

Letters

Year 1

Text Structure	Sentence Level	Useful Vocabulary	Word Classes	Punctuation
<p>Ideas grouped in sentences and sequenced.</p>	<p>How words can combine to make sentences.</p> <p>Sentences using 'and' to join words and sentences.</p>	<p>Dear... From... I like... I went... I saw... It was... My favourite... They were... There was... Next... Then... First... After... And, but, so... When...</p>	<p><u>Noun</u> Regular plural noun suffixes – s or –es including the effects of these suffixes on the meaning of the noun.</p> <p><u>Verbs</u> Simple past tense "ed". Prefix un- changes the meaning of verbs.</p> <p><u>Adjectives</u> Add "er" and "est" to adjectives where no change is needed to root word.</p> <p><u>Conjunctions</u> Join words and sentences using and.</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>

Year 2

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Text Structure	Sentence Level	Useful Vocabulary	Word Classes	Punctuation
<p>Brief introduction and conclusion.</p> <p>Consistent use of the present/past tense.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress.</p>	<p>Subject/verb sentences e.g. I think... We want...</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and or but)</p> <p>Use simple expanded noun phrases for description and specification.</p> <p>Sentences with different forms: statement, question, exclamation, command</p>	<p>And, then, but, so, when</p> <p>Dear Mr/Mrs/ Sir/Madam..</p> <p>Yours sincerely...</p> <p>Yours faithfully...</p> <p>Later...</p> <p>Afterwards...</p> <p>After that... Eventually...</p> <p>I would like to...</p> <p>We felt...</p>	<p><u>Noun</u> Form nouns using suffixes such as -ness, -er. Expanded noun phrases for description.</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> Form adjectives using suffixes such as -ful, -less. Use of the suffixes -er and -est in adjectives.</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> Use of the suffix -ly in Standard English to turn adjectives into adverbs.</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. Possessive apostrophes for singular nouns.</p> <p>Commas to separate lists.</p>

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Year 3

Text Structure	Sentence Level	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction.</p> <p>Points about the visit/issue</p> <p>Introduction to paragraphs as a way to group related material.</p> <p>Some letter layout features included.</p>	<p>Expressing time and cause using conjunctions e.g. when, before, after, while, because</p> <p>Express time and cause using adverbs e.g. then, next, soon, so</p> <p>Express time and cause using prepositions e.g. before, after, during, in, because of</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><u>Noun</u> Form nouns using a range of prefixes such as super-, anti-, auto- Use of the determiners a or an according to whether the next word begins with a consonant or a vowel.</p> <p><u>Verbs</u> Use of the perfect form of verbs to mark relationships of time and cause.</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 past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p> <p><u>Adjectives</u> Include appropriate adjectives.</p>	<p>Introduce possessive apostrophe for plural nouns.</p> <p>Introduce inverted commas.</p>

Year 4

Letters

Text Structure	Sentence Level	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction and conclusion.</p> <p>Use of paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun or noun across sentences.</p> <p>All letter layout features included.</p>	<p>Variation in sentence structures through using fronted adverbials e.g. While we were at the park... As we arrived...</p> <p>Appropriate choice of noun or pronoun within a sentence to avoid ambiguity or repetition.</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>I look forward to hearing from you..</p> <p>Use modal verbs to hint future action or possibilities eg. Should, would, could.</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> <p>Use inverted commas and other punctuation to indicate direct speech.</p>

Year 5

Letters

Text Structure	Sentence Level	Useful Vocabulary	Word Classes	Punctuation
<p>Developed introduction and conclusion using all the letter layout features.</p> <p>Devices to build cohesion within a paragraph e.g. then, after, that, this, firstly.</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p> <p>Formal language used throughout to engage the reader.</p>	<p>Sentence length varied.</p> <p>Relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted relative pronoun.</p> <p>Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, must).</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>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><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis-, de-, mis-, over-, re-. Convert adjectives in 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, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>

Year 6

Letters

Text Structure	Sentence Level	Useful Vocabulary	Word Classes	Punctuation
<p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials) and ellipsis.</p> <p>Include all features of a letter.</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>The difference between structures typical of informal speech structures and structures appropriate for formal speech and writing such as the use of question tags or the use of the subjunctive in some very formal writing and speech.</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>	<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> <p>Use of the semi-colon, colon and dash to indicate stronger subdivision of a sentence than a comma.</p>

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