

Biographies

Year 2

Text Structure	Sentence Level	Useful Vocabulary	Word Classes	Punctuation
<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. He went... She travelled...</p> <p>Main ideas organised in groups.</p> <p>Ideas organised in chronological order.</p>	<p>Subject/verb sentences e.g. They were... It happened...</p> <p>Use simple adverbs eg. Quickly, slowly</p> <p>Use simple noun phrases eg. Large crowd.</p>	<p>As a child...</p> <p>As a teenager...</p> <p>At a young age...</p> <p>Many years later...</p> <p>One of the interesting things about... was...</p> <p>In my view...</p> <p>His/ Her life was...</p> <p>I believe...</p> <p>He/She was...</p> <p>He/She became</p>	<p><u>Noun</u> Form nouns using suffixes such as -ness, -er or by compounding. Expanded noun phrases for description. Add "es" to nouns.</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense. Add "es", "ed" and "ing" to verbs.</p> <p><u>Adjectives</u> Add "er" and "est" to adjectives where no change is needed to the root word.</p> <p><u>Conjunctions</u> Subordination- when, if, that, because, Co-ordination- or, and, but.</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> "ly" added to adjective to form adverb.</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>Possessive apostrophes for singular nouns.</p> <p>Commas to separate lists.</p>

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Year 4

Text Structure	Sentence Level	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction and conclusion.</p> <p>Paragraphs organised correctly around a theme/key events.</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	<p>Fronted adverbials e.g. While we were at the park... As we arrived...</p> <p>Include adverbs to show how often eg. Additionally, frequently, rarely.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Use emotive language to show personal response e.g. This difficult time inspired me to...</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity.</p>	<p>In his/her early years...</p> <p>By the time she/he had...</p> <p>In his/her final years...</p> <p>What is clear is that...</p> <p>Even though he/she was not popular at the time,...</p> <p>Although feeling ran high in the community,...</p> <p>In many ways it wasn't until....</p> <p>He/She might have been....</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>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> Use a wide range of conjunctions.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase. Use fronted adverbials with commas.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas are used after fronted adverbials.</p>

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Year 5

Text Structure	Sentence Level	Useful Vocabulary	Word Classes	Punctuation
<p>Developed introduction and conclusion.</p> <p>Devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly).</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically.</p> <p>Ideas linked across paragraphs using adverbials of time (later), place (nearby) and number (secondly).</p>	<p>Sentence length varied.</p> <p>Relative clauses beginning with who, which, where, why or whose.</p> <p>Wide range of subordinate conjunctions e.g. Whilst, until, despite.</p>	<p>In (insert year) at the age of... he/she...</p> <p>The time came for...</p> <p>In his/her later years...</p> <p>Once he/she had...</p> <p>Nobody is sure why...</p> <p>In spite of...</p> <p>His/ Her lasting legacy is that....</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert nouns or adjectives into verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> Use a wide range of conjunctions.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials used with commas.</p>	<p>Consolidate all previous learning.</p> <p>Brackets, commas or dashes to indicate parenthesis.</p> <p>Use of commas to clarify meaning and avoid ambiguity.</p>

Year 6

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Text Structure	Sentence Level	Useful Vocabulary	Word Classes	Punctuation
<p>Ideas are linked across paragraphs using a wide range of cohesive devices: semantic cohesion and grammatical connections.</p> <p>A range of layout devices.</p>	<p>Use of the passive voice to affect the presentation of information in a sentence.</p> <p>Expanded noun phrases to convey complicated information concisely.</p> <p>Sentence length varied.</p> <p>Fronted adverbials used to clarify writer's position eg. As a consequence of your actions...</p> <p>Prepositional phrases used.</p>	<p>They are unusually...</p> <p>They are rarely...</p> <p>They are never...</p> <p>They are very...</p> <p>Generally...</p> <p>Frequently they....</p> <p>From that time,...</p> <p>While this was happening,....</p> <p>Many months later,...</p> <p>In his/ her final years,....</p> <p>His/ Her dedication to,....</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert nouns in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriately</p> <p><u>Conjunctions</u> Use a wide range of conjunctions.</p> <p><u>Tense</u> Change tense according to feature of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Use a wide range of punctuation throughout.</p> <p>How hyphens can be used to avoid ambiguity.</p>

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