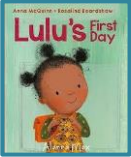
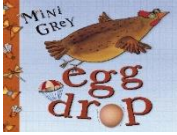
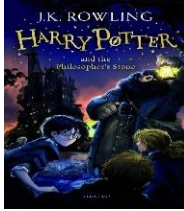
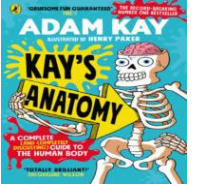


Instructions

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
  	 	 	 	 		

Text Structure						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to sequence 2-3 sentences within purposeful writing,</p> <p>Use features e.g. title.</p> <p>Begin to use of numbers or bullet points to signal order.</p>	<p>Ideas grouped in sentences in time sequence.</p> <p>Written in the imperative e.g. sift the flour.</p> <p>Use of numbers or bullet points to signal order.</p>	<p>A goal is outlined – a statement about what is to be achieved.</p> <p>Written in sequenced steps to achieve the goal.</p> <p>Diagrams and illustrations are used to make the process clearer.</p>	<p>A goal is outlined – a statement about what is to be achieved.</p> <p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Organised into clear points denoted by time.</p> <p>Friendly tips/ suggestions are included</p>	<p>A set of ingredients outlining the quantity /amount of each and specific equipment needed.</p> <p>Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter.</p> <p>Friendly tips/ suggestions are included to heighten the engagement, e.g. This dish is served best with a dash of nutmeg.</p>	<p>Consolidate work from previous learning.</p> <p>Can write accurate instructions for complicated processes.</p> <p>Can write imaginative instructions using flair and humour.</p>	<p>Consolidate work from previous learning.</p>

Sentence						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understand and follow a 2 part instruction in a range of context.</p> <p>Use imperative verbs start sentences e.g. mix, chop, cut.</p> <p>Begin to use the connective 'and.'</p>	<p>Simple connectives are used to construct simple sentences e.g. and.</p> <p>Imperative verbs start sentences e.g. spread, slice.</p> <p>Sentences do not include pronouns and are written impersonally.</p>	<p>Imperative verbs are used to begin sentences.</p> <p>Use simple adverbs e.g. slowly, quickly.</p> <p>Use simple noun phrases e.g. long stick.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Adverbials e.g. When the glue dries, attach the paperclip.</p>	<p>Variation in sentence structures e.g. While the pastry cooks... As the sauce thickens...</p> <p>Include adverbs and fronted adverbials to show how often e.g. additionally, frequently, rarely.</p>	<p>Sentence length varied e.g. short/long.</p> <p>Wide range of subordinate connectives e.g. whilst, until despite.</p>	<p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writers' position e.g. If the temperature gets too high...</p> <p>Complex noun phrases used to add detail e.g. The golden pastry can be decorated with smaller pastry petals.</p> <p>Prepositional phrases used cleverly e.g. In the event of overcooking...</p>

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

Useful Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1, 2, 3, 4, 5	First	First of all	Afterwards	Continue by...	Don't forget to..	Whilst that is...
Cut	Next	To start with	After that	Carry on...	Be careful of...	Focus on...
Chop	After	Firstly	To begin with	(Precise verb) until.....	Don't worry about...	Try to make sure that...
Mix	Move	Lastly	Begin by	Stop when...	Concentrate on...	When you do, don't..
Fold	Fold	Finally	Secondly	When you have done this...	At this point...	I would suggest...
Spoon	Stir	Carefully	The next step is to	Try not to..		Many people at this stage...
Bowl	Colour	Gently	With a slow movement	Avoid..		
Fork	Paint	Slowly	With a quick pull			
The		Softly	Try to			
And						
Put						
On						
In						

Punctuation						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use spaces to separate words. Begin to use full stops. Capital letters for start of sentence, names, personal pronouns.	Use 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.	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.	Introduce possessive apostrophes for plural nouns.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials.	Consolidate all previous learning. Brackets Dashes Colons Semi colons	More complex examples Brackets Dashes Colons Semi-colons Use a wide range of punctuation throughout the writing.