



## Progression Document: Letters

**Purpose:** To send information, news and greetings.

**Features of a letter** \*Letters usually take on the generic structure of recounts. They are a good device for switching between the different writing styles within the same text. E.g. Instructions to a friend within the recount.

Generic text structure	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> <li>• Structure often includes:</li> <li>• orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...)</li> <li>• an account of the events that took place, often in chronological order (The first person to arrive was ...)</li> <li>• some additional detail about each event (He was surprised to see me.)</li> <li>• reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.)</li> <li>• Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually written in the past tense with space for pupils to use the past progressive form of verbs, e.g. the children were playing, I was hoping...</li> <li>• Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the owls had hunted... and Past perfect progressive forms e.g. the children had been singing... we had been hoping to go on this trip for a long time...</li> <li>• Some forms may use present tense, e.g. informal anecdotal storytelling (Just imagine – I’m in the park and I suddenly see a giant bat flying towards me!) which also enables writing to meet different levels of formality and informality. In these cases it is also possible to extend opportunities to writing using the present progressive e.g. I am really hoping...</li> <li>• Conjunctions are useful for coordinating events and showing subordination e.g. we went to the park so we could play on the swings...</li> <li>• Events being recounted have a chronological order, so conjunctions, adverbs and prepositions are used e.g. then, next, first, afterwards, just before that, at last, meanwhile.</li> <li>• Noun phrases (some people, most dogs, blue butterfly) can be used to add detail and interest the reader</li> <li>• The subject of a recount tends to focus on individual or group participants, which requires the use of either first or third person e.g. Third person they all shouted, she crept out, it looked like an animal of some kind).</li> <li>• In personal recounts, the first person is used e.g. I was on my way to school ... We got on the bus...</li> <li>• Recounts can take many forms (diaries, letters, newspaper reports) paragraphing can be used to organise all of these.</li> <li>• Uses adverbials e.g. therefore, however to create cohesion within and across paragraphs.</li> <li>• Different degrees of formality may be required for different forms e.g. high formality if recounting in the style of a broadsheet newspaper or informal in a</li> <li>• personal diary</li> </ul>	<ul style="list-style-type: none"> <li>• Plan how you will organise the way you retell the events. You could use a timeline to help you plan.</li> <li>• Details are important to create a recount rather than a simple list of events in order.</li> <li>• Try using When? Where? Who? What? Why? questions to help you plan what to include.</li> <li>• Decide how you will finish the recount. You’ll need a definite ending, perhaps a summary or a comment on what happened (I think our school trip to the Science Museum was the best we have ever had).</li> <li>• Read the text through as if you don’t know anything about what it is being recounted. Is it clear what happened and when?</li> <li>• Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.)</li> </ul>

## Progression by year group

\*Jane Considine text progression document

Year 1

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation
<ul style="list-style-type: none"> <li>Ideas grouped in sentences in time sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences using simple pronouns and connectives.</li> </ul>	Dear From I like I went I saw It was My favourite They were There was Next Then First After And, but, so, when	<b>Noun</b> What a noun is. Regular plural nouns with 'er' <b>Verbs</b> Third person, first person singular . Ending added to verbs where there is change to root. Simple past tense 'ed' <b>Adjectives</b> Add 'er' and 'est' to adjectives where no change is needed to root word. <b>Connectives/conjunctions</b> Join words and sentences using and/then. <b>Tense</b> Simple past tense 'ed'.	<ul style="list-style-type: none"> <li>Use spaces to separate words.</li> <li>Begin to use full stops.</li> <li>Begin to use exclamation marks.</li> <li>Begin to use exclamation marks.</li> <li>Capital letters for start of sentence, names, personal pronouns.</li> <li>Read words with contractions.</li> </ul>

Year 2

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
<ul style="list-style-type: none"> <li>• Brief introduction and conclusion.</li> <li>• Written in the past tense.</li> <li>• Main ideas organized in groups</li> <li>• Using sequencing techniques – time related words.</li> </ul>	<ul style="list-style-type: none"> <li>• Subject/verb sentences e.g. I think... We want...</li> <li>• Some modal verbs introduced e.g. would, could, should.</li> <li>• Use simple adverbs e.g. yesterday, today.</li> <li>• Use simple noun phrases e.g. red shoes</li> </ul>	<p>And, then, but, so, when.            Dear Mr/Mrs..            Dear            Sir/Madam..            Yours Sincerely            Yours faithfully            Later            Afterwards            After that            Eventually            I would like to...            We felt...</p>	<p><b>Noun</b>            Form nouns using suffixes and compounding.            Expanded noun phrases for description.            Add 'es' to nouns.</p> <p><b>Verbs</b>            Progressive form of verbs in the past and present tense.            Add 'es', 'ed' and 'ing' to verbs.</p> <p><b>Adjectives</b>            Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><b>Connectives/conjunctions</b>            Subordination – when, if, that, because            Coordination – or, and, but.</p> <p><b>Tense</b>            Correct and consistent use of past and present tense.</p> <p><b>Adverbs</b>            'ly' added to adjective to form adverb.</p>	<ul style="list-style-type: none"> <li>• Use spaces that reflect the size of the letters.</li> <li>• Use full stops correctly.</li> <li>• Use question marks correctly.</li> <li>• Use exclamation marks correctly.</li> <li>• Use capital letters correctly.</li> <li>• Apostrophes for contractions.</li> <li>• Possessive apostrophes for singular nouns.</li> <li>• Commas to separate items in lists.</li> </ul>

Year 3

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
<ul style="list-style-type: none"> <li>• Clear introduction.</li> <li>• Points about the visit/issue</li> <li>• Organised into paragraphs denoted by time/place.</li> <li>• Topic sentences.</li> <li>• Some letter layout features included.</li> </ul>	<ul style="list-style-type: none"> <li>• Simple sentences with extra description.</li> <li>• Some complex sentences using when, if, as etc.</li> <li>• Tense consistent e.g. modal verbs can/will</li> <li>• Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel.</li> </ul>	<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><b>Noun</b> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><b>Verbs</b> Present perfect forms of verbs instead of 'the'</p> <p><b>Adjectives</b> Choose appropriate adjectives.</p> <p><b>Connectives/conjunctions</b> Express time and cause (when, so, before, after, while, because)</p> <p><b>Tense</b> Correct and consistent use of past and present tense.</p> <p><b>Adverbs</b> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<ul style="list-style-type: none"> <li>• Introduce possessive apostrophes for plural nouns.</li> <li>• Introduce inverted commas.</li> </ul>

Year 4

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
<ul style="list-style-type: none"> <li>• Clear introduction and conclusion.</li> <li>• Links between key ideas in the letter.</li> <li>• Paragraphs organized correctly into key ideas.</li> <li>• All letter layout features included</li> </ul>	<ul style="list-style-type: none"> <li>• Variation in sentence structures e.g. While we were at the park... As we arrived...</li> <li>• Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing...</li> <li>• Include adverbs to show how often e.g. additionally, frequently, rarely.</li> </ul>	<p>As I stated earlier...</p> <p>Referring to... This is an unfortunate...</p> <p>It is with regret... I would be grateful if...</p> <p>It is with regret that...</p> <p>I look forward to hearing from you in due course.</p> <p>Use modal verbs to hint future action or possibilities e.g. should, would, could.</p>	<p><b>Noun</b> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><b>Verbs</b> Standard English forms for verbs.</p> <p><b>Adjectives</b> Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives.</p> <p><b>Tense</b> Correct use of past and present tense.</p> <p><b>Adverbs</b> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<ul style="list-style-type: none"> <li>• Apostrophe to mark singular and plural possession.</li> <li>• Commas after fronted adverbials.</li> <li>• Use inverted commas and other punctuation to indicate direct speech</li> </ul>

Year 5

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
<ul style="list-style-type: none"> <li>Developed introduction and conclusion using all the letter layout features.</li> <li>Paragraphs developed with prioritized information.</li> <li>Purpose of letter clear and transparent for reader.</li> <li>Formal language used throughout to engage the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence length varied e.g short/long.</li> <li>Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</li> <li>Wide range of subordinate connectives e.g. whilst, until, despite.</li> <li>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.</li> </ul>	<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><b>Noun</b>            Locate and identify expanded noun phrases.</p> <p><b>Verbs</b>            Use modal verbs.            Prefixes for verbs; dis, de, mis, over, ise, ify.            Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><b>Adjectives</b>            Choose appropriate adjectives            Connectives/conjunctions            Use a wide range of connectives.</p> <p><b>Tense</b>            Change tense according to features of the genre.</p> <p><b>Adverbs</b>            Know what an adverbial phrase is.            Fronted adverbials            Comma after fronted adverbials.            Adverbials of time, place and number.</p>	<ul style="list-style-type: none"> <li>Consolidate all previous learning.</li> <li>Brackets</li> <li>Dashes</li> <li>Colons</li> <li>Semi colons</li> </ul>

Year 6

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
<ul style="list-style-type: none"> <li>• Letter well constructed that answers the reader’s questions.</li> <li>• The writer understands the impact and thinks about the response.</li> <li>• Information is prioritized according to importance and a frame of response set up for the reply.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</li> <li>• Sentence length and type varied according to purpose.</li> <li>• Fronted adverbials used to clarify writers position e.g. As a consequence of your actions...</li> <li>• Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous.</li> <li>• Prepositional phrases used cleverly. e.g. In the event of a fire...</li> </ul>	<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><b>Noun</b> Expanded noun phrases to convey complicated information concisely.</p> <p><b>Verbs</b> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><b>Adjectives</b> Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives.</p> <p><b>Tense</b> Change tense according to features of the genre.</p> <p><b>Adverbs</b> Link ideas across a text using cohesive devices such as adverbials.</p>	<ul style="list-style-type: none"> <li>• Use a wide range of punctuation throughout the writing.</li> </ul>