



Pathways to Write

Writing opportunities for the application of grammar and punctuation

Year 1

Information e.g. labels, captions, fact files	Recount e.g. trip/event recounts (real events), simple diaries, letters to characters	Instructions e.g. ordering and sequencing, simple processes carried out or things that are made	Fiction e.g. short narratives where sentences are sequenced
- Orally compose a sentence before writing it - Write key words and new vocabulary - Begin to link ideas by subject or pronoun - Combine words to make single clause sentence - Use <i>and</i> to join words and clauses - Use capital letters for names of people and places - Use punctuation in some sentences: - Some full stops and capital letters - Some question marks	- Orally compose a sentence before writing it - Write key words and new vocabulary - Begin to link ideas by subject or pronoun - Combine words to make single clause sentence - Use <i>and</i> to join words and clauses - Use capital letters for names of people, places, and days of the week - Capital letter for the personal pronoun I - Use punctuation in some sentences: - Some full stops and capital letters - Some question marks (letters) - Some exclamation marks - Spell days of the week accurately - Some accurate use of suffixes (=d) for past tense endings with no change to the root	- Orally compose a sentence before writing it - Write key words and new vocabulary - Combine words to make single clause sentence - Use <i>and</i> to join words and clauses - Use punctuation in some sentences: - Some full stops and capital letters	- Orally compose a sentence before writing it - Write key words and new vocabulary - Use some simple description to describe a character or setting - Begin to link ideas by subject or pronoun - Combine words to make single clause sentence - Use <i>and</i> to join words and clauses - Use capital letters for names of people and places - Use punctuation in some sentences: - Some full stops and capital letters - Some question marks - Some exclamation marks - Some accurate use of suffixes (-ed) for past tense endings with no change to the root - Some accurate use of the prefix -un e.g. unhappy

Year 2

Information e.g. fact files, posters, reports	Recount e.g. trip/event recounts (write about real events), diaries, letters,	Instructions e.g. rules for games, recipes, directions, diagrams	Fiction e.g. extended narratives, fairytales and alternatives, adventure, fantasy, familiar settings
• Use key words and new vocabulary – specific to the topic. • Use conjunctions and pronouns to extend and link sentences. • Co-ordination (and, or, but) to write compound sentences. • Subordination (when, if, that, because) to write complex sentences. • Some expanded noun phrases to add description and detail • Write statements and questions • Sentences with full stops and capital letters (including for proper nouns) • Question marks • Commas to separate items in lists • Apostrophes for singular possession in nouns e.g. A penguin's feathers • Use present tense • Suffixes (ing, er, est)	• Use conjunctions and pronouns to extend and link sentences • Co-ordination (and, or, but) to write compound sentences. • Subordination (when, if, that, because) to write complex sentences. • Some expanded noun phrases to add description and detail • Some use of –ly to turn adjectives into adverbs • Write statements, questions and exclamations appropriately • Sentences with full stops and capital letters (including for proper nouns) • Exclamation marks for effect • Question marks • Apostrophes for simple contracted forms (I'm, I've) • Use past tense • Past progressive tense • Suffixes (ed, ing, ly, er, est)	• Use key words and new vocabulary – technical vocabulary • Co-ordination (and, or, but) to write compound sentences. • Some expanded noun phrases where needed • Some use of –ly to turn adjectives into adverbs • Write commands appropriately • Sentences with full stops and capital letters • Commas to separate items in lists • Apostrophes for simple contracted forms e.g. don't • Use present tense	• Use key words and new vocabulary from texts • Use conjunctions and pronouns to extend and link sentences. • Co-ordination (and, or, but) to write compound sentences. • Subordination (when, if, that, because) to write complex sentences. • Some expanded noun phrases to add description and detail • Some use of –ly to turn adjectives into adverbs • Write statements, questions and exclamations • Sentences with full stops and capital letters (including for proper nouns) • Exclamation marks for effect (Stop!) • Question marks • Commas to separate items in lists • Apostrophes for simple contracted forms • Apostrophes for singular possession in nouns • Use past and present tense mostly correctly throughout writing • Past progressive tense • Suffixes (ed, ing, ly, er, est)

Year 3

Non-chronological reports	Recount e.g. trip and visit recounts, historical events, diaries, letters,	Instructions e.g. processes and procedures	Explanation In diagram from e.g. to link with science - lifecycles	Persuasion e.g. adverts and posters	Fiction e.g. adventure, fantasy, traditional tales, legends, myths, fables
• Use topic specific vocabulary • Group related ideas into paragraphs • Simple, compound and complex sentences using a variety of conjunctions • Use of adverbs and prepositions to express time, place and cause • Apostrophes for singular possession • Consistent present tense including present progressive • Capitals for proper nouns • Question marks	• Use topic or theme specific vocabulary • Sequencing ideas or events maintaining form e.g. subheading, letter openings • Write an opening paragraph and further paragraphs for each stage • Simple, compound and complex sentences using a variety of conjunctions • Use of adverbs and prepositions to express time, place and cause • Consistent past tense including past progressive • Present perfect tense for diary and letters • Capitals for proper nouns • Question and exclamation marks	• Use technical vocabulary • Sequencing ideas or events maintaining form e.g. bullet points and numbers • Concise simple sentences (statements and commands) • Use of adverbs and prepositions to express time, place and cause • Commas in a list • Question and exclamation marks in openings and closings • Consistent present tense	• Use technical vocabulary • Sequencing ideas or events maintaining form e.g. subheadings, arrows, bullet points and numbers • Simple, compound and complex sentences using a variety of conjunctions • Use of adverbs and prepositions to express time, place and cause • Use conjunctions for cause (because, before, after) • Consistent present tense including present progressive (unless explaining a historical event)	• Use vocabulary related to the theme • Sequence ideas in a logical order maintaining form e.g. subheadings, bullet points, captions • Simple, compound and complex sentences using a variety of conjunctions • Use of adverbs and prepositions to express time, place and cause • Apostrophes for possession • Question and exclamation marks	• Use a varied and rich vocabulary • Write an opening paragraph and further paragraphs for each stage • Simple, compound and complex sentences using a variety of conjunctions • Use of adverbs and prepositions to express time, place and cause • Use of inverted commas to punctuate direct speech • Consistent past or present tense including past /present progressive e.g. the sun was shining • Capitals for proper nouns

Year 4

Non-chronological report	Recount e.g. trips and visits, historical events, diaries, letters, news reports	Instructions e.g. processes and procedures, advice and rules	Explanation e.g. explain process of natural phenomena, explain why something is the way it is, encyclopedia entries	Persuasion e.g. adverts, posters and letters	Fiction e.g. adventure, fantasy, traditional tales, legends, myths, historical
• Use rich topic specific vocabulary • Paragraphs to organise information and ideas around a theme • Expanded noun phrases (modifying adjectives, nouns and preposition phrases) • Fronted adverbials to vary sentence structure • Commas after fronted adverbials (both phrases and clauses) • Some use of determiners • Possessive apostrophes after plural nouns e.g. Vikings' treasure • Possessive apostrophes after plural nouns e.g. Vikings' treasure	• Use topic or theme specific vocabulary • Paragraphs to sequence more extended narrative structures • Expanded noun phrases (modifying adjectives, nouns and preposition phrases) • Fronted adverbials to vary sentence structure • Commas after fronted adverbials (both phrases and clauses) • Consistent past tense including past progressive • Continue to work on present perfect tense for diary and letters • Use of inverted commas and other speech punctuation in news reports for direct quotes	• Use technical vocabulary • Use simple organisational devices to aid presentation e.g. subheadings, bullet points, numbers • Concise and clear expanded noun phrases (modifying adjectives, nouns and preposition phrases) • Fronted adverbials to vary sentence structure • Commas after fronted adverbials (both phrases and clauses) • Concise simple sentences (statements and commands)	• Use technical vocabulary • Use simple organisational devices to aid presentation e.g. subheadings, bullet points, numbers • Expanded noun phrases (modifying adjectives, nouns and preposition phrases) • Variety of sentence types – use conjunctions for cause (because, so, before, after) • Fronted adverbials (firstly, after that, finally) • Commas after fronted adverbials (both phrases and clauses) • Possessive apostrophes after plural nouns	• Use a varied and rich vocabulary specific to the theme • Paragraphs to organise information and ideas around a theme • Expanded noun phrases (modifying adjectives, nouns and preposition phrases) • Variety of sentence types (simple, compound and complex) • Some use of determiners • Standard English forms for verb inflections	• Use a varied and rich vocabulary • Paragraphs to sequence more extended narrative structures • Expanded noun phrases (modifying adjectives, nouns and preposition phrases) • Fronted adverbials to vary sentence structure • Commas after fronted adverbials (both phrases and clauses) • Standard English forms for verb inflections • The difference between plural and possessive s • Use of inverted commas and other speech

Year 5

Non-chronological report	Recount e.g. trips and visits, historical events, diaries, letters, news reports, biographies	Explanation e.g. explain process of natural phenomena, explain why something is the way it is, encyclopedia entries	Persuasion e.g. audio/visual advert scripts, letters of complaint, leaflets to advertise	Fiction e.g. adventure, mystery, science-fiction, historical, legends
• Use precise word choices • Use paragraphs to organize more complex information • Use a wide range of cohesive devices to build cohesion e.g. sentence types, adverbials, tense choice, synonyms, pronouns • Expanded noun phrases - factual • Relative clauses • Adverbs and modals for possibility • Brackets • Possessive apostrophes after plural nouns e.g. Vikings' treasure	• Demonstrate awareness of audience through vocabulary choices • Use paragraphs to organize more complex narrative • Use a wide range of cohesive devices to build cohesion e.g. sentence types, adverbials, tense choice, synonyms, pronouns • Expanded noun phrases • Relative clauses • Fronted adverbials • Modal verbs • Commas after fronted adverbials, to clarify meaning or avoid ambiguity • Use of inverted commas and other speech punctuation in news reports for direct quotes • Use of dashes for informal parenthesis in letters and emails	• Use technical vocabulary • Précis information • Use paragraphs to organize more complex information • Use a wide range of cohesive devices to build cohesion e.g. sentence types, adverbials, tense choice, synonyms, pronouns • Expanded noun phrases • Relative clauses • Variety of clause structures – use of a wide range of subordinating conjunctions and adverbs • Modals verbs and adverbs for possibility • Possessive apostrophes after plural nouns • Brackets for extra information	• Demonstrate awareness of audience through vocabulary choices and persuasive language • Use paragraphs to organize more complex information • Use a wide range of cohesive devices to build cohesion e.g. sentence types, adverbials, tense choice, synonyms, pronouns • Expanded noun phrases • Relative clauses • Adverbs and modals for possibility – <i>'you should definitely visit this centre'</i> • Brackets and dashes for parenthesis • Use of inverted commas and other speech punctuation for quotes and recommendations	• Develop characterisation by showing the reader what characters say and do and how they feel/react • Use paragraphs to organize more complex narrative • Use a wide range of cohesive devices to build cohesion e.g. sentence types, adverbials, tense choice, synonyms, pronouns • Expanded noun phrases • Relative clauses • Adverbs and modals for possibility • Range of verb forms including past/present progressive and present perfect • Use of inverted commas and other speech punctuation

Year 6

Non-chronological report e.g. hybrids with some explanation/ persuasion	Recount e.g. trips and visits, historical events, diaries, letters, news reports, biographies, autobiographies, journalistic reports	Explanation e.g. hybrids with some information/ persuasion	Persuasion e.g. radio scripts, formal letters, leaflets to recommend	Discussion e.g. reasoned or balanced argument, sharing of more than one view	Fiction e.g. adventure, mystery, science-fiction, historical, legends, flashbacks and flash forwards, hybrids
• Convey complication information concisely • Use a range of cohesive devices to link within and across paragraphs • Use a range of organisational and presentational devices • Expanded noun phrases - factual • Relative clauses – with omitted relative pronouns • Adverbs and modals for possibility • Brackets • Colons and semicolons • Hyphens and dashes	• Make appropriate vocabulary choices to suit formality • Use paragraphs to develop and expand ideas, descriptions, themes or events • Use a range of cohesive devices to link within and across paragraphs • Expanded noun phrases • Relative clauses • Passive voice in news reports - use of agentless passive <i>'The windows were smashed.'</i> • Dashes and brackets for informal comments • Present perfect in diary - <i>'I have been very busy today. I have helped my mum...'</i>	• Convey complication information concisely • Use a range of cohesive devices to link within and across paragraphs • Use a range of organisational and presentational devices • Expanded noun phrases • Relative clauses • Variety of clauses structures – use of a wide range of subordinating conjunctions and adverbs • Passive voice - <i>'the cog was turned by the chain'</i>. • Modals verbs and adverbs for possibility	• Make appropriate vocabulary choices to suit formality • Use a range of cohesive devices to link within and across paragraphs • Expanded noun phrases • Relative clauses with omitted relative pronouns • Passive voice • Adverbs and modals for possibility – <i>'you should definitely visit this centre'</i> • Use of subjunctive •	• Make appropriate vocabulary choices to suit formality • Use a range of cohesive devices to link within and across paragraphs • Use a range of organisational and presentational devices • Expanded noun phrases • Relative clauses • Passive voice • Semi-colons for contrasting viewpoints • Modals and adverbs for possibility • Use of subjunctive	• Create atmosphere and settings using expressive and figurative language • Use paragraphs to develop and expand ideas, descriptions, themes or events • Use a range of cohesive devices to link within and across paragraphs • Expanded noun phrases • Relative clauses • Adverbs and modals for possibility • Past and present progressive in setting descriptions – <i>'the sun was shining, the birds were tweeting'</i> • Passive voice • Hyphens in adjectives to avoid ambiguity • Use of subjunctive