

Writing to Entertain

Narrative – Story writing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Through modelling, the children should be encouraged to:</p> <ul style="list-style-type: none"> organise ideas into simple sentences sequence events within their own narrative; use nouns to refer to important characters/places; use adjectives to describe; use the conjunction 'and' to join words use patterned language from the text or known story language. 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a title for their story; establish the setting; introduce the character(s); include a problem or special event; sequence events clearly; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use mainly past tense; use mainly third person use co-ordinating conjunctions; use subordinating conjunctions; <p><u>Language features</u></p> <ul style="list-style-type: none"> use expanded noun phrases to aid cohesion; use adverbs and adjectives to give detailed descriptions; use language drawn from knowledge of context. 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> create a title for their story; include a beginning which introduces the character or setting; include a build-up which hints at what is going to happen next; include a dilemma which introduces the problem; include a resolution where the problem is solved; organise writing into paragraphs; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use the tense consistently (past or present); use a wide range of conjunctions to express, time, place and manner; decide if they are using first or third person and use consistently; use direct speech ; <p><u>Language features</u></p> <ul style="list-style-type: none"> use pronouns to avoid repetition; 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> create a title for their story; include a beginning which introduces the character or setting; include a build-up which hints at what is going to happen next; include a dilemma which introduces the problem; include a resolution where the problem is solved; include an ending which details the characters' feelings and what will happen next; organise writing into paragraphs which follow and flow; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use the tense consistently (past or present); use a wide range of conjunctions to express, time, place and manner; decide whether to use first or third person and use it consistently; 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> create a title which hints at the theme; include a beginning which introduces the character, setting and atmosphere; include a build-up which hints at what is going to happen next; include a dilemma which introduces the problem; include a resolution where the problem is solved; include an ending which details the characters' feelings and what will happen next; organise writing into paragraphs; use a range of cohesive devices to aid flow; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use the tense consistently (past or present); use a wide range of conjunctions to express, time, place and manner; consistently maintain first or third person (may use 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> create a title which hints at the theme; include a beginning which introduces the character, setting, atmosphere - this may also take the form of a flashback/flash -forward; include a build-up which hints at what is going to happen next; include a dilemma which introduces the problem; include a resolution where the problem is solved; include an ending which details the characters' feelings and ties together the threads of detail; organise writing into paragraphs; use a range of cohesive devices to aid flow; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> select the correct tense and apply consistently (may vary); use a wide range of conjunctions to express,

		<ul style="list-style-type: none"> • use noun phrases to aid cohesion; use adverbs and adjectives to give detailed descriptions. 	<ul style="list-style-type: none"> • use direct speech; <p><u>Language features</u></p> <ul style="list-style-type: none"> • use pronouns to avoid repetition; • use expanded noun phrases to aid cohesion; • use fronted adverbials to detail where, when and how; • use adverbs and adjectives to create detailed descriptions. 	<p>2nd person addresses to the reader);</p> <ul style="list-style-type: none"> • use fronted adverbials to detail time/place ; • use expanded noun phrases to add detail; • use direct speech/reported speech to advance the action and/or aid characterisation; <p><u>Language features</u></p> <ul style="list-style-type: none"> • use pronouns to avoid repetition; • use fronted adverbials to detail where, when and how. 	<p>time, place and manner in varying positions;</p> <ul style="list-style-type: none"> • consistently maintain first or third person (may use second person to address the reader); • use fronted adverbials to detail time/place; • use expanded noun phrases to add detail; • use multi-clause sentences for detail and single clause for effect; • use direct speech/reported speech to advance the action and/or aid characterisation; <p><u>Language features</u></p> <ul style="list-style-type: none"> • use pronouns to avoid repetition and refer back; • select vocabulary that matches the level of formality required.
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Character, Object and Setting Description

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Through modelling, the children should be encouraged to:</p> <ul style="list-style-type: none"> • organise ideas into simple sentences • use adjectives to describe what can be seen; • use other sensory descriptions; • use an exclamatory sentence; • use subject-specific language as appropriate; • use the conjunction 'and' to link ideas. 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> • introduce the character to the reader; • describe the character's appearance and personality; • explain why their character is significant/important; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> • use third person; • use conjunctions to link ideas; • use question marks <p><u>Language features</u></p> <ul style="list-style-type: none"> • use a range of adjectives to describe appearance and personality; • use pronouns to avoid repetition; • use noun phrases to aid cohesion and add detail; • use language drawn from knowledge of context. 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> • introduce the character to the reader ; • describe their appearance (distinctive features) and personality; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> • use the tense consistently (past or present); • use a wide range of conjunctions to link ideas • use the third person; <p><u>Language features</u></p> <ul style="list-style-type: none"> • use adjectives to describe appearance and personality; • use similes to add detail and description; • use pronouns to avoid repetition; • use noun phrases to aid cohesion and add detail; • use language drawn from the context. 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> • introduce the character, setting or object to the reader; • describe their/its appearance (distinctive features), personality, actions, thoughts and feelings; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> • use the tense consistently (past or present); • use a wide range of conjunctions to link ideas; • use subordinate clauses to add detail and context; ☐ • use the third person; <p><u>Language features</u></p> <ul style="list-style-type: none"> • use adjectives, adverbs and prepositions to paint a clear picture for the reader; • use figurative language to add detail and description; • use fronted adverbials to detail where and where, when and how; • use pronouns to avoid repetition; • use expanded noun phrases to aid cohesion and add detail. 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> • introduce the character, setting or object to the reader; • describe unusual and distinctive features; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> • use the third person; • use the tense consistently (past or present); • use a wide range of conjunctions to link ideas; • use subordinate clauses, in varied positions, to add detail and context; • use fronted adverbials to detail time/place; <ul style="list-style-type: none"> • use pronouns to refer back to subject/object; <p><u>Language features</u></p> <ul style="list-style-type: none"> • use precise adjectives, adverbs and prepositions to create atmosphere and effect; • use figurative language to add detail and description; • use show not tell techniques, encouraging the reader to make inferences; • use pronouns to avoid repetition; • use expanded noun phrases to aid cohesion and add detail. 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> • introduce the character, setting or object to the reader; • describe unusual and distinctive features; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> • use the third person; • use the tense consistently (past or present); • use a wide range of conjunctions to link ideas; • use subordinate clauses, in varied positions, to add detail and context; • use fronted adverbials to detail time/place; <ul style="list-style-type: none"> • use pronouns to refer back to subject/object; <p><u>Language features</u></p> <ul style="list-style-type: none"> • use increasingly precise adjectives, adverbs and prepositions to create atmosphere and for effect. • use figurative language to add detail and description; • use show not tell techniques, encouraging the reader to make inferences; • use pronouns to avoid repetition; • use expanded noun phrases to aid cohesion and add detail; • use the power of three for effective repetition.

Setting Description	Object /Setting Descriptions	Setting Description	Setting Description	Setting Descriptions	Setting Descriptions
<p>Through modelling, the children should be encouraged to:</p> <ul style="list-style-type: none"> organise ideas into simple sentences use adjectives to describe what can be seen; use other sensory descriptions; use an exclamatory sentence; use subject-specific language as appropriate; use the conjunction 'and' to link ideas. 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> introduce the object/setting to the reader; describe the appearance of the object/place <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use third person; use conjunctions to link ideas; <p><u>Language features</u></p> <ul style="list-style-type: none"> use a range of adjectives to describe appearance and personality; use pronouns to avoid repetition; use noun phrases to aid cohesion and add detail; use language drawn from knowledge of context. 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> introduce the setting to the reader; describe the appearance, features and atmosphere of a place; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use tense consistently (past or present); use a variety of conjunctions to link ideas use the third person; <p><u>Language features</u></p> <ul style="list-style-type: none"> use adjectives to describe; use similes to add detail and description; use noun phrases to aid cohesion and add detail; use language drawn from the context. 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> introduce the setting or object to the reader; describe distinctive features and atmosphere <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use tense consistently (past or present); use a wide range of conjunctions to link ideas; use subordinate clauses to add detail and context; use the third person; <p><u>Language features</u></p> <ul style="list-style-type: none"> use adjectives, adverbs and prepositions to paint a clear picture for the reader; begin to use figurative language to add detail and description; begin to use fronted adverbials to detail where and where and how; use pronouns to avoid repetition; use expanded noun phrases to aid cohesion and add detail. 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> introduce the setting or object to the reader; describe unusual and distinctive features; ensure features are described in a logical and cohesive order; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use the third person; use tense consistently (past or present); use a wide range of conjunctions to link ideas; use subordinate clauses, in varied positions, to add detail and context; use fronted adverbials to detail time/place; use pronouns to refer back to subject/object; <p><u>Language features</u></p> <ul style="list-style-type: none"> use precise adjectives, adverbs and prepositions to create atmosphere and effect; use figurative language to add detail and description; use pronouns to avoid repetition; use expanded noun phrases to aid cohesion and add detail. 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> introduce the setting or object to the reader; describe unusual and distinctive features; ensure features are described in a logical and cohesive order; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use the third person; use tense consistently (past or present); use a wide range of conjunctions to link ideas; use subordinate clauses, in varied positions, to add detail and context; use fronted adverbials to detail time/place; use pronouns to refer back to subject/object; <p><u>Language features</u></p> <ul style="list-style-type: none"> use increasingly precise adjectives, adverbs and prepositions to create atmosphere and for effect. use figurative language to add detail and description; use show not tell techniques, encouraging the reader to make inferences; use pronouns to avoid repetition; use expanded noun phrases to aid cohesion and add detail; use the power of three for effective repetition.

Play Scripts

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Structure & Organisation

- Include a brief overview of the scene/setting
- Include a cast list
- Organise character speech by starting a new line for each speaker – speaker names on the left with a colon
- Write dialogue without speech marks
- Add stage direction information in brackets

Grammatical Features

use mainly present tense;

Language Features

use a range of adverbs to identify how characters speak

Poetry

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Poetry	Poetry	Poetry	Poetry	Poetry	Poetry
<p>Children should explore and experience a range of poetry including shape/colour poems. Through modelling, children should be encouraged to:</p> <ul style="list-style-type: none"> • explore, develop and use growing vocabulary; • use adjectives to describe; • use subject-specific language; • use simple repetitive/patterned structures. • Perform their poems to an audience. 	<p>Children should explore and experience a range of poetry, including sensory poems. Through modelling, children should be encouraged to:</p> <ul style="list-style-type: none"> • explore, develop and use growing vocabulary; • use adjectives to describe; • use subject-specific language; • using simple repetitive/patterned structures; • experimenting with alliteration, rhyme and sound effects; • perform their poems with pace and intonation. 	<p>Children should be taught to explore and experience a range of poetry.</p> <p>Children should understand how to give Poetry a voice and not just leave it on the page - to bring poetry to life</p> <p>Children should be taught to perform their poems to an audience.</p> <p>Children should be given the opportunity to plan, write and perform poetry.</p>	<p>Children should be taught to explore and experience a range of poetry.</p> <p>Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience.</p> <p>Children should be given the opportunity to plan, write and perform poetry.</p>	<p>Children should be taught to explore and experience a range of poetry.</p> <p>Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience.</p> <p>They should be given the opportunity to plan, write and perform poetry</p>	<p>Children should be taught to: explore and experience a range of poetry.</p> <p>Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience. Children should be given the opportunity to plan, write and perform poetry.</p>

Writing to Inform

Fact Files and Reports – To Inform

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Through modelling, the children should be encouraged to:</p> <ul style="list-style-type: none"> organise ideas into simple sentences use a heading to introduce the topic; write a brief introductory sentence; include labelled diagrams where appropriate; use mainly present tense ; use conjunction 'and' use adjectives to build descriptions; 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> organise related information into 3 paragraphs; use a heading to introduce the topic; use sub headings to organise sections of information and aid cohesion; write a brief introductory sentence; include labelled diagrams where appropriate; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use mainly present tense ; use a range of conjunctions i.e. (and, because, so, or); <p><u>Language features</u></p> <ul style="list-style-type: none"> use subject specific vocabulary; use noun phrases to aid cohesion and add detail; 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> organise related information into paragraphs; use a heading to introduce the topic; use sub headings to organise sections of information and aid cohesion; write an introduction which provides an overview; include labelled diagrams where appropriate; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use mainly present tense ; include some use of perfect tense; use a wider range of coordinating conjunctions i.e. (so, or, yet); use a wider range of subordinating conjunctions i.e. (when, if, which); 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a heading to introduce the topic; include an introduction to outline the topic; include sub-headings to organise sections of information and to aid cohesion; use paragraphs to organise related information; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use third person; use mainly present tense; include some use of perfect tense; use a range of conjunctions to aid cohesion; <p><u>Language features</u></p> <ul style="list-style-type: none"> use technical vocabulary to demonstrate factual knowledge; 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a heading; include an introduction to outline the topic; include sub-headings; use paragraphs to organise the information; make organisational decisions about how the report should look; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use third person; use mainly present tense; include some use of the perfect tense; use a range of conjunctions, in varied positions, to aid cohesion; <p><u>Language features</u></p> <ul style="list-style-type: none"> maintain a suitably formal tone; use technical vocabulary to demonstrate factual knowledge; 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a heading; include an introduction to outline the topic; include sub-headings; use paragraphs to organise the information logically; make organisational decisions about how the report should look. This may include fact boxes, bullet pointed lists, diagrams; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use third person; use mainly present tense; include some use of the perfect tense; use a range of conjunctions, in varied positions, to aid cohesion; use modal verbs to indicate degrees of possibility;

- use adjectives to build descriptions; use
- statement sentences for facts.

- use the third person;
- Language features
- use subject specific/technical vocabulary;
 - use noun phrases to clarify and avoid repetition;
 - use prepositions to indicate place.

- use specific names of people or places; begin to
- use statistics to inform; use pronouns to refer back to the subject; use noun phrases to avoid repetition;
- use noun phrases, adverbs and prepositions to provide specific, factual detail.

- use specific names of people or places; use statistics to inform; use noun phrases, adverbs and prepositions to provide specific, factual detail.
- use pronouns to refer back to the subject; use noun phrases to avoid repetition; use a range of determiners.

- Language features
- select appropriate vocabulary which matches the required level of formality;
 - use technical vocabulary to demonstrate factual knowledge;
 - use specific names of people or places;
 - use statistics to inform;
 - use noun phrases, adverbs and prepositions to provide specific, factual detail.
 - use pronouns to refer back to the subject;
 - use noun phrases and a variety of determiners to avoid repetition.

Instructions

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Through modelling and personal experience, the children should be encouraged to:</p> <ul style="list-style-type: none"> include a title which outlines what the instructions are for, 'How to...'; organise ideas into simple sentences include a list of equipment; write in sequential order using numbers or sequencing words; use present tense; use imperative 'bossy' verbs and subject specific language 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a title which outlines what the instructions are for, 'How to...'; include a list of materials/ingredients; sequence the instructions with numbered steps; close with a final statement or warning <i>i.e.</i> 'now you will have...' 'be careful to'; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use conjunctions to aid the sequence (<i>first, next, after that</i>); use mainly present tense; <p><u>Language features</u></p> <ul style="list-style-type: none"> use imperative (bossy) verbs to give clear directions; use adjectives and adverbs only for essential information; use subject-specific vocabulary. 		<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a title which outlines what the instructions are for, "How to..."; organise the instructions into clear sections - opening statement, list of equipment, numbered steps, closing sentence; keep the sentences concise so the reader can follow the steps easily; use numbered steps to give clarity; end with a closing statement which may include warnings and/or top tips; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use second person; use adverbs to direct how the action should be completed; use imperative verbs to indicate importance; use conjunctions to illustrate the sequence; use mainly present tense; <p><u>Language features</u></p> <ul style="list-style-type: none"> use determiners to give precision and quantify; use technical/subject specific language for clarity; 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a title which states the purpose, usually 'How to.'; include a statement which outlines the end goal/aim; keep the sentences concise so the reader can follow the steps easily; use numbered steps to give clarity; end with a closing statement which may include warnings and/or top tips; include diagrams where appropriate; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use second person; use present tense; use adverbs to indicate time and place; use imperative verbs to indicate importance; use conjunctions to illustrate the sequence; <p><u>Language features</u></p> <ul style="list-style-type: none"> use determiners to give precision and quantify; use technical/subject specific language for clarity; use noun phrases and pronouns to avoid repetition; use cautionary language to emphasise. 	

			<ul style="list-style-type: none">• use noun phrases and pronouns to avoid repetition.		
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Recount – Personal, Factual and Imaginative

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Through modelling, the children should be encouraged to:</p> <ul style="list-style-type: none"> organise ideas into simple sentences state what the event/experience was; state how the day/event has made them feel; begin to sequence main events in chronological order; use adjectives to describe; may use an exclamatory sentence to sum up the day. 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> state what the event/experience was; express what type of day/experience it has been; sequence events in chronological order; close by expressing final thoughts; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use the first person; use the past tense; include time and sequence conjunctions; <p><u>Language features</u></p> <ul style="list-style-type: none"> include adjectives to build detailed descriptions; use adjectives to describe and convey emotions; use expanded noun phrases to aid cohesion; use pronouns to avoid the repetition of nouns. 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> state what the event/experience was; express what type of day/experience it has been; sequence events in chronological order; close by expressing final thoughts; share opinions, likes and dislikes <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use the first person; use the past tense; include a variety of time and sequence conjunctions; <p><u>Language features</u></p> <ul style="list-style-type: none"> include adjectives to build detailed descriptions; use adjectives to describe and convey emotions; use expanded noun phrases to aid cohesion; use pronouns to avoid the repetition of nouns. 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> state what the event was; express what type of day/experience it has been; sequence events in chronological order; close by expressing final thoughts; share opinions, likes and dislikes <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use the first person; use the past tense; include a variety of time and sequence conjunctions; <p><u>Language features</u></p> <ul style="list-style-type: none"> include adjectives to build detailed descriptions; use adjectives to describe and convey emotions; use expanded noun phrases to aid cohesion; use pronouns to avoid the repetition of nouns. 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> sequence events in a logical or chronological order; open by setting a scene close by expressing final thoughts; express what type of day/experience it has been; share opinions, likes and dislikes <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use the first person; use the past tense; include a variety of time and sequence conjunctions; <p><u>Language features</u></p> <ul style="list-style-type: none"> use technical vocabulary to demonstrate factual knowledge; include a range of adjectives to build detailed descriptions; use adjectives to describe and convey emotions; use expanded noun phrases to aid cohesion; use pronouns to avoid the repetition of nouns. 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> sequence events in a logical or chronological order; open by setting a scene close by expressing final thoughts; express what type of day/experience it has been; share opinions, likes and dislikes <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use the first person; use the past tense; include a variety of time and sequence conjunctions; <p><u>Language features</u></p> <ul style="list-style-type: none"> use technical vocabulary to demonstrate factual knowledge; include a range of adjectives to build detailed descriptions; use adjectives to describe and convey emotions; use expanded noun phrases to aid cohesion; use pronouns to avoid the repetition of nouns.

Diary Entry

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Through modelling, the children should be encouraged to:</p> <ul style="list-style-type: none"> organise ideas into simple sentences include a date the diary was written; express what type of day it has been; organise their ideas or events in order; include a sign off ending; use mainly past tense; use time conjunctions; use personal pronouns. 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a date the diary was written; express what type of day it has been; organise their ideas or events in order; include only relevant information; include a sign off ending; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use mainly past tense; use time conjunctions; 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a date the diary was written; express what type of day it has been; organise the main body into paragraphs; organise the information chronologically; include only significant/relevant information; include a closing reflection; <p><u>Grammatical features</u></p>	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a date the diary was written; express what type of day it has been ; organise the main body into paragraphs; organise the information chronologically; include only relevant/significant events or information; include a closing reflection; <p><u>Grammatical features</u></p>	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> state whose viewpoint the account is written from; include relevant/significant factual information; provide brief introductory outline of the event; follow on with chronologically ordered paragraphs detailing events; conclude with a summing up e.g. impact of the event; personal statement of feeling or opinion; 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include an opening which provides context and details feelings about the day/event; organise the main body chronologically; include only relevant/significant events and information; include a closing paragraph which reveals the writer's feeling, hopes/fears for the future; <p><u>Grammatical features</u></p>

<p><u>Language features</u></p> <ul style="list-style-type: none"> • use pronouns to avoid the repetition of proper nouns; • use personal pronouns. 	<ul style="list-style-type: none"> • use mainly past tense; • use first person address; • include time and sequence conjunctions; • use adverbs of time; • consider the effectiveness of a rhetorical question; <p><u>Language features</u></p> <ul style="list-style-type: none"> • use emotive language to emphasise feelings and reveal thoughts; • use pronouns to avoid the repetition of proper nouns; • include opinions as well as facts; • use personal pronouns. 	<ul style="list-style-type: none"> • use mainly past tense; • use first person address; • include time and sequence conjunctions; • use adverbs of time; • consider the effectiveness of a rhetorical question; <p><u>Language features</u></p> <ul style="list-style-type: none"> • use emotive language to emphasise feelings and reveal thoughts; • use pronouns to avoid the repetition of proper nouns; • include opinions as well as facts; • use personal pronouns. 	<ul style="list-style-type: none"> • <u>Grammatical features</u> • use the third or first person; • use the tense consistently (past or present); • use a wide range of conjunctions to link ideas; • use subordinate clauses, in varied positions, to add detail and context; • use fronted adverbials to detail time/ place; • use relative clauses to provide additional useful detail; <p><u>Language features</u></p> <ul style="list-style-type: none"> • use precise adjectives, adverbs and prepositions to clarify or evoke response; • use pronouns to avoid repetition and reference back; • use expanded noun phrases to aid cohesion and add further detail; • use context specific language. 	<ul style="list-style-type: none"> • consistently use past tense although the present tense may be used for the opening and closing; use first person consistently throughout; include a range of conjunctions to aid cohesion; use a full range of adverbials in varied positions; use modal verbs to indicate degrees of possibility; • use the subjunctive mood to indicate hopes and desires; • use direct addresses such as question tags to draw the reader in; • <u>Language features</u> select appropriate vocabulary which matches the required level of formality; use precise and emotive vocabulary to reveal the writer's innermost thoughts and feelings; ☐ use pronouns to refer back.
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Reporting Information

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

•	•	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a short, catchy headline; include a by line with who is reporting; organise the article in two columns with support/scaffolding; include an image with a simple caption; begin with an introduction which summarises the report; use 2-3 paragraphs to sequence the events; close with a final comment; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use past tense; use third person; <p><u>Language features</u></p> <ul style="list-style-type: none"> use specific names of people and places; begin to use emotive vocabulary to convey response; use noun phrases to avoid repetition; 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a short, catchy headline; include a by line with who is reporting; organise the article in two columns; may include an image with caption; begin with an introduction which summarises the report (5Ws); use paragraphs to sequence the events; close with a final comment about the article; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> include witness statements through direct and reported speech; use past tense; use third person; <p><u>Language features</u></p> <ul style="list-style-type: none"> use specific names of people or places; 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a short, catchy headline (may include a pun/wordplay if appropriate); include a by-line with who is reporting; organise the article into columns; may include an image with caption; begin with an introduction which summarises the report (5Ws); use paragraphs to sequence the events; close with a final comment/recommendation linked to the article; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> include witness statements through direct and reported speech; include a reporting clause for direct speech; use past tense; use third person; 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a short, catchy headline (may include a pun/wordplay if appropriate); include a by-line with who is reporting; organise the article into columns; may include an image with caption; begin with an introduction which summarises the report (5Ws); use paragraphs to sequence the events; close with a final comment/recommendation linked to the article; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> include witness statements through direct and reported speech; include a reporting clause for direct speech; use past tense; use third person;
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		<ul style="list-style-type: none"> • use pronouns to refer back to the subject; 	<ul style="list-style-type: none"> • use emotive vocabulary to convey and evoke response; use noun phrases to avoid repetition; use pronouns to refer back to the subject; avoid overly detailed descriptions. • 	<ul style="list-style-type: none"> • use relative clauses to add further detail; • use of determiners to open paragraphs; <p><u>Language features</u></p> <ul style="list-style-type: none"> • use specific names of people or places; • use emotive vocabulary to convey and evoke response; • use noun phrases to avoid repetition; • use pronouns to refer back to the subject; • present relevant information concisely. 	<ul style="list-style-type: none"> • use relative clauses to add further detail; • use of determiners to open paragraphs; <p><u>Language features</u></p> <ul style="list-style-type: none"> • use specific names of people or places; • use emotive vocabulary to convey and evoke response; • use noun phrases to avoid repetition; • use pronouns to refer back to the subject; • present relevant information concisely.
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Speech and Thought Bubbles

Year 1

Through modelling, the children should be encouraged to:

- organise ideas into simple sentences
- imagine what the character might say or think;
- include words that the character says in speech bubbles;
- include a question with a question mark;
- include an exclamation mark to indicate urgency or surprise.

Year 2

Through modelling, the children should be encouraged to:

- imagine what the character might say or think;
- include words that the character says in speech/thought bubbles
- include a question with a question mark;
- include an exclamation mark to indicate urgency or surprise.
- use personal pronouns accurately;

Year 3

Year 4

Year 5

Year 6

Postcards and Letters

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

<p>Through modelling, children should be encouraged to:</p> <ul style="list-style-type: none"> organise ideas into simple sentences begin with a welcome greeting; use nouns to refer to people and places; use adjectives to describe; use the conjunction 'and' to link ideas or information; 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> begin the letter with a friendly greeting; share some information, feelings and recount events include a closing statement. <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use mainly past tense; use first person address; use conjunctions to join sentences; <p><u>Language features</u></p> <ul style="list-style-type: none"> use informal greetings; use a friendly ending to close include only relevant information; use pronouns to avoid the repetition of proper nouns. 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a sender and recipient's address; address; include the date the letter was written; begin with 'Dear'; begin by informing the reader of the purpose of the letter; present the information clearly using conjunctions to link; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use mainly past tense; use first person address; include time and sequence conjunctions; <p><u>Language features</u></p> <ul style="list-style-type: none"> use 'faithfully' to close if the recipient is unknown, 'sincerely' when known; use emotive language to stress feelings and evoke response from the reader; use powerful verbs; 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a sender and recipient's address; include the date the letter was written; begin the letter with 'Dear...'; inform the recipient of the purpose of the letter and how the writer is feeling (I am excited to inform you/saddened to tell you/happy to announce); present facts and information clearly; close by stating what you would like to happen next; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use mainly past tense; use first person address; add a rhetorical question to cause the reader to consider the writer's view; use subordinating conjunctions to express cause and effect; <p><u>Language features</u></p> <ul style="list-style-type: none"> use Sir/Madam if the recipient is unknown; use 'faithfully' to close if the recipient is unknown, 'sincerely' when known; 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a sender and recipient's address; include the date the letter was written; begin the letter with 'Dear...'; inform the recipient of the purpose of the letter present facts and information clearly within 2-3 logically ordered paragraphs; include only relevant/significant information; close by stating what you would like to happen next; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use mainly past tense; use first person address; add a rhetorical question to cause the reader to consider the writer's view; Use fronted adverbials use subordinating conjunctions to express cause and effect; use modal verbs to indicate necessity; <p><u>Language features</u></p> <ul style="list-style-type: none"> use Sir/Madam if the recipient is unknown or a friendly greeting if familiar; 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a sender and recipient's address; include the date the letter was written; begin the letter with 'Dear...'; inform the recipient of the purpose of the letter and how the writer is feeling (<i>I am excited to inform you/saddened to tell you/happy to announce</i>); present facts and information clearly within logically ordered paragraphs; include only relevant/significant information; close by stating what you would like to happen next; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use mainly past tense; use first person address; add a rhetorical question to cause the reader to consider the writer's view and to draw them in; use subordinating conjunctions to express cause and effect; use modal verbs to indicate necessity; <p><u>Language features</u></p>
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			<ul style="list-style-type: none">• include only relevant information;• use emotive language to stress feelings;• use pronouns to avoid the repetition of proper nouns.	<ul style="list-style-type: none">• use 'faithfully' to close if the recipient is unknown or 'sincerely' when known;• use emotive language to stress feelings;• use pronouns to avoid the repetition of proper nouns.	<ul style="list-style-type: none">• use Sir/Madam if the recipient is unknown or a friendly greeting if familiar;• use 'faithfully' to close if the recipient is unknown or 'sincerely' when known;• use emotive language to stress feelings and use pronouns to avoid the repetition of proper nouns<ul style="list-style-type: none">• use cautionary language for emphasis and to draw in the reader.
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Book Review

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • 	<p><u>Structure and Organisation</u></p> <ul style="list-style-type: none"> • include the title and name of the author • include name of reviewer • comment on characters or events they like and dislike • give marks out of 10 or a star rating <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> • use the present tense • use the first person (I, me , my) <p><u>Language Features</u></p> <ul style="list-style-type: none"> • state likes or dislikes and give a reason 	<p><u>Structure and Organisation</u></p> <ul style="list-style-type: none"> • include the title and name of the author (and illustrator if required) • include name of reviewer • engage the reader by asking a question at the beginning • include a short summary of the story • comment on characters or events they like and dislike • give marks out of 10 or a star rating <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> • use the past tense • use the first person (I, me , my) <p><u>Language Features</u></p> <ul style="list-style-type: none"> • provide personal opinions • use powerful adjectives and adverbs to add detail 	<p><u>Structure and Organisation</u></p> <ul style="list-style-type: none"> • include the title and name of the author (and illustrator if required) • include name of reviewer • identify the genre of the book • engage the reader by asking a question at the beginning • include a short summary of the story • comment on characters or events they like and dislike • state where a book sits in a series • recommend the book • give marks out of 10 or a star rating <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> • use the past tense • use the first person (I, me , my) <p><u>Language Features</u></p> <ul style="list-style-type: none"> • provide personal opinions • use powerful adjectives and adverbs to add detail 	<p><u>Structure and Organisation</u></p> <ul style="list-style-type: none"> • include the title and name of the author (and illustrator if required) • include name of reviewer • identify the genre of the book • engage the reader by asking a question at the beginning • include a short summary of the story • comment on characters or events they like and dislike • state where a book sits in a series • recommend the book • give marks out of 10 or a star rating <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> • use the past tense • use the first person (I, me , my) <p><u>Language Features</u></p> <ul style="list-style-type: none"> • provide personal opinions • use powerful adjectives and adverbs to add detail • use emotive language to describe likes and dislikes 	<p><u>Structure and Organisation</u></p> <ul style="list-style-type: none"> • include the title and name of the author (and illustrator if required) • include name of reviewer • identify the genre of the book • engage the reader by asking a question at the beginning • include a short summary of the story • comment on characters or events they like and dislike • state where a book sits in a series • recommend the book • give marks out of 10 or a star rating <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> • use the past tense • use the first person (I, me , my) <p><u>Language Features</u></p> <ul style="list-style-type: none"> • provide personal opinions • use powerful adjectives and adverbs to add detail • use emotive language to describe likes and dislikes

Blurbs

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Structure and Organisation

- Briefly outline the main theme of the book
- keep the blurb short and easy to read
- intrigue the reader with a question
- Describe the plot briefly

Grammatical Features

- use short questions to make the reader think
- write in short dramatic sentences
- use question and exclamation marks

Language Features

- use third person
- use attention grabbing words and phrases

Structure and Organisation

- Outline the main theme and genre of the book
- keep the blurb short and easy to read
- intrigue the reader with a question or a teaser
- Introduce the main character or plot briefly

Grammatical Features

- use short questions to make the reader think
- write in short dramatic sentences
- use question and exclamation marks
- Use ellipsis to leave the reader thinking

Language Features

- use third person use attention grabbing words and phrases

Biography

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include an opening which introduces the person organise ideas into 2-3 simple short paragraphs – each sections with a focus such as age, achievements, 2-3 key events in the person’s life; sequence life events chronologically Include a Fun Fact question to close <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use past tense; use third person; use a range of conjunctions, <p><u>Language features</u></p> <ul style="list-style-type: none"> use specific names of people or places; use pronouns to refer back to the subject; 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include an opening which introduces the person and why they are significant; organise paragraphs around 2-3 key events in the person’s life; Include a closing paragraph which outlines why this person will be remembered; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use past tense; use third person; use relative clauses to add further detail; use a range of conjunctions, begin to use formal sentence structures to achieve impersonal tone; <p><u>Language features</u></p> <ul style="list-style-type: none"> use specific names of people or places; use noun phrases to avoid repetition; use pronouns to refer back to the subject; 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include an opening which introduces the person and why they are significant; organise 2-3 paragraphs around key events chronologically in the person’s life; Include a closing paragraph which outlines what the future may hold or why this person will be remembered; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use past tense; use third person; use adverbs to indicate time and place; use relative clauses to add further detail; use a range of conjunctions, in varied positions, to aid cohesion; use formal sentence structures to achieve impersonal tone; <p><u>Language features</u></p>	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include an opening which introduces the person and why they are significant; organise paragraphs around key events chronologically in the person’s life; Include a closing paragraph which outlines what the future may hold or why this person will be remembered; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use past tense; use third person; use adverbs to indicate time and place; use relative clauses to add further detail; use a range of conjunctions, in varied positions, to aid cohesion; use formal sentence structures to achieve impersonal tone; <p><u>Language features</u></p>

			<ul style="list-style-type: none">• use emotive vocabulary to convey and provoke feelings about the person life;	<ul style="list-style-type: none">• use specific names of people or places; use noun phrases to avoid repetition; use pronouns to refer back to the subject; use emotive vocabulary to convey and provoke feelings about the person life; use passive and active voice; use subject-specific/context-linked vocabulary for authenticity; use formal language to achieve impersonal tone.•	<ul style="list-style-type: none">• use specific names of people or places; use noun phrases to avoid repetition; use pronouns to refer back to the subject; use emotive vocabulary to convey and provoke feelings about the person life; use passive and active voice; use subject-specific/context-linked vocabulary for authenticity; use formal language to achieve impersonal tone.•
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Writing to Persuade

Persuasive Adverts, Posters, Letter and Brochures

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Through modelling, children should be encouraged to:</p> <ul style="list-style-type: none"> organise ideas into simple sentences begin with a "Dear..." and use a suitable ending use nouns to refer to people and places; begin to organise thoughts clearly and state a message within the letter; use adjectives to describe; use the conjunction 'and' to link ideas or information; 	<p><u>Structure and Organisation</u></p> <ul style="list-style-type: none"> consider how best to make the poster visually appealing include a greeting and a goodbye within the letter (suitably formal/informal) Provide a key message and explain in the letter <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use the present tense use the first person (I, me , my) <p><u>Language features</u></p> <ul style="list-style-type: none"> use subject specific vocabulary; Use imperatives (bossy verbs) in posters 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a heading; consider how best to make the poster visually appealing (boxes, colour, bullet points, diagrams, images, font, size); focus upon the key message and ensure this is clearly written on the poster/review; 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a headline; consider how best to make the advert visually appealing (colour, bullet points, diagrams, images, font, size); create a catchy tagline to advertise the product; include a promise of a bargain/offer; 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include an opening sentence which outlines the desirability of the destination or ; use sub-headings/fact boxes to organise information; select information to appeal to audience; 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include an opening sentence which outlines the desirability of the destination; use sub-headings/fact boxes to organise information; select information to appeal to audience;

		<p><u>Grammatical features</u></p> <ul style="list-style-type: none"> • use imperative verbs to convey importance; • use inverted commas for direct quotes/endorsements; • use exclamatory sentences to emphasise; <p><u>Language features</u></p> <ul style="list-style-type: none"> • use subject specific vocabulary; • avoid detailed descriptions; • use comparisons (better than.); • use alliteration for effect. 	<p><u>Grammatical features</u></p> <ul style="list-style-type: none"> • use imperative verbs to convey importance; • use exclamatory sentences for emphasis; • include a rhetorical question; <p><u>Language features</u></p> <ul style="list-style-type: none"> • use subject specific vocabulary; • avoid detailed descriptions; • use comparisons and exaggeration (better than...); • use alliteration for effect; • use noun phrases to avoid repetition; • use language which appeals to the senses; • use comparative and superlative adjectives. 	<ul style="list-style-type: none"> • include images and slogans/taglines; • include a conclusion which reiterates why the reader should visit; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> • use present tense; • use of 2nd person pronoun 'you' to address the reader; • use a rhetorical question to draw the reader in; • use modal verbs to emphasise importance (should, must, ought); • use imperatives to indicate importance; <p><u>Language features</u></p> <ul style="list-style-type: none"> • maintain an appropriately informal style to connect with the reader; • use subject specific vocabulary to convey knowledge/ expertise; • use expanded noun phrases to add detail; • use repetition to emphasise desirability; • use the power of three to describe. 	<ul style="list-style-type: none"> • include images and slogans/taglines; • include a conclusion which reiterates why the reader should visit; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> • use present tense; • use of 2nd person pronoun 'you' to address the reader; • use a rhetorical question to draw the reader in; • use modal verbs to emphasise importance (should, must, ought); • use imperatives to indicate importance; <p><u>Language features</u></p> <ul style="list-style-type: none"> • maintain an appropriately informal style to connect with the reader; • use subject specific vocabulary to convey knowledge/ expertise; • use expanded noun phrases to add detail; • use repetition to emphasise desirability; • use the power of three to describe.
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Writing to Discuss

Discursive

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a clear title which states the discussion topic (often a question); include an opening paragraph which summarises the discussion; use paragraphs to outline arguments for and against; use examples and evidence, including statistics, to support points made; include a conclusion which outlines the writer's position; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use third person consistently; use mainly present tense; use subordinating conjunctions to aid cohesion and express cause and effect; use adverbials to link ideas/opinion; <p><u>Language features</u></p> <ul style="list-style-type: none"> use emotive language to emphasise opinion and evoke response; 	<p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a clear title which states the discussion topic (often a question); include an opening paragraph which summarises the discussion/argument; use paragraphs to outline arguments for and against; Use examples and evidence to support each point including some use of statistics; use subjunctive mood to express wish/desire/hope; include a conclusion which indicates opinion and directly appeals to the reader; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use third person consistently; use past and present tense appropriately; use second person to address the reader (the jury); add a rhetorical question to cause the reader to consider the writer's view and to draw them in;

				<ul style="list-style-type: none">• use technical vocabulary to convey knowledge and expertise;• use pronouns to avoid the repetition of proper nouns.	<ul style="list-style-type: none">• use subordinating conjunctions to aid cohesion and express cause and effect;• use adverbials to link ideas/opinion;• use modal verbs to indicate necessity; <p><u>Language features</u></p> <ul style="list-style-type: none">• use precise emotive language to emphasise points;• use technical vocabulary to convey knowledge and expertise;• use pronouns to avoid the repetition of proper nouns;• select appropriate vocabulary which matches the required level of formality;• use passive and active voice;• use language of possibility and probability to speculate.• use cautionary language to warn/emphasise
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