

WRITING SKILLS PROGRESSION GENRE – PERSUASION – ADVERT, LEAFLET, ARGUMENT

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
WORD CLASSES	<p><u>Noun</u> What a noun is Regular plurals nouns with 'er'</p>	<p><u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add. 'es' to nouns.</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p>	<p><u>Nouns</u> Expanded noun phrases to convey complicated information concisely.</p>
	<p><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p>	<p><u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es'. 'es' and 'ing' to verbs.</p>	<p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p>	<p><u>Verbs</u> Standard English forms for verbs.</p>	<p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify</p>	<p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p>
	<p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p>	<p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p>	<p><u>Adjectives</u> Choose appropriate adjectives.</p>	<p><u>Adjectives</u> Choose appropriate adjectives.</p>	<p><u>Adjectives</u> Choose appropriate adjectives.</p>	<p><u>Adjectives</u> Choose appropriate adjectives.</p>
	<p><u>Connectives/conjunctions</u> Join words and sentences using and/then.</p>	<p><u>Connective/conjunctions</u> Subordination – when, if, that, because Coordination – or, and, what</p>	<p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)</p>	<p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p>	<p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p>	<p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p>
	<p><u>Tense</u> Simple past tense. 'ed'</p>	<p><u>Tense</u> Correct use of past and present tense.</p>	<p><u>Tense</u> Correct and consistent use of past and present tense</p>	<p><u>Tense</u> Correct use of past and present tense.</p>	<p><u>Tense</u> Change tense according to features of the genre</p>	<p><u>Tense</u> Change tense according to features of the genre.</p>
		<p><u>Adverbs</u> 'ly' added to adjective to form adverb</p>	<p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>

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PUNCTUATION	Use spaces to separate words. Begin to use full stops. Capital letters for start of sentence, names, personal pronouns. Begin to use exclamation marks. Begin to use question marks. Read words with contractions.	Use spaces that reflect the size of letters. Use full stops correctly. Use capital letters correctly. Use exclamation marks correctly. Use question marks correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Comma to separate items in lists.	Introduce possessive apostrophes or plural nouns. Introduce inverted commas.	Use inverted commas and other punctuation to indicate direct speech. Commas after fronted adverbials. Apostrophes to mark singular and plural possession.	Consolidate all previous learning. Brackets Dashes Colons Semi colons	Use a wide range of punctuation throughout the writing.

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SENTENCE STRUCTURE	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	Sentences using simple pronouns and connectives.	Simple sentences with extra description.	Variation in sentence structures e.g. While we were at the park... As we arrived....	Sentence length varied e.g. short/long.	Consolidate all previous learning.
		Subject/verb sentences e.g. I think.... We want....	Some complex sentences using when, if, as etc.	Sentences to build from a general idea to more specific.	Sentences to build from a general idea to more specific.	Modifiers are used to intensify or qualify e.g. significant amount, exceptionally.
		Some modal verbs introduced e.g. would, could, should.	Use subject/verb sentences e.g. He was.... they were.... It happened....	Use subject/verb sentences e.g. He was.... they were.... It happened....	Use subject/verb sentences e.g. He was.... they were.... It happened....	Sentence length and type varied according to purpose.
		Use simple adverbs e.g. yesterday, today.	Some modal verbs introduced e.g. would, could, should	Some modal verbs introduced e.g. would, could, should	Some modal verbs introduced e.g. would, could, should	Complex noun phrases used to add detail.
		Use simple noun phrases e.g. red shoes.	Use simple noun phrases e.g. red shoes.	More complicated rhetorical questions e.g. haven't you always longed for a...?	More complicated rhetorical questions e.g. haven't you always longed for a...?	Complicated rhetorical questions.
		Use rhetorical questions.	Use rhetorical questions.	Include adverbs to show how often e.g. additionally, frequently, rarely.	Include adverbs to show how often e.g. additionally, frequently, rarely.	Active and passive voice used deliberately to heighten engagement e.g. the cafe chairs were broken.
		Use ambitious adjectives to grab the reader's attention.	Use ambitious adjectives to grab the reader's attention.	Start sentences with verbs e.g. imagine, consider, enjoy.	Use embedded/relative clauses e.g. Mrs Holt, who was very angry...	Persuasive statements are used to change the readers opinion. E.g. you will never need to...
			Adverbials e.g. When they have a problem.... we played after tea....t was scary in the tunnel.	More complicated rhetorical questions e.g. haven't you always longed for a...?	Active and passive voice used deliberately to heighten engagement e.g. The eggs were removed from the beach	
			Start sentences with verbs e.g. imagine, consider, enjoy.		Complex sentences that use well known economic expression e.g. the phenomenal impact of using showers instead of baths....	
					Prepositional phrases used cleverly e.g. In the event of a blackout....	

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TEXT STRUCTURE	<p>Ideas are grouped together for similarity.</p> <p>Write in the first person.</p>	<p>Brief introduction and conclusion.</p> <p>Written in the present tense.</p> <p>Main ideas organised in groups.</p>	<p>Clear introduction and conclusion.</p> <p>Points about subject/issue.</p> <p>Begin to use layout features of leaflet</p> <p>Sub-headings used to organize texts.</p>	<p>Clear introduction and conclusion.</p> <p>Points about subject/issue.</p> <p>Develop use of layout features of leaflet</p> <p>Sub-headings used to organize texts.</p> <p>Begin to order text according to priority of point.</p>	<p>Arguments are well constructed that answer the reader’s questions.</p> <p>The writer understands the impact of the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer’s point of view.</p>	<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>View point is transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p>