Recount

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CAKE / WALTER'S Wonderful WEB / LOOK WHAT I FOUND at the Seaside	LEGOLAND DISCOVERY CENTER / Our Local Area	BLUE PLANET AQUARIUM	GORILLA Anthony Browne	DIARY of a Wimpy Kid Jeff Kinney / Jacqueline Wilson HETTY FEATHER	BBC EARTH	ADAM KAY KAY'S ANATOMY

Text Structure

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Begin to sequence 2-3 sentences within purposeful writing,	Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we.	Brief introduction and conclusion. Written in the past tense e.g. I went… I saw… Main ideas organised in groups. Ideas organised in chronological order using connectives that signal time.	Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly around key events. Elaboration is used to reveal the writer's emotions and responses – emphasis on showing and not telling feelings.	Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organized chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount an experience revealing the writer's perspective.	The report is well constructed and answers the readers' questions. The writer understands the impact and thinks about the response. Information is prioritized according to importance and a frame of response set up for the reply.

Sentence

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Understand and follow a 2 part instruction in a range of context. Begin to use the connective 'and.'	Simple connectives are used to construct simple sentences e.g. and.	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. quickly, slowly. Use simple noun phrases e.g. large tiger.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.	Starting to use subordinating clauses. Variation in sentence structures e.g. While we watched the sea lion show… Use embedded/relative clauses e.g. Penguins, which are very agile, …. Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use emotive language to show personal response e.g. fabulous, showcase inspired me	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement e.g. Giraffes left the enclosure. Wide range of subordinate connectives e.g. whilst, until, despite.	Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position e.g. As a consequence of their actions… Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. Prepositional phrases used cleverly, e.g. In the event of a fire…

Word Classes						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Noun Begin to know what a noun is. **Connectives/conjunctions** Join words and sentences using and, then.	**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' **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'.	**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. 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.	**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. **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.	**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. **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.	**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** 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 manner.	**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** 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.

Useful Vocabulary						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	First	Afterwards	Last week	Later on…	As it happened	They are unusually
	Next	After that	During our school trip	Before long…	As a result of	They are rarely
	After	When	Soon	At that very moment…	Consequently	They are never…
	Finally	Suddenly	Meanwhile	At precisely…	Subsequently	They are very…
	The best part was	Just then	To begin with	When this was complete…	Unlike the rest of the group, I felt… In a flash…	Generally
	The worst part was	Next	I was pleased that	I was gripped by…		Be careful if you
	I liked	Much later	I didn't expect that	I felt overwhelmed when…	Presently	Frequently they…
	I didn't like	I found it interesting when	It was difficult to	I was personally affected by…	Meanwhile	I will attempt to…
		I found it boring when		This has changed how I feel about…	In conclusion	This article will frame…
		I didn't expect			The experience overall..	It can be difficult to…
						Each paragraph…
						More than half
						Less then half…

Punctuation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to use spaces to separate words Begin to full stops Begin to use capital letters	Spaces to separate words Full stops Capital letters Exclamation marks Capital letter for start of sentence, names, personal pronoun – I	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets	**More complex examples** Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement	**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.