



Moorland Primary School: Progression on skills in Writing – Instructions

	Text structure	Sentence	Useful vocabulary	Word classes	Punctuation
Year 6	Consolidate work from previous learning.	<p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writers' position e.g. If the temperature gets too high...</p> <p>Complex noun phrases used to add detail e.g. The golden pastry can be decorated with smaller pastry petals.</p> <p>Prepositional phrases used cleverly e.g. In the event of overcooking...</p>	<p>Whilst that is...</p> <p>Focus on...</p> <p>Try to make sure that...</p> <p>When you do, don't..</p> <p>I would suggest...</p> <p>Many people at this stage...</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.</p>	Use a wide range of punctuation throughout the writing.
Year 5	<p>Consolidate work from previous learning.</p> <p>Can write accurate instructions for complicated processes.</p>	<p>Sentence length varied e.g short/long.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>Don't forget to..</p> <p>Be careful of...</p> <p>Don't worry about...</p> <p>Concentrate on...</p> <p>At this point...</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs.</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p>



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	Can write imaginative instructions using flair and humour.			<p>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> Know what an adverbial phrase is. Comma after fronted adverbials. Adverbials of time, place and number.</p>	Semi colons
Year 4	<p>A set of ingredients and equipment needed are outlined clearly. Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter.</p>	<p>Variation in sentence structures e.g. While the pastry cooks... As the sauce thickens... Include adverbs to show how often e.g. additionally, frequently, rarely.</p>	<p>Continue by... Carry on... Do this until... Stop when... When you have done this... Try not to.. 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></p>	<p>Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech</p>



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	<p>Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.</p>			<p>Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Comma after fronted adverbials</p>	
Year 3	<p>A set of ingredients and equipment needed are outlined clearly. Organised into clear points denoted by time.</p>	<p>Simple sentences with extra description. Some complex sentences using when, if, as etc. Adverbials e.g. When the glue dries, attach the paperclip.</p>	<p>Afterwards After that To begin with Begin by Secondly The next step is to With a slow movement With a quick pull Try to</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs instead of 'the' <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)</p>	<p>Introduce possessive apostrophes for plural nouns. Introduce inverted commas.</p>



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				<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>	
Year 2	<p>A goal is outlined - a statement about what is to be achieved. Written in sequenced steps to achieve the goal. Diagrams and illustrations are used to make the process clearer.</p>	<p>Imperative verbs are used to begin sentences. Use simple adverbs e.g. slowly, quickly. Use simple noun phrases e.g. long stick.</p>	<p>First of all To start with Firstly Lastly Finally Carefully Gently Slowly Softly</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></p>	<p>Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to</p>



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				<p>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 in sentences in time sequence.</p> <p>Written in the imperative e.g. sift the flour.</p> <p>Use of numbers or bullet points to signal order.</p>	<p>Simple connectives used for simple sentences e.g. and, but,</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>Paint</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> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/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>Begin to use exclamation marks.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p> <p>Read words with contractions.</p>