

Instructions

Year 1

Text Structure	Sentence Level	Useful Vocabulary	Word Classes	Punctuation
<p>Ideas sequenced within sentences.</p> <p>Written in the imperative e.g. sift the flour.</p> <p>Use of numbers to signal order.</p>	<p>How words can combine to create sentences.</p> <p>Joining words and sentences using 'and'.</p> <p>Imperative verbs start sentences e.g. spread, slice, cut.</p> <p>Sentences do not include pronouns and are written impersonally.</p>	<p>1, 2, 3, 4, 5</p> <p>First</p> <p>Next</p> <p>After</p> <p>Cut</p> <p>Move</p> <p>Fold</p> <p>Stir</p> <p>Colour</p>	<p><u>Noun</u> Regular plural noun suffixes -s or -es</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> Join words and sentences using and/then.</p> <p><u>Tense</u> Simple past tense "ed".</p>	<p>Use spaces to separate words.</p> <p>Begin to use full stops</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>

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Year 2

Text structure	Sentence Level	Useful Vocabulary	Word Classes	Punctuation
<p>The consistent use of present tense.</p> <p>Written in sequence steps to achieve the goal.</p> <p>Diagrams and illustrations are used to make the process clearer.</p>	<p>Imperative verbs are used to begin sentences.</p> <p>Sentences with different forms: statement, command.</p> <p>Use simple adverbs e.g. slowly, quickly.</p> <p>Use simple noun phrases e.g. long stick.</p> <p>Subordination (using when, if, that, or) and co-ordination (using or, and, but)</p>	<p>First of all</p> <p>To start with</p> <p>Firstly</p> <p>Lastly</p> <p>Finally</p> <p>Carefully</p> <p>Gently</p> <p>Slowly</p> <p>Softly</p>	<p><u>Noun</u> Form nouns using suffixes such as -ness, -er and by compounding. Expanded noun phrases for description.</p> <p><u>Verbs</u> 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. Formation of adjectives using suffixes such as -ful, -less</p> <p><u>Conjunctions</u> Subordination-when, if, that, because. Coordination- or, and, but.</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> "ly" to adjective to form adverb.</p>	<p>Use full stops 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>

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Year 3

Text Structure	Sentence Level	Useful Vocabulary	Word Classes	Punctuation
<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Organised into clear points and sequenced.</p> <p>Headings and sub-headings to aid presentation.</p>	<p>Express time, place and cause using conjunctions e.g. when, before, after, while, so.</p> <p>Express time, place and cause using adverbs e.g. then, next, soon, therefore.</p> <p>Express time, place and cause using prepositions e.g. before, after, during, in, because of.</p> <p>Adverbials e.g. When the glue dries, attach the paperclip.</p>	<p>Afterwards</p> <p>After that</p> <p>To begin with</p> <p>Begin by</p> <p>Secondly</p> <p>The next step is</p> <p>With a slow movement</p> <p>With a quick pull</p> <p>Try to</p>	<p><u>Noun</u> Form nouns using prefixes.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of "the"</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p>

Instructions

Year 4

Text Structure	Sentence Level	Useful Vocabulary	Word Classes	Punctuation
<p>A set of ingredients and equipment needed are outlined clearly.</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. The dish is served best with a dash of nutmeg.</p>	<p>Use fronted adverbials to vary sentence structures e.g. While the pastry cooks... As the sauce thickens...</p> <p>Include adverbs to show how often e.g. frequently, rarely.</p>	<p>Continue by...</p> <p>Carry on...</p> <p>Do this until ...</p> <p>Stop when...</p> <p>When you have done this ...</p> <p>Try not to...</p> <p>Avoid...</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 of verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p>Conjunctions Use a wide range of conjunctions.</p> <p><u>Tense</u> Correct use present tense.</p> <p><u>Adverbs</u> Use adverbial phrases (including fronted adverbials with 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>

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