



Moorland Primary School: Progression on skills in Writing - Recount

(Diaries)	Text structure	Sentence	Useful vocabulary	Word classes
Year 6	<p>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.</p>	<p>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...</p>	<p>They are unusually They are rarely They are never.. They are very... Generally Be careful if you Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than half Less than half...</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 adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials. Adverbials.</p>



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<p>Year 5</p>	<p>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.</p>	<p>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.</p>	<p>As it happened As a result of Consequently Subsequently Unlike the rest of the group, I felt... In a flash.. Presently Meanwhile In conclusion The experience overall..</p>	<p><u>Noun</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>
<p>Year 4</p>	<p>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.</p>	<p>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.</p>	<p>Later on... Before long.. At that very moment.. At precisely... When this was complete... I was gripped by.. I felt overwhelmed when.. I was personally affected by...</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. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u></p>



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		<p>Sentences build from a general idea to more specific.</p> <p>Use emotive language to show personal response e.g. fabulous, showcase inspired me to....</p>	<p>This has changed how I feel about...</p>	<p>Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>
Year 3	<p>Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.</p>	<p>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.</p>	<p>Last week During our school trip Soon Meanwhile To begin with I was pleased that I didn't expect that It was difficult to</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/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.</p>



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				Express time and cause; then, next, soon.
Year 2	<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. I went... I saw...</p> <p>Main ideas organized in groups.</p> <p>Ideas organized in chronological order using connectives that signal time.</p>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. large tiger.</p>	<p>Afterwards After that When Suddenly Just then Next Much later</p> <p>I found it interesting when I found it boring when I didn't expect</p>	<p><u>Noun</u> Form nouns using suffixes and 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 root word.</p> <p><u>Connectives/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' added to adjective to form adverb.</p>
Year 1	<p>Ideas grouped together in time sequence.</p> <p>Written in first person. Written in the past tense.</p> <p>Focused on individual or group participants e.g. I, we</p>	<p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p>	<p>First Next After Finally</p> <p>The best part was The worst part was I liked I didn't like</p>	<p><u>Noun</u> What a noun is. Regular plural nouns with 'er'</p> <p><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p>



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				<p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then.</p> <p><u>Tense</u> Simple past tense 'ed'.</p>
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