



Moorland Primary School: Progression on skills in Writing – Letters

| | Text structure | Sentence | Useful vocabulary | Word classes | Punctuation |
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| Year 6 | <p>Letter well constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>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 helpful if you could let me know as this will enable us to take further action.</p> <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 used to clarify writers' position e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a fire...</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 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> | <p>Use a wide range of punctuation throughout the writing.</p> |



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| <p>Year 5</p> | <p>Developed introduction and conclusion using all the letter layout features. Paragraphs developed with prioritized information. Purpose of letter clear and transparent for reader. Formal language used throughout to engage the reader.</p> | <p>Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. 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... Whilst we were waiting... Your concern... Until this is resolved... Despite speaking to the duty manager... This is a disgrace... Unfortunately... Many other people also... I am delighted to inform you that...</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>Consolidate all previous learning. Brackets Dashes Colons Semi colons</p> |
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| Year 4 | <p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organized correctly into key ideas.</p> <p>All letter layout features included.</p> | <p>Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely.</p> | <p>As I stated earlier... Referring to... This is an unfortunate... It is with regret... I would be grateful if... It is with regret that... I look forward to hearing from you in due course. Use modal verbs to hint future action or possibilities e.g. 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>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> 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> | <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> |
| Year 3 | <p>Clear introduction.</p> <p>Points about the visit/issue</p> | <p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> | <p>While, if, as, when.</p> <p>I would like to inform you that...</p> | <p><u>Noun</u> Form nouns using prefixes.</p> | <p>Introduce possessive apostrophes for plural nouns.</p> |



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| | <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences.</p> <p>Some letter layout features included.</p> | <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials</p> <p>e.g. When they have a problem, we played after tea.</p> <p>It was scary in the tunnel.</p> | <p>It has come to my attention that...</p> <p>Thank you for...</p> <p>I hope that...</p> | <p>Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u></p> <p>Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u></p> <p>Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u></p> <p>Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u></p> <p>Introduce/revise adverbs.</p> <p>Express time and cause; then, next, soon.</p> | <p>Introduce inverted commas.</p> |
| Year 2 | <p>Brief introduction and conclusion.</p> <p>Written in the past tense.</p> <p>Main ideas organized in groups.</p> <p>Using sequencing techniques – time related words.</p> | <p>Subject/verb sentences</p> <p>e.g. I think...</p> <p>We want...</p> <p>Some modal verbs introduced</p> <p>e.g. would, could, should.</p> <p>Use simple adverbs</p> <p>e.g. yesterday, today.</p> <p>Use simple noun phrases</p> <p>e.g. red shoes</p> | <p>And, then, but, so, when.</p> <p>Dear Mr/Mrs..</p> <p>Dear Sir/Madam..</p> <p>Yours Sincerely</p> <p>Yours faithfully</p> <p>Later</p> <p>Afterwards</p> <p>After that</p> <p>Eventually</p> | <p><u>Noun</u></p> <p>Form nouns using suffixes and compounding.</p> <p>Expanded noun phrases for description.</p> <p>Add 'es' to nouns.</p> <p><u>Verbs</u></p> <p>Progressive form of verbs in the past and present tense.</p> | <p>Use spaces that reflect the size of the letters.</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> |



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| | | | <p>I would like to...</p> <p>We felt...</p> | <p>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>Apostrophes for contractions.</p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p> |
| Year 1 | Ideas grouped in sentences in time sequence. | Sentences using simple pronouns and connectives. | <p>Dear</p> <p>From</p> <p>I like</p> <p>I went</p> <p>I saw</p> <p>It was</p> <p>My favourite</p> <p>They were</p> <p>There was</p> <p>Next</p> <p>Then</p> <p>First</p> <p>After</p> <p>And, but, so, when</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</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> |



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| | | | | <p>change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'.</p> | |
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