

Letters

Nursery	Reception	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>Orally retell what is in a letter</p> <p>Understand and Follow a 2 part instruction in a range of context.</p> <p>Record simple sentences.</p>	<p>Ideas grouped in sentences in time sequence.</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense.</p> <p>Main ideas organized in groups.</p> <p>Using sequencing techniques – time related words.</p>	<p>Clear introduction.</p> <p>Points about the visit/issue.</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences.</p> <p>Some letter layout features included.</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organized correctly into key ideas.</p> <p>All letter layout features included.</p>	<p>Developed introduction and conclusion using all the letter layout features.</p> <p>Paragraphs developed with prioritized information.</p> <p>Purpose of letter clear and transparent for reader.</p> <p>Formal language used throughout to engage the reader.</p>	<p>Letters are well constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritized according to importance and a frame of response set up for the reply.</p>

Sentence						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentences demarcated with capital letter, finger spaces and full stop.	Sentences using simple pronouns and connectives.	<p>Subject/verb sentences e.g. I think... We want...</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs e.g. yesterday, today.</p> <p>Use simple noun phrases e.g. red shoes</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will.</p> <p>Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel.</p>	<p>Variation in sentence structures e.g. While we were at the park... As we arrived...</p> <p>Use embedded/ relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing...</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>Maintaining formal tone throughout the letter.</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement, e.g. the café chairs were broken.</p> <p>Wide range of subordinate connectives, e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression, e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p>	<p>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.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writers position e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous.</p> <p>Prepositional phrases used cleverly e.g. In the event of a fire...</p>

Word Classes						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Noun Proper nouns- I, mum, dad, key people e.g. Santa</p> <p>Connectives Join words and sentences with 'and.'</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/because.</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.</p> <p>Adverbs '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>Connectives/conjunctions 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
<p>To</p> <p>From</p> <p>I can see</p> <p>It was</p> <p>I went</p> <p>I feel</p>	<p>Dear</p> <p>I like</p> <p>I went</p> <p>I saw</p> <p>It was</p> <p>My favourite</p> <p>They were</p> <p>There was</p> <p>Next</p> <p>Then</p> <p>First</p> <p>After</p> <p>And</p> <p>But</p> <p>So</p> <p>When</p>	<p>And, then, but, so, when</p> <p>Dear Mr/Mrs..</p> <p>Dear Sir/Madam..</p> <p>Yours Sincerely</p> <p>Yours faithfully</p> <p>Later</p> <p>Afterwards</p> <p>After that</p> <p>Eventually</p> <p>I would like to...</p> <p>We felt...</p>	<p>While, if, as, when.</p> <p>I would like to inform you that...</p> <p>It has come to my attention that...</p> <p>Thank you for...</p> <p>I hope that...</p>	<p>As I stated earlier...</p> <p>Referring to...</p> <p>This is an unfortunate...</p> <p>It is with regret...</p> <p>I would be grateful if...</p> <p>It is with regret that...</p> <p>I look forward to hearing from you in due course.</p> <p>Use modal verbs to hint future action or possibilities e.g. should, would, could.</p>	<p>I appreciate...</p> <p>Whilst we were waiting...</p> <p>Your concern...</p> <p>Until this is resolved...</p> <p>Despite speaking to the duty manager...</p> <p>This is a disgrace...</p> <p>Unfortunately...</p> <p>Many other people also...</p> <p>I am delighted to inform you that...</p>	<p>Please do not hesitate to contact me...</p> <p>An early response would be greatly appreciated...</p> <p>Please accept my...</p> <p>I wish to express...</p> <p>The impact of...</p> <p>Despite continued efforts...</p> <p>Subsequently...</p>

Punctuation						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use capital letters for start of sentence, names, personal pronouns.</p>	<p>Use spaces to separate words.</p> <p>Use full stops.</p> <p>Begin to use question marks.</p> <p>Begin to use exclamation marks.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p> <p>Read words with contractions.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions.</p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi colons</p>	<p>More complex examples</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p> <p>Use a wide range of punctuation throughout the writing.</p>