sub-headings Some may still need a writing frame to structure sections	May include a key image Paragraphs used to group related ideas – single paragraph sections Subheadings to label content or support navigation of the text Techniques to highlight key words e.g. bold, underline etc	Use of paragraphs to organize round a theme Appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition	May have images or diagrams within the form for support of the text or as additional information. Paragraphs used to group related ideas Headings / sub-headings Use of technical vocabulary Text type features such as bullet points, columns, glossaries etc. Sections may contain more than one paragraph	Informal language in diaries or recounts
GRAMMAR AND SENTENCE TEACHING	Simple sentences Lists	Simple sentences Single adjective noun phrase to inform Coordinating conjunction 'and' to link two main ideas Time conjunctions to begin a sentence	Coordinating conjunctions to link two main ideas Subordinating conjunctions in the middle of a sentence Expanded noun phrases to inform or clarify Commas in a list Types of sentence Statements Questions Commands Exclamation sentences	Subordinating conjunctions to join clauses Expanded noun phrases to inform (detail or description) Commas to separate adjectives or items in a list Begin to use present perfect tense to place events in time Prepositions	Subordinating conjunctions and clauses as openers Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.	Subordinate clauses in varied positions Expanded noun phrases to inform – may be joined to a relative clause Relative clauses to add further detail Wide range of sentence structures to add interest or for effect. *Begin to use passive voice to remain formal or detached	Passive and active voice used appropriately Separating main clause with a subordinating clause. Commas to mark clauses and support the reader Begin to use colons and semi-colons
ADVERBIALS AND CONJUNCTIONS		First, Then, Next and, (but, so) because	Firstly, Secondly, After, Later, and, but, so, or, when, because, if	Before, Soon, Also, Before, After, While, As,	In addition, However, Further more, Moreover, As a result, Since, Although	Meanwhile, At First, After, Furthermore, Despite, As a result, Consequently, Due to, For example, Unless, For, Nor, Yet	

PUNCTUATION	Finger spaces, capital letter and full stops	Finger spaces, capital letter and full stops Capital letter for pronoun I and proper nouns Begin to use a question mark	Finger spaces, capital letter and full stops Capital letter for pronoun I and proper nouns Question marks. Explanation marks. Apostrophes for contraction NB: Cross reference all coverage against KS1 TAF as required	Begin to use inverted commas for speech - quotes Secure use of apostrophes for single possession Commas after one-word adverbs of manner or time *Commas to mark subordinate clauses	Full punctuation and speech layout for direct speech including punctuation to separate the reporting clause - quotes Apostrophes to mark plural possession Commas after a subordinate clause to open Commas after fronted adverbials	Brackets, dashes or commas to explain technical vocabulary Colons to introduce sections Brackets, dashes and clauses to mark relative clauses Secure use of commas to mark clauses, including opening subordinating clauses	Colons and dashes to add further detail in a new clause Semi-colons to join related Clauses Hyphens to avoid ambiguity NB: Cross reference all coverage against KS2 TAF as required
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* indicates where you can expose the children to this objective in WAGOLLS or your modelling, but you don't need to explicitly teach it, or expect the children to use it independently.