Writing to Entertain (Narrative)

The purpose of narrative can be defined simply as to tell a story. However, that does not convey the many purposes of stories and the way that they work at different levels. The purpose of a narrator is to make the listener or reader respond in a particular way. Stories are written or told to entertain an audience, make us sad, horrify us, make us laugh, make us excited. They create imaginative worlds that can help us understand ourselves and the things around us and take us beyond our own experience. Narrative is central to learning. Children use narrative to organise their ideas, structure their thinking and, ultimately, their writing. Telling and writing stories is not simply a set of skills for children to learn, but an essential means for them to express themselves in creative and imaginative ways.

Common forms of narrative text	Stories that use predictable and patterned language: ● traditional / folk stories / fairy tales ● stories set in familiar settings ● modifying well-known stories (changing a character; amending the ending; changing the setting etc) ● stories set in historical contexts ● myths and legends ● stories with flashbacks ● stories set in fantasy words / science fiction stories ● stories from different cultures	• adventure stories • mystery stories • scary stories • narratives retold from another perspective (eg form the point of view of a different character) • stories with morals or fables • stories with dilemmas • stories told as playscripts • telling a story from a first-person narrative (eg diaries and letters)

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to Entertain (Narrative)	Text Structure	simple narratives and retellings are told/ written in first or third person simple narratives are told/ written in past tense events are sequenced to create texts that make sense main participants are human or animal simple narratives use typical characters, settings and events whether imagined or real 'story language' (eg once upon a time, later that day etc) may be used to create purposeful sounding writing	As Year 1, plus: they are simply developed as either good or bad characters language choices help create realistic sounding narratives e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc	written in first or third person and in the past tense (occasionally in the present tense) events sequenced to create chronological plots through the use of adverbials and prepositions descriptions, including settings, are developed through the use of adverbials dialogue begins to be used to convey characters' thoughts language choices help create realistic sounding narratives	As Year 3, plus: dialogue is used to convey characters' thoughts and to move the narrative forward language choices help create realistic sounding narratives e.g. adverbs, adjectives precise nouns, expressive verbs and figurative language etc	As Year 4, plus: narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use adverbials and preposition descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language	As Year 5, plus: assured and conscious control is used to effectively and accurately convey meaning, particularly through manipulating grammar and vocabulary to achieve this

	Re-telling a narrative, setting descriptions and character descriptions	Retell and invent narrative	Simple narrative and description	Developed narrative with a focus on paragraphing	Developed narrative with a focus on sequencing	Developed narrative with a focus on cohesion	Developed narrative with a focus on atmosphere and shifts
		concept of a sentence basic sequencing of sentences capital letters and end marks correct past tense form written in the third person conjunctions to join ideas	past tense and introduction to progressive past tense adverbs of time to sequence events adverbs for additional detail expanded noun phrases singular possessive apostrophe apostrophe for contraction simple co-ordinating and subordinating conjunctions exclamation sentences comparable adjectives commas to separate items in a list verbs chosen for effect	conjunctions, adverbs and prepositions for cohesion - to sequence events or to mark changes in setting dialogue – begin to use inverted commas to punctuate direct speech past perfect tense prepositional phrases for settings verbs and adverbs chosen for effect, cohesion created, and repetition avoided through the use of nouns and pronouns	sequence organised into paragraphs using fronted adverbials to indicate changes in time or place different orders of sequences fronted adverbials and clauses to create cohesion expanded noun phrases dialogue including direct speech to show character – inverted commas to indicate direct speech, with the use of other speech punctuation/reported clauses develop characters through dialogue and action apostrophes for plural possession	paragraphs are linked through a range of cohesive devices including more sophisticated adverbials of time and place information within paragraphs is organised and linked through the use of cohesive devices begin to integrate dialogue to convey character and advance the action relative clauses, with commas, used for additional detail use brackets, comma, dashes, or commas to indicate parenthesis and meaning modal verbs to suggest degrees of possibility use expanded noun phrases to convey complicated information concisely	cohesion through a wide variety of devices wide range of vocabulary collected from reading and other sources which is considered and reflects purpose & genre the perfect form of verbs to mark relationships of time and cause Past perfect – *He had gone out to play* Future perfect – *He will have gone out to play* shifts in formality past perfect tense to link events, including past perfect progressive action, dialogue and description used to move events forward subjunctive form to hypothesise colons, semi-colons and dashes used to separate and link ideas

Writing to Inform

Purpose of reports: To provide detailed information about the way things are or were and to help readers/listeners understand what is being described by organising or categorising information.

Common forms of report text	• Describing aspects of daily life in history (eg fashion, transport, buildings) • Describing the characteristics of anything (eg particular animals or plants; the planets in the solar system, different rocks and materials; mythological creatures) • Comparing and describing localities or geographical features	• Describing the characteristics of religious groups and their lifestyles in re • Information leaflets Tourist guidebooks • Encyclopaedia entries • Magazine articles • Biographies
General text structure of report texts	In the absence of a chronological order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes:	● an opening statement, often a general classification (sparrows are birds) ● sometimes followed by a more detailed or technical classification (their Latin name is) ● a description of whatever is the subject of the report organised in some way to help the reader make sense of the information For example: ➢ its qualities (like most birds, sparrows have feathers) ➢ its parts and their functions (the beak is small and strong so that it can) ➢ Its habits/behaviour/ uses (sparrows nest in)

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to Inform	**Reports**	**Fact-file** understands how words combine to make sentences sentences start with a capital letter sentences end with a full stop word choices labels and captions	**Basic non-chronological report** present tense opening questions concluding exclamatory sentence subordinating and coordinating conjunctions to join information and give reasons begin to use adverbs to add description	**Sectioned non-chronological report** planned into sections headings and sub-headings conjunctions to join information and give reasons present perfect tense word choices to match information texts	**Non-chronological report with paragraphs** organised into sections with appropriate headings and text type features range of conjunctions and appropriate word choices beginning to explore levels of formality and able to demonstrate this through word and sentence choice appropriate use of pronouns and nouns	**Non-chronological report with paragraphs** cohesion through a variety of devices within and across paragraphs relative clauses with commas to add information parenthesis with commas, dashes and brackets to add information structured paragraphs linked with adverbials indicate degrees of possibility using modal verbs and adverbs Where appropriate, use a colon to introduce a list begin to use semi colons, colons, or dashes to mark boundaries between independent clauses	**Detailed information texts** **Biographies** cohesion through a wider variety of devices layout devices including headings, sub-headings, columns, bullets and tables to structure texts semi-colons for items in a list and colons to introduce lists sustained levels of formality demonstrated through sentence and word choices the identification of different structures typical of informal and formal writing eg the use of the subjunctive and the use of question tags hyphens used to avoid ambiguity

Purpose of recounts: To give details of an event that has happened.

Common forms of recount text	• Retelling events in English lessons and other curriculum areas, such as RE • Giving accounts of schoolwork, sporting events, science experiments and trips out • Writing historical accounts • Letters and postcards • Diaries and journals • Newspaper reports • Magazine articles • Obituaries

General text structure of recount texts	• orientation such as scene-setting or establishing context (It was the school holidays I went to the park) • an account of the events that took place, often in chronological order (The first person to arrive was) • some additional detail about each event (He was surprised to see me) • reorientation, e.g. a closing statement that may include elaboration (I hope I can go to the park again next week It was fun) 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.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to Inform	Recounts	Recount of an event concept of a sentence capital letters and full stops word choices correct past tense form written in the first person, using the pronoun: 'I'	Simple recount past tense progressive forms of verbs exclamatory sentences to make personal comments subordinating and coordinating conjunctions to join information and give reasons use of expanded noun phrases adverbs of time to sequence events	Sectioned recount planned in sections, using conjunctions, adverbs and prepositions to sequence events word choices and developed sentence structures to match recount texts express time and place using conjunctions (e.g. so, because), adverbs and prepositions inverted commas can be used to punctuation direct speech if appropriate	Developed recount with paragraphs developed sequential language organised into paragraphs adverbs, fronted adverbials and prepositions to sequence events word choices and developed sentence structures to match recount texts use of noun phrases by adding modifying adjectives, nouns and prepositional phrases	Journalistic writing Focusing on journalistic vocabulary and sentence structures cohesion through choice of techniques (e.g. sophisticated adverbials of time and place, conjunctions and prepositional phrases), within and across paragraphs structural features included in newspaper reports shifts in formality use of the past perfect modal verbs to indicate degrees of possibility reported and direct speech, including speech punctuation	Recount of an event cohesion through a wider variety of devices (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) passive voice shifts in formality control of vocabulary to match the language used in journalistic writing use of semi-colons, colons and dashes to mark boundaries between independent clauses structural features included in a newspaper report past perfect progressive form of verb

Purpose of instructions / procedural texts: To ensure something is done effectively and/or correctly with a successful outcome for the participant/s.

Common forms of instructional / procedural text	- How to design and make artefacts - Technical manuals: how to operate computers, phones, devices - How to carry out science experiments or to carry out a mathematical procedure - How to play a game - Writing rules for behaviour - How to cook and prepare food - Timetables and route-finders - Posters, notices and signs - Instructions on packaging

General text structure of instructional / procedural text	Begin by defining the goal or desired outcome e.g. How to make a board game: - an introductory sentence or paragraph - list any material or equipment needed, in order - provide simple, clear instructions If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal - diagrams or illustrations are often integral and may even take the place of some text (Diagram B shows you how to connect the wires) - a final evaluative statement can be used to wrap up the process E.g. Now go and enjoy playing your new game Your beautiful summer salad is now ready to eat

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to Inform	Instructions/ Procedural texts	Simple Instructions concept of a sentence basic sequencing of sentences capital letters and full stops word choices correct past tense form labels and captions	Developed Instructions developed sequencing with subordinating and coordinating conjunctions to join information and give reasons adverbs of time to sequence and to add detail commas to separate items in a list	5-part instructions sequenced parts – title; opening paragraph to introduce instructions' equipment list; method; closing paragraph with "top tip" commas to separate items in a list heading and subheadings to aid presentation time, place and cause expressed using conjunctions, adverbs or prepositions	Developed 5-part instructions 5 clearly sequenced parts cohesion through the use of nouns and pronouns fronted adverbials use of commas for fronted adverbials	Complex 5-part instructions 5 clearly sequenced parts parenthesis can be used to add additional advice, relative clauses to add further information modal verbs to suggest degrees of possibility layout devices to provide additional information and guide the reader	

Purpose of explanation texts: To explain how or why, eg to explain the processes involved in natural/social phenomena or to explain a process, such as how a car is made.

Common forms of explanation texts	• How to design and make artefacts • Explaining electricity, forces, food chains etc in science • Explaining inventions such as the steam train, the causes of historic events such as wars and revolutions, explaining the role of the Nile in determining the seasons in Ancient Egypt • Explaining phenomena such as the water cycle or how a volcano erupts in geography • Explaining religious traditions and practices in RE • Encyclopaedia entries • Technical manuals • Question and answer articles and leaflets • Science write-ups

General text structure explanation texts	• A general statement to introduce the topic being explained Eg In the winter some animals hibernate • the steps or phases in a process are explained logically, in order Eg When the nights get longer because the temperature begins to drop so the hedgehog looks for a safe place to hide • specific features that include written in the present tense, text arranged into numbered points, time conjunctions, diagrams with labels and pictures with captions

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to Inform	Explanation Texts		**Basic explanation** consistent use of present tense questions used to form titles question marks used to denote questions (Y1) conjunctions eg so…because to explain	**Sectioned explanation** introduction to paragraphs as a way to group related material consistent use of present tense express time, place and cause using conjunctions (eg so, because), adverbs and prepositions headings and subheading used to aid presentation	**Explanation text with paragraphs** fronted adverbials (with a comma) paragraphs to organise ideas cohesion through the use of nouns and pronouns	**Developed explanation text** indicate degrees of possibility use adverbs and modal verbs layout devices to provided additional information and guide the reader cohesion within paragraphs using adverbials relative clauses use to add further information parenthesis to add to the clarification of technical words	**Scientific writing/report** cohesion through a wider variety of devices passive voice appropriate levels of formality demonstrated features of explanation texts where appropriate advanced sequential and casual language

Writing to Persuade

Purpose of persuasive texts: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.

Common forms of persuasive texts	• Publicity materials such as tourist brochures • Writing editorials to newspapers about controversial issues • Writing letters about topics such as traffic on the high street or deforestations • Creating posters and leaflets about issues such as bullying, stranger danger or substance abuse • Creating posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition • Writing book reviews for other pupils • Book blurbs • Applying for a job or a position on the school council

General text structure of persuasive texts	• An opening statement (thesis) that sums up the viewpoint being presented: Green Trees Hotel is the best in the world School uniform is a good idea • Strategically organised information presents and then elaborates on the desired viewpoint: Vote for me because I am very experienced I have been a school councillor three times and I have • A closing statement repeats and reinforces the original thesis: All the evidence shows that It's quite clear that Having seen all that we offer you, there can be no doubt that we are the best

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to Persuade	Adverts, Letters, Speeches and Posters		**Basic persuasive text** written in present tense rhetorical questions effective use of noun phrases and expanded noun phrases	**Sectioned persuasive text** introduction to paragraphs as a way to group related material express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions use of present perfect form of verbs	**Persuasive text with paragraphs** cohesion through choice of pronouns or nouns within an across sentences, avoiding repetition expanded noun phrases persuasive writing features	**Developed persuasive text** evaluating the contrast between formal and informal persuasive texts cohesion through of techniques expanded noun phrases persuasive writing features modal verbs and adverbs to position the argument structured paragraphs linked with adverbials commas to avoid ambiguity	**Advanced persuasive text** adapting degrees of formality and informality, including vocabulary choices, to suit the form of the text passive voice subjunctive form to hypothesise cohesion across paragraphs using a wider range of cohesive devices, including conjunctive adverbs persuasive writing features hyphens to avoid ambiguity

Writing to Discuss

Purpose of discussion texts: To present a reasoned and balanced overview of an issue or controversial topic Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples.

Common forms of discussion texts	• Non-fiction book on an 'issues' • Write-up a debate • Leaflet or article giving balanced account of an issue • Writing letters about pollution, factory farming or smoking • Writing essays giving opinions about literature, music or works of art

General text structure of discussion texts	• The most common structure includes: • a statement of the issues involved and a preview of the main arguments • arguments for, with supporting evidence/examples • arguments against or alternative views, with supporting evidence/examples • Another common structure presents the arguments 'for' and 'against' alternatively • Discussion texts usually end with a summary and a statement of recommendation or conclusion The summary may develop one particular viewpoint using reasoned • judgements based on the evidence provided

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to Discuss	Balanced Arguments				Basic discussion text consistent use of present tense – recap from year 2 present perfect form of verbs – recap from year 3 effective use of noun phrases paragraphs to organise ideas adverbials e.g. therefore, however headings and subheadings used to aid presentation – recap from year 3	Advanced discussion text cohesion within paragraphs using adverbials layout devices to provide additional information and guide the reader modal verbs to indicate degrees of possibility	Complex discussion text cohesion through a wider variety of devices adverbials for cohesion modal verbs and adverbs to position the argument advanced language chosen to represent both arguments appropriate levels of formality applied well-structured arguments language involved with evaluation and viewpoints included use of colons and semi-colons to control sentence structure passive voice subjunctive form to hypotheses