

Fiction Progression Planning

Purpose of writing - to entertain (narrative/ poetry): 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 and enthral an audience. Stories can 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. From the earliest times, stories have been a part of the way that people have explained their world, passed on their beliefs and memories and entertained one another. Narrative is central to learning, especially for young children who develop their understanding through making up stories about what has happened and what might happen. 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.

	Reception	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Composition	<p>Planning</p> <ul style="list-style-type: none"> · Say aloud what they are going to write about <p>Drafting</p> <ul style="list-style-type: none"> · Compose a sentence orally before they write it <p>Evaluating and Editing</p> <ul style="list-style-type: none"> · Discuss what they have written with the teacher and other pupils 	<p>Planning</p> <ul style="list-style-type: none"> · Jot down key words and new vocabulary · Say aloud what they are going to write about <p>Drafting</p> <ul style="list-style-type: none"> · Compose a sentence orally before they write it <p>Evaluating and Editing</p> <ul style="list-style-type: none"> · Re-reading what they have written to check that it makes sense · Discuss what they have written with the teacher and other pupils <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Planning</p> <ul style="list-style-type: none"> · Plan or say aloud what they are going to write · Write down ideas/key words including new vocabulary <p>Drafting</p> <ul style="list-style-type: none"> · Encapsulate what they want to say sentence by sentence · Write narratives about personal experiences and those of others <p>Evaluating and Editing</p> <ul style="list-style-type: none"> · Evaluate their writing with the teacher and other pupils · Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently · Proof-read to check for errors in spelling, grammar and punctuation <p>Read aloud what they have written so that the meaning is clear</p>	<p>Planning</p> <ul style="list-style-type: none"> · Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar <p>Drafting</p> <ul style="list-style-type: none"> · Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures · Organise paragraphs around a theme · Create settings, characters and plots <p>Evaluating and Editing</p> <ul style="list-style-type: none"> · Assess the effectiveness of their own and other's writing suggesting improvements · Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns · Proof-read for spelling and punctuation errors <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Planning</p> <ul style="list-style-type: none"> · Identify the audience and purpose of the writing and select the appropriate form · Note and develop initial ideas, drawing on reading and research, where necessary <p>Drafting</p> <ul style="list-style-type: none"> · Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning · Precise longer passages · Use a range of devices to build cohesion within and between paragraphs · Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Evaluating and Editing</p> <ul style="list-style-type: none"> · Assess the effectiveness of their own and others' writing · Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning · Ensure that consistent and correct use of tense throughout a piece of writing · Ensure correct subject and verb agreement when using singular and plural · Proof-read for spelling and punctuation errors <p>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</p>

Narrative – Writing to Entertain		Purpose		Types	
Children write many different types of story through KS1 and KS2. Although most share a common purpose (to tell a story in some way) there is specific knowledge children need in order to write a particular narrative text.		To tell a story or share knowledge of the past To celebrate and praise To amuse or entertain through wordplay To reflect or share knowledge		Narrative types are developed across school.	
Year Group	Narrative Styles/Organisation		Sentence Features/Story Language	Grammatical Features	Punctuation
R	Oral retelling of events using time words and past tense Simple sentence recounting the story spoken and then written.		Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop
Year 1	Traditional tales/ Fairy tales Adventure Familiar setting Dilemma	Clear beginning and end using story language e.g. Once upon a time, One day, In the end. Ideas grouped together in chronological order Problem and simple resolution	Use of simple sentence structures. Size adjectives big, small, enormous big, bigger, biggest Emotion adjectives sad, angry, cross, happy Pronouns I, she, he, they Prepositions up, down, into, out, to, onto Time references once upon a time, one day, happily ever after	Noun Consistent Past tense Adjectives Adventurous vocabulary	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Fables Humorous Dilemma	Sentences written in chronological order indicated by time words Characters and setting are described in detail Paragraphing for a change of time or place Trigger event followed by a series of event and a conclusion Correct use of pronoun	Simple adverbs to express how to do an action Noun phrases to describe Story Language Adverbs suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily Story Starters by the next morning, one day, as soon as Story Endings in the end, at the end of the day Power of 3 He leaped from his horse, charged to the gate and raised his sword.	Noun and noun phrase Progressive verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives Third person	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3	Dilemmas Traditional/Fairy stories Myths Familiar settings Adventure	Time and place referenced at the start of each sentence Characters are introduced and who, what, when, where and why are established Story flows well and raises doubt and suspense There is a clear complication and events, which are paragraphed throughout Cohesion throughout	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Story Language Simile and Metaphor ...as small as a mouth... ...strong like a bull... He was a walking encyclopaedia. Her tears were a river flowing down her face. Adverbs suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily Accurate Action Verbs pushed, rushed, shoved Power of 3 He leaped from his horse, charged to the gate and raised his sword	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets

Year 4	Sci-Fi Mystery Legends Historical Fantasy	Links between opening and resolution Links between paragraphs help to link one idea to the next Paragraphs organised correctly to build up to key events	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Story Language Simile and Metaphor ...as small as a mouth... ...strong like a bull... He was a walking encyclopaedia. Her tears were a river flowing down her face. Adverbs for Frequency or Subtlety often, seldom, exactly, suspiciously, craftily Conjunctions to add information moreover, furthermore, in addition, in due course Power of 3 He leaped from his horse, charged to the gate and raised his sword.	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets
Year 5	Historical Science-fiction Humorous Myths Fantasy Other cultures Classics	Opening and resolution shape the story Paragraphs varied in length and structure Dialogue is used to move the action on	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length Simile and Metaphor ...as small as a mouth... ...strong like a bull... He was a walking encyclopaedia. Her tears were a river flowing down her face. Adverbs for Frequency or Subtlety often, seldom, exactly, suspiciously, craftily Repetition The boys ran and ran until they could run no more. Personification The bees played hide and seek with the flower. The first rays of morning tiptoed through the field.	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type Pronouns used to hide the doer of the action – it crept into the woods	Brackets Dashes Colons Semi-colons
Year 6	Adventure Flashbacks Mystery Science-fiction Other cultures	The story is well constructed and raises intrigue Dialogue is used to move the action on or to heighten empathy for a character Deliberate ambiguity is set up in the mind of the reader to be answered later on in the text	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length Active and Passive They removed the ring from the drawer. The ring was removed from the drawer. Modifiers for intensity insignificant amount, exceptionally, recently, evidently Repetition The boys ran and ran until they could run no more. Personification The bees played hide and seek with the flower. The first rays of morning tiptoed through the field.	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type	Brackets Dashes Colons Semi-colons

Non-Fiction Progression Planning

	Reception	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Composition	<p>Planning</p> <ul style="list-style-type: none"> · Say aloud what they are going to write about <p>Drafting</p> <ul style="list-style-type: none"> · Compose a sentence orally before they write it <p>Evaluating and Editing</p> <ul style="list-style-type: none"> · Discuss what they have written with the teacher and other pupils 	<p>Planning</p> <ul style="list-style-type: none"> · Jot down key words and new vocabulary · Say aloud what they are going to write about <p>Drafting</p> <ul style="list-style-type: none"> · Compose a sentence orally before they write it <p>Evaluating and Editing</p> <ul style="list-style-type: none"> · Re-reading what they have written to check that it makes sense · Discuss what they have written with the teacher and other pupils <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Planning</p> <ul style="list-style-type: none"> · Plan or say aloud what they are going to write · Write down ideas/key words including new vocabulary <p>Drafting</p> <ul style="list-style-type: none"> · Encapsulate what they want to say sentence by sentence · Write narratives about personal experiences and those of others <p>Evaluating and Editing</p> <ul style="list-style-type: none"> · Evaluate their writing with the teacher and other pupils · Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently · Proof-read to check for errors in spelling, grammar and punctuation <p>Read aloud what they have written so that the meaning is clear</p>	<p>Planning</p> <ul style="list-style-type: none"> · Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar <p>Drafting</p> <ul style="list-style-type: none"> · Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures · Organise paragraphs around a theme · Create settings, characters and plots <p>Evaluating and Editing</p> <ul style="list-style-type: none"> · Assess the effectiveness of their own and other's writing suggesting improvements · Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns · Proof-read for spelling and punctuation errors <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Planning</p> <ul style="list-style-type: none"> · Identify the audience and purpose of the writing and select the appropriate form · Note and develop initial ideas, drawing on reading and research, where necessary <p>Drafting</p> <ul style="list-style-type: none"> · Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning · Precise longer passages · Use a range of devices to build cohesion within and between paragraphs · Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Evaluating and Editing</p> <ul style="list-style-type: none"> · Assess the effectiveness of their own and others' writing · Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning · Ensure that consistent and correct use of tense throughout a piece of writing · Ensure correct subject and verb agreement when using singular and plural · Proof-read for spelling and punctuation errors <p>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</p>

Writing to Inform		Purpose	Types	
Instructions				
Aim – to ensure something is done properly This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving.		To tell how to do or make something. To give information on how to complete a task. To describe a process in chronological order.	DIY/ Technical Manual Sewing or Knitting Pattern Recipe Science Experiment Instructions and Packaging / How to play a game	
General text structure:				
<ul style="list-style-type: none">- Begin by defining the goal or desired outcome (How to make a board game)- An introductory sentence or paragraph- List any materials or equipment needed, in order- Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which 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 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.				
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
R	Oral retelling of how to make and do something Simple sentence containing imperative verb at the start spoken and then written	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop
Year 1 Simple instructions	Title or Goal List of Equipment/Materials Numbered Steps Labels and captions	Use of simple sentence structures. Imperative verbs to start sentences Lists	Noun Imperative verbs Present tense verbs Adjectives Time conjunctions to show chronological order.	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2 Developed instructions	Goal – outline statement about what will be achieved Sequenced steps to achieve the goal Diagrams and illustrations to support the Process Closing paragraph with 'top tip'	Imperative verbs used for clarity Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Progressive verb form Subordinating and coordinating conjunctions Consistent tense throughout piece Adverbs to show how and when Adding -er and -est to show comparison in adjectives Third person	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3 5 part instructions	Goal – outline statement about what will be achieved Ingredients and equipment lists are outlined clearly Tips and suggestions and precautionary advice embedded in the text	Variation in sentence structures: Prepositional phrases Expanded noun phrases	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations
Year 4 Developed 5 part instructions	Goal – outline statement about what will be achieved Ingredients and equipment lists are outlined clearly Tips and suggestions and precautionary advice embedded in the text	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets

<p>Year 5</p> <p>Complex 5 part instructions</p>	<p>All of the above for instructions for more complex processes</p>	<p>Variation in sentence structures and wider range of examples of:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Relative Clauses</p> <p>Variation in sentence length</p>	<p>More complex examples of:</p> <p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>Correct use of simple present, present progressive and present perfect</p> <p>Fronted adverbials</p> <p>Implied second person</p> <p>Use of modal verbs</p>	<p>Brackets</p> <p>Dashes</p>
<p>Year 6</p> <p>Complex 5 part instructions</p>	<p>All of the above for instructions for more complex processes</p>	<p>Variation in sentence structures and wider range of examples of:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Relative Clauses</p> <p>Variation in sentence length</p> <p>Use of passive and active</p>	<p>More complex examples of:</p> <p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>Correct use of simple present, present progressive and present perfect</p> <p>Fronted adverbials</p> <p>Implied second person</p> <p>Use of modal verbs</p> <p>Text changes according to the text type.</p>	<p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi colons</p>

Writing to Inform Recount		Purpose	Types	
Aim – to inform, entertain or persuade. These can be written about the writer or about someone else. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and self-awareness.		To retell events in time order. To give an account of an event or experience. To write in chronological order.	Letter Biography/Autobiography Write up of a trip Newspaper report Diary/ Journal	
General Text Structure: <ul style="list-style-type: none">- 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. closing statement that may include elaboration (I hope I can go to the park again next week as it was such fun.)				
Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time (more often in fiction recounts)				
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
R	Oral retelling of events using time words and past tense. Simple sentence recounting the event spoken and then written.	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop
Year 1 Recount of event	Title Introductory sentence to show – who, what, when, where and why Series of sequences demarcating the passing of time Simple ending	Use of simple sentence structures. Use of time conjunctions at the start	Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2 Simple recount	Title Clear introduction and conclusion Ideas organised into chronological paragraphs demonstrating the passing of time	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Simple and Progressive past tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3 Sectioned recount	Title Introduction to give a clear understanding of what they text will be about Concluding paragraph to summarise the overall impact Links between sentences and paragraphs to navigate the reader Paragraphs organised around key events	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions First and third person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations

<p>Year 4</p> <p>Developed recount with clear cohesive paragraphs</p>	<p>Title</p> <p>Introduction to give a clear understanding of what they text will be about</p> <p>Concluding paragraph to summarise the overall impact</p> <p>Links between sentences and paragraphs to navigate the reader</p> <p>Paragraphs organised around key events</p> <p>Elaboration within paragraphs to develop: description, action and feelings</p>	<p>Variation in sentence structures:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p>	<p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>A wider range of conjunctions</p> <p>Correct use of simple past, past progressive and past perfect</p> <p>Fronted adverbials</p> <p>First and third person</p>	<p>Apostrophes to mark singular and plural possession</p> <p>Commas in a list</p> <p>Commas after fronted adverbials</p> <p>Inverted commas if using quotations</p> <p>Brackets</p>
<p>Year 5</p> <p>Journalistic writing</p>	<p>Fully developed introduction and conclusion to include personal responses</p> <p>Paragraphed events, which are detailed and engaging</p> <p>Clear chronology throughout the piece by directing the reader to time and place</p> <p>Information is prioritised to the reader</p>	<p>Variation in sentence structures and wider range of examples of:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Relative Clauses</p> <p>Variation in sentence length</p>	<p>More complex examples of:</p> <p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Modifiers used to intensify or qualify</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>Correct use of simple past, past progressive and past perfect</p> <p>Fronted adverbials</p> <p>Use of modal verbs</p> <p>Reported speech as well as direct speech</p>	<p>Apostrophes to mark singular and plural possession</p> <p>Commas in a list</p> <p>Commas after fronted adverbials</p> <p>Inverted commas if using quotations</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p>
<p>Year 6</p> <p>Developed journalistic writing</p>	<p>All of the above for recounts for more complex processes</p>	<p>Variation in sentence structures and wider range of examples of:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Relative Clauses</p> <p>Variation in sentence length</p> <p>Use of passive and active</p>	<p>More complex examples of:</p> <p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Modifiers used to intensify or qualify</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>Correct use of simple past, past progressive and past perfect</p> <p>Fronted adverbials</p> <p>Use of modal verbs</p> <p>Reported speech as well as direct speech</p> <p>Implied second person</p> <p>Tense changes according to the purpose</p>	<p>All of the above and semi colons and colons</p>

Writing to Inform Non-chronological Report		Purpose	Types	
Aim – to provide detailed information to the reader and is structured under clear categories. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving.		To describe what things are like (were like) To inform the reader of a specific subject content	Topic based school project Non-fiction information book page/ encyclopaedia Magazine article Tourist guidebook Information leaflet	
General Text Structure:				
In the absence of a chronological structure where events happen in a particular 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:				
<ul style="list-style-type: none">- An opening statement, often a general classification (sparrows are birds), sometimes followed by a more detailed or technical classification (their Latin name is..)- Then a description of whatever is the subject of the report organised in some way to help the reader make sense of the information. e.g. Its qualities. Its parts and their functions. Its habits/behaviour/ uses				
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
R	Oral description of an object/ person/ place or thing Simple sentence containing an adjective	Use of simple sentence structures. Caption writing – creating facts	Nouns and verbs correct	Capital letter and full stop
Year 1 Fact file	Introduction Ideas grouped into similarities Use of causal conjunctions Simple sentence with a capital letter and full stop Labels and captions	Use of simple sentence structures. Use of time conjunctions at the start	Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together Adverbs	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2 Basic non-chron report	Clear introduction to classify the subject of the report Grouping Information into specific paragraphs: Classification Description Habitats etc. Concluding exclamatory sentence	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Simple and Progressive past tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Generalising words – many, most, some Use of technical vocabulary	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3 Sectioned non chron	Clear introduction and conclusion Paragraphs organised correctly into key ideas Headings and Subheadings used to organise information Technical vocabulary	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions First and third person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations
Year 4 Paragraphed non chron	Clear introduction and conclusion Paragraphs organised correctly into key ideas Headings and Subheadings used to organise information Technical vocabulary Beginning to explore formality through sentence choices.	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Sentences contain more than one clause using coordination and subordination	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets

<p>Year 5</p> <p>Biography</p>	<p>Introduction and conclusion provide detail and give cohesion to the piece</p> <p>Subheadings and bullets points enhance the organisation</p> <p>Introductory sentence for each paragraph to explicitly give the main idea linked with adverbials</p>	<p>Variation in sentence structures and wider range of examples of:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Relative Clauses</p> <p>Variation in sentence length to support cohesion</p>	<p>More complex examples of:</p> <p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Relative clauses with commas and brackets to add information</p> <p>Modifiers used to intensify or qualify</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>Correct use of simple past, past progressive and past perfect</p> <p>Fronted adverbials</p> <p>Use of modal verbs</p> <p>Reported speech as well as direct speech</p>	<p>Apostrophes to mark singular and plural possession</p> <p>Commas in a list</p> <p>Commas after fronted adverbials</p> <p>Inverted commas if using quotations</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p>
<p>Year 6</p> <p>Detailed information texts</p>	<p>Introduction and conclusion provide detail and give cohesion to the piece</p> <p>Subheadings and bullets points enhance the organisation</p> <p>Tables and columns included if appropriate</p> <p>Introductory sentence for each paragraph to explicitly give the main idea linked with adverbials</p> <p>Sustained level of formality demonstrated through sentence and word choice.</p>	<p>Variation in sentence structures and wider range of examples of:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Relative Clauses</p> <p>Variation in sentence length to support cohesion</p> <p>Use of passive and active</p> <p>Comparative sentences</p>	<p>More complex examples of:</p> <p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Modifiers used to intensify or qualify</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>Correct use of simple past, past progressive and past perfect</p> <p>Fronted adverbials</p> <p>Use of modal verbs</p> <p>Reported speech as well as direct speech</p> <p>Implied second person</p> <p>Tense changes according to the purpose</p> <p>Identification of different structures typical of informal and formal writing e.g. subjunctive/ question tags</p>	<p>All of the above and semi colons and colons</p> <p>Hyphens to avoid ambiguity</p>

Writing to Inform		Purpose	Types	
Explanation		To explain why or how something happens To explain cause and effect To describe a scientific process sometimes in chronological order.	Encyclopaedia entry Technical manual Science investigation Question and answer section Explaining phenomena (water cycle/ how volcano erupts)	
General Text Structure: <ul style="list-style-type: none">- A general statement to introduce the topic being explained e.g. in the winter some animals hibernate- The steps or phases in a process are explained logically, in order. E.g. when the nights get longer ... because the temperature beings 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 Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Year 3 Sectioned Explanation	Clear introduction explaining the process to be explained Fully developed process steps using time and causal conjunctions to link ideas Conclusion Description of parts	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe process Subordinating and Coordinating sentences used to add information and detail	Noun and noun phrase Simple and Progressive present tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Technical vocabulary	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations
Year 4 Explanation Text with paragraphs	Clear introduction and conclusion Paragraphs organised around a topic or process Description of parts Explanation of how or why something happens Further detail of the process Use of subheading to navigate the reader.	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials First and third person Standard English	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets
Year 5 Developed Explanation text	Introduction and conclusion provide detail and give cohesion to the piece Subheadings and bullets points enhance the organisation Description of the phenomenon is technical and accurate	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion Sentences are generalised to categories the information	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets Dashes Colons
Year 6 Scientific Explanation Text	Introduction and conclusion provide detail and give cohesion to the piece Subheadings and bullets points enhance the organisation Description of the phenomenon is technical and accurate Advanced causal and sequential language.	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion Use of passive and active Sentences are generalised to categories the information	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Implied second person Use of modal verbs, Tense changes according to the purpose Reported speech as well as direct speech	All of the above and semi colons and colons Hyphens to avoid ambiguity

Writing to Persuade/ Entertain Persuasion		Purpose	Types	
Aim – to provide the writer with the opportunity to encourage the reader/ listener towards seeing things the same way as them. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.		To make a case for a particular point of view To motivate, move or convince someone towards a certain opinion	Advertisements Travel Brochure Political Pamphlet Complaint Letter Magazine Article	
General Text Structure: <ul style="list-style-type: none">- An opening statement that sums up the viewpoint being presented.- Strategically organised information presents and then elaborates on the desired viewpoint.- A closing statement repeats and reinforces the original statement-				
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Year 4	Clear introduction and conclusion Paragraphs organised around key ideas/ subject and issue Use of subheading to navigate the reader Topic sentences to navigate the paragraph	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe process Subordinating and Coordinating sentences used to add information and detail	Noun and Noun phrase Subordinating and coordinating conjunctions Consistent tense throughout piece Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often First and 3 rd person Correct use of simple present, present progressive and present perfect.	Exclamation marks Proper noun capital letter placement Apostrophes to mark singular and plural possession Apostrophe for contraction Commas after fronted adverbials Commas in list
Year 5	Introduction and conclusion provide detail and give some cohesion to the piece Paragraphs organised to prioritise the most important argument Arguments well-constructed	Variation in sentence structures: Prepositional phrases Expanded Noun phrases Subordinate Clauses Rhetorical Questions Turning opinion into fact Emotive language	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials First and third person Use of modal verbs Reported speech as well as direct speech Standard English	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets Dashes Semi Colon
Year 6	Introduction and conclusion provide detail and give cohesion to the piece Paragraphs organised to prioritise the most important argument Arguments well-constructed Viewpoint of the writer is evident throughout	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded Noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion Use of passive and active Concession and condescension are used to impact the reader	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech	Brackets Dashes Colons Semi-colons Inverted commas if using quotations and to demonstrate excitement

Writing to Discuss Discussion		Purpose	Types	
Aim – to allow a reasoned and balanced overview to discuss an issue or controversial topic. This writing allows for development of: creativity, empathy, enquiry, evaluation. Information processing, managing feelings, motivation and problem solving.		To present arguments and information from different viewpoints. To show for and against.	Write up of a debate Newspaper Article Leaflet giving balanced argument Essay	
General Text Structure: <ul style="list-style-type: none">- 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 is to present the arguments 'for' and 'against' alternately. <ul style="list-style-type: none">- 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 Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Year 5	Introduction and conclusion provide detail and give cohesion to the piece Paragraphs organised to prioritise the most important argument Formal language used	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Reported speech as well as direct speech Fronted adverbials Use of modal verbs	Brackets Dashes Colons Semi-colons
Year 6	Introduction and conclusion provide detail and give cohesion to the piece Paragraphs organised to prioritise the most important argument Arguments on both sides are well-constructed Formal language is used throughout to show a balanced viewpoint	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech Abstract nouns	Brackets Dashes Colons Semi-colons