Purposes of Writing

Text Types: Stories (including retelling), descriptions, poetry, writing in role

	Year 1	Year 2
Text Features	- 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. - The main participants are human or animal. - Simple narratives use typical characters, settings and events whether imagined or real. 'Story language' (e.g. once upon a time, later that day etc.) may be used to create	- Narratives and retellings are told/ written in first or third person - Narratives and retellings are told/ written in past tense - Events are sequenced to create texts that make sense. - The main participants are human or animal. They are simply developed as either good or bad characters. - Simple narratives use typical characters, settings and events whether imagined or real. - 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.
Grammatical Features	Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed.	- Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. - The past progressive form of verbs can be used, e.g. the Billy Goats

- Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. - Sentences are demarcated using full-stops, capital letters and finger spaces. - Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. - Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Listen to stories and narrative texts that use the features required for the writing. - Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. - Make plans and props based on the story or narrative that has been shared. - Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc. - Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama Oh no! - Question marks can be used to form questions, e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf. - Use of the personal pronoun 'I' to retell personal narratives, e.g. I went to the park yesterday.	Gruff were eating, Rapunzel was hoping someone would come and rescue her... - Apostrophes can be used for possession, e.g. Granny's house, baby bear's bed. - Apostrophes to show contraction can be used, e.g. Goldilocks couldn't believe her eyes. - Personal retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. - Sentences are demarcated using full-stops, capital letters and finger spaces. - Use of conjunctions e.g. and, so, because, when, if, that, or, but ... to join ideas and enable subordination of ideas. - Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! and to form exclamative sentences, e.g. How amazing was that!, What an incredible sight! - Question marks can be used to form questions, including rhetorical questions used to engage the reader. - Adjectives including comparative adjectives are used to aid description and make comparisons, e.g. the troll was big but the eldest Billy Goat Gruff was bigger. - Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. - Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases. - Verbs should be chosen for effect e.g. walked instead of went, grabbed instead of got etc.
Planning and Preparation - Listen to stories and narrative texts that use the features required for the writing. - Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.	- Listen to stories and narrative texts that use the features required for the writing. - Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.

	- Make plans and props based on the story or narrative that has been shared. - Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc. - Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama - activities. - Think, say and write sentences to tell the story or narrative in their own words. Reread the completed narrative aloud, for - example, to a partner, small group or the teacher.	- Make plans and props based on the story or narrative that has been shared. - Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc. - Make use of ideas from reading, e.g. using repetition to create an effect. - Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. - Think, say and write sentences to tell the story or narrative in their own words. - Write narratives using their plans. - Edit, proofread and amend their writing - based on their own thoughts and those of - their peers and teachers. - Reread completed narratives aloud, for example, to a partner, small group or the teacher.

	Year 3	Year 4
Text Features	- Narratives and retellings are written in first or third person. - Narratives and retellings are written in past tense, occasionally these are told in the present tense. - Events are sequenced to create chronological plots through the use of adverbials and prepositions. - Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... - Narratives use typical characters, settings and events whether imagined or real.	- Narratives and retellings are written in the first or third person. - Narratives and retellings are written in the past tense, occasionally these are told in the present tense. - Events are sequenced to create chronology through the use of adverbials and prepositions - Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... - Narratives use typical characters, settings and events whether imagined or real. - Dialogue is used to convey characters' thoughts and to move the narrative forward.

	• Dialogue begins to be used to convey characters' thoughts and to move the narrative forward. • 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), expressive verbs (e.g. shouted/muttered instead of said etc.)	• Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc.
Grammatical Features	• Paragraphs are useful for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs used to denote the passage of time. • Adverbs e.g. first, then, after that, finally... are useful for denoting shifts in time and for structuring the narrative. • The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative. • Using prepositions e.g. before, after, during, after, before, in, because of... enables the passage of time to be shown in the narrative and the narrative to be moved on. • Present perfect form of verbs can be used within dialogue or a character's thoughts, e.g. What has happened to us? What have you done? They have forgotten me... Headings and subheadings can be used to indicate sections in the narrative, e.g. Chapter 1; How it all began; the story comes to a close... etc. • Inverted commas can be used to punctuate direct speech this allows characters to interact and the story to be developed. • Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods.	• The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). • Standard English forms of verb inflections are used instead of local spoken forms, e.g. 'we were' instead of 'we was', 'we did that' rather than 'we done that'. • Fronted adverbials can be used e.g. During the night..., in a distant field.... These should be punctuated using a comma. • The use of adverbials e.g. therefore, however cerates cohesion within and across paragraphs. • Cohesion can also be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys... • Paragraphs are useful for organising the narrative into logical sections. • Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. • The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative. • Descriptions can be developed through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher

	• Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. • Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys...	with the curly hair (noun modified with preposition). • The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed. • Apostrophes can be used to indicate plural possession e.g. The girls' names, the children's mother, the aliens' spaceship.
Planning and Preparation	• Read stories and narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Make plans that include a limited number of characters and describe a few key details that show something about their personalities. Compose and rehearse sentences or parts of stories orally to check for sense. • Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc.. • Make use of ideas from reading, e.g. using repetition to create an effect. • Try to show rather than tell, for example, show how a character feels by what they say or do. • Write narratives using their plans. • Reread completed narratives aloud, e.g. to a partner, small group. Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.	• Read narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Make plans that include key events, being sure that all the events lead towards the ending. • Plan a limited number of characters and describe a few key details that show something about their personalities. • Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader. • Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc. • Try to show rather than tell, for example, show how a character feels by what they say or do. • Write narratives using their plans. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. • Reread completed narratives aloud, e.g. to a • partner, small group.

	Year 5	Year 6
Text Features	- Narratives and retellings are written in first or third person. - Narratives and retellings are written in past tense, occasionally these are told in the present tense. - Narratives are told sequentially and non- sequentially (e.g. flashbacks) through the use adverbials and prepositions. - Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language. - Dialogue is used to convey characters' thoughts and to move the narrative forward.	- Narratives and retellings are written in first or third person. - Narratives and retellings are written in past tense, occasionally these are told in the present tense. Narratives are told sequentially and non- sequentially (e.g. flashbacks) through the use adverbials and prepositions. - Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language. - Dialogue is used to convey characters' thoughts and to move the narrative forward.
Grammatical Features	- The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). - Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest ... - Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly). - Modals can be used to suggest degrees of possibility, e.g. They should never have...If they were careful, the children might be able to... - Adverbs of possibility can be used to suggest possibility,	- By writing for a specified audience and with a particular purpose in mind, the writer can choose between vocabulary typical of informal speech and that appropriate for formal speech e.g. the battalion traversed the mountain range; the soldiers walked over the mountains. - The passive voice can be used e.g. it was possible that..., the map was given to the children by..., more ingredients were added to the potion etc. - Writers may use conditional forms such as the subjunctive form to hypothesise, e.g. If the children were to get out of this situation..., if only there were a way to solve this problem..., I wished I were somewhere else...etc. - Past perfect progressive forms can be used to indicate specific points in time e.g. the children had been searching... I had been dreaming of riding a unicorn all my life... - Create cohesion across paragraphs using a wider range of

	e.g. They were probably going to be stuck there all night..., they were definitely on the adventure of a lifetime... • Parenthesis can be used to add additional	cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect. • Colons, semi-colons and dashes can be used to separate and link ideas.
Planning and Preparation	• Read stories and narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Make plans that include a limited number of characters and describe a few key details that show something about their personalities. Compose and rehearse sentences or parts of stories orally to check for sense. • Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc.. • Make use of ideas from reading, e.g. using repetition to create an effect. • Try to show rather than tell, for example, show how a character feels by what they say or do. • Write narratives using their plans. • Reread completed narratives aloud, e.g. to a partner, small group. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.	• Read narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Make plans that include key events, being sure that all the events lead towards the ending. • Plan a limited number of characters and describe a few key details that show something about their personalities. • Make use of ideas from reading, e.g. using short and long sentences for different effects. • Try to show rather than tell, for example, show how a character feels by what they say or do. • Use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day.

Writing to Inform

Text Types: Instructional, procedural

	KS1	LKS2	UKS2
Text Structure	• Begin by defining goal or outcome • List material or equipment needed • 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 outcome • Diagrams or illustrations • A final evaluative statement can be used to wrap up the process		
Grammatical Features	• Consistent use of present and past tense • Questions can be used to form titles • Question marks use to denote questions • Use of imperative verbs and command statements. • Conjunctions eg. So, because • Commas in a list	• Express time , place and cause using conjunctions, adverbs and prepositions • Fronted adverbials • Headings and subheadings to aid presentation • Create cohesion using the use of nouns and pronouns	• Indicated degrees of possibility use adverbs and modal verbs • Use layout devices to provide additional information and guide the reader • Adapt degrees of formality and informality to suit the form of the explanation • Create cohesions with paragraphs using cohesive devices, including adverbs • Relative clauses to add extra information • Parenthesis can be used to add clarification of technical words • Use of the passive voice

Planning and Preparation	- Use the title to show that the instructions are about - Work out exactly what sequence is needed to achieve the planned goal - Decide on the important points you need to include at each stage - Keep sentences as short as possible - Avoid unnecessary adjectives or adverbs (especially if the audience is young children) - Appeal directly to your reader's interest and enthusiasm

Text Types: Recounts

	KS1	LKS2	UKS2
Text Structure	- Orientation such as scene setting or establishing context - An account of the events that took place, often in chronological order - Some additional detail about each event - Closing statement that reflects back to the opening or offers some evaluation of the experience There are times when this structure is reorganised using flashback techniques such as flashback		

Grammatical Features	• Consistent use of present and past tense • Questions can be used to form titles • Question marks use to denote questions • Use of imperative verbs and command statements. • Conjunctions for coordination and subordination • Use of noun phrases	• Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Invested commas to punctuate direct speech • Use of paragraphs to organise ideas • Effective use of expanded noun phrases • Fronted adverbials	• Use of past perfect and past perfect progressive forms of verbs • Modals use to indicate degrees of possibility • A range of cohesive devices across and within paragraphs
Planning and Preparation	• Plan how you will organise the way you retell the events. You could use a timeline • Details are important to create a recount rather than a simple list of events. Think Who? When? Where? What? Why? • Decide how you will finish the recount. You will need a definite ending • Read the text through as if you don't know anything about what is being recounted. Is it clear? • Is the style right for the genre? Technical/formal language to recount a science investigation, powerful verbs and vivid description to recount an adventure, informal or personal language depending on the audience. •		

Text Types: Reports

	KS1	LKS2	UKS2

Text Structure	In the absence of a temporal (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: • 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

Grammatical Features	• Consistent use of present and past tense • Use of third person • Questions can be used to form titles • Question marks use to denote questions • Use of conjunctions e.g. because, so • Use of adjectives to help with description (comparative adjectives)	• Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Headings and subheadings used to aid presentation • Use of prepositions e.g. before after • Cohesion through the use of nouns and pronouns • Use of paragraphs to organise ideas	• Create cohesion within paragraphs using cohesive devices, such as adverbials, organisational features, headings and questions • Parenthesis can be used to add additional information • Layout devices to provide additional information and guide the reader • Use vocabulary that matches audience and purpose • Use of passive voice to avoid personalisation, to add variety and to change the tone.

Planning and Preparation	
	• Plan how you will organise the information you want to include, e.g. use paragraph headings, a spidergram or a grid.
	• Gather information from a wide range of sources and collect it under the headings you've planned.
	• Consider using a question in the title to interest your reader (Vitamins – why are they so important?).
	• Try to find a new way to approach the subject and compose an opening that will attract the reader or capture their interest. Use the opening to make very clear what you are writing about.
	• Include tables, diagrams or images e.g. imported photographs or drawings that add or summarise information.
	• Find ways of making links with your reader. You could ask a direct question e.g. Have you ever heard of a hammerhead shark? or add a personal touch to the text e.g. So next time you choose a pet, think about getting a dog. Re-read the report as if you know nothing about its subject. Check that information is logically organised and clear. Use other text-types within your report if they will make it more effective for your purpose and audience.

Writing to persuade

Text Type: Advert, letter, speech, campaign

	KS1	LKS2	UKS2
Text Structure	• An opening statement (thesis) that sums up the viewpoint being presented.		
	• 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.)		
	Use of second person, planned repetition, facts and statistics and hyerbole		

| Grammatical Features | • Consistent use of present tense
• Rhetorical questions
• Effective use of noun phrases
• Use of imperative verbs
• Use of short sentences for emphasis | • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions
• Create cohesion through the use of nouns and pronouns
• Use of conjunctions (therefore, however, whereas, since etc…)
• Use of paragraphs to organise ideas
• Effective use of expanded noun phrases
• Use of modal verbs
• Use of adverbials to convey a sense of certainty
• Use of personal pronouns | • Modals can be used to suggest degrees of possibility
• Create cohesion within paragraphs using adverbials
• Make formal and informal vocabulary choices to suit the form of the text and the audience
• Use of the passive voice in certain types of formal text.
• Use of conditional forms such as the subjunctive form to hypothesise (e.g. If I were you, I would…)
• Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials
• Use of a wide range of punctuation to help make a point |

Planning and Preparation	• Decide on the viewpoint you want to present and carefully select the information that supports it.
	• Organise the main points to be made in the best order and decide which persuasive information you will add to support each.
	• Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list.
	• Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant.
	• Try to appear reasonable and use facts rather than emotive comments.
	• Choose strong, positive words and phrases and avoid sounding negative.
	• Use short sentences for emphasis.
	• Re-read the text as if you have no opinion and decide if you would be persuaded.
	• Remember that you can use persuasive writing within other text types.

Writing to discuss

Text Type: Balanced argument, newspaper article, review

	KS1	LKS2	UKS2

Text Structure	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.

Grammatical Features			
	• Consistent use of present tense	• Use of present perfect forms of verbs. • Effective use of noun phrases and expanded noun phrases • Use of paragraphs to organise ideas • Use adverbials to help create cohesion • Headings and subheadings to aid presentation	• Create cohesion within and across paragraphs using a wider range of cohesive devices which can include adverbials • Use layout devices to provide additional information and guide the reader • Make formal and informal vocabulary choices • Use the passive voice to present points of view • Adapt degrees of formality and informality to suit the form of the discussion • Use conditional forms such as the subjunctive form to hypothesise • Use semi-colons, colons and dashes to make boundaries between clauses • Use of subjunctive form where needed. • Modal verbs to convey degrees of probability • Use of relative clauses to provide supporting information

Planning and Preparation	- Questions often make good titles e.g. Should everyone travel less to conserve global energy? - Use the introduction to show why you are debating the issue e.g. There is always a lot of disagreement about x and people's views vary a lot. - Make sure you show both/all sides of the argument fairly. - Support each viewpoint you present with reasons and evidence. - If you opt to support one particular view in the conclusion, give reasons for your decision. - Don't forget that discussion texts can be combined with other text types. - Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information - Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose.

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