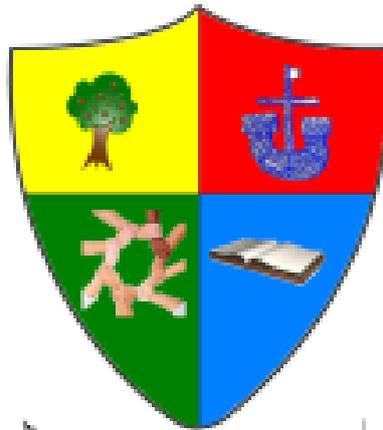


# Thames View Primary

## WRITING



Thames View Primary School

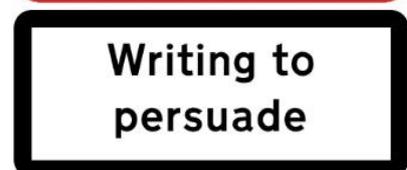
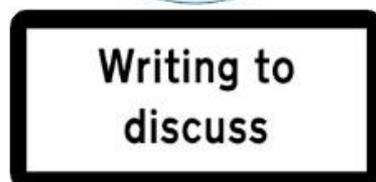
## Purposes for writing

Rather than focus on particular genres, at Thames View Primary we will focus on the four main purposes for writing. Teaching up to 10 or more text types does not always make it clear the purpose and core features of that text type. It is also important to note that many text types share common features. The guidance in this document has been supported by Michael Tidd's '4 writing Purposes'. For further information please visit

<https://michaelt1979.wordpress.com/2016/08/29/writing-for-a-purpose-or-4/>

There are four main purposes of writing. Each area can be broken down into phases and how this could look is presented in the following progress documents.

- 1) Writing to entertain (Y1 – Y6)
- 2) Writing to inform ( Y1 – Y6)
- 3) Writing to persuade (Y2 – Y6)
- 4) Writing to discuss ( Y4 – Y6)



## 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 and enthrall 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.



### **Common forms of entertaining narrative:**

Stories that use predictable and patterned language

Traditional and/or folk tales

Fairy tales

Stories set in familiar settings

Retellings of stories heard and read

Retelling simple stories in different ways (extending the narrative; using technology; rewriting narrative poems as prose, turning prose into a script or vice versa etc.)

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 worlds

Stories from different cultures

## Year 1 – Narrative features

Generic text features	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> <li>• Simple narratives and retellings are told/ written in first or third person.</li> <li>• Simple narratives are told/ written in past tense.</li> <li>• Events are sequenced to create texts that make sense.</li> <li>• The main participants are human or animal.</li> <li>• Simple narratives use typical characters, settings and events whether imagined or real.</li> <li>• ‘Story language’ (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Sentences are demarcated using full-stops, capital letters and finger spaces.</li> <li>• Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure.</li> <li>• Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no!</li> <li>• 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</li> <li>• Use of the personal pronoun ‘I’ to retell personal narratives, e.g. I went to the park yesterday</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories and narrative texts that use the features required for the writing.</li> <li>• 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.</li> <li>• Make plans and props based on the story or narrative that has been shared.</li> <li>• Recognise and use ‘story language’ e.g. Once upon a time, later that day, happily ever after etc.</li> <li>• Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities.</li> <li>• Think, say and write sentences to tell the story or narrative in their own words.</li> <li>• Reread the completed narrative aloud, for example, to a partner, small group or the teacher.</li> </ul>

## Year 2 – Narrative features

Generic text features	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> <li>Narratives and retellings are told/ written in first or third person.</li> <li>Narratives and retellings are told/ written in past tense.</li> <li>Events are sequenced to create texts that make sense.</li> <li>The main participants are human or animal. They are simply developed as either good or bad characters.</li> <li>Simple narratives use typical characters, settings and events whether imagined or real.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Stories are often written in the third person and past tense</li> <li>The past progressive form of verbs can be used, e.g. the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her...</li> <li>Apostrophes can be used for possession.</li> <li>Apostrophes to show contraction can be used.</li> <li>Personal retellings often use the first person and past tense.</li> <li>Sentences are demarcated using full-stops, capital letters and finger spaces.</li> <li>Use of conjunctions e.g. and, so, because, when, if, that, or, but ... to join ideas and enable subordination of ideas.</li> <li>Use of exclamation marks to indicate emotions such as surprise or shock e.g. Oh no! and to form exclamative sentences, e.g. What an incredible sight!</li> <li>Question marks can be used to form questions, including rhetorical questions used to engage the reader.</li> <li>Adjectives including comparative adjectives are used to aid description and make comparisons.</li> <li>Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods.</li> <li>Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases.</li> <li>Verbs should be chosen for effect e.g. walked instead of went, grabbed instead of got etc</li> </ul>	<ul style="list-style-type: none"> <li>Listen to stories and narrative texts that use the features required for the writing.</li> <li>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.</li> <li>Make plans and props based on the story or narrative that has been shared.</li> <li>Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc.</li> <li>Make use of ideas from reading, e.g. using repetition to create an effect.</li> <li>Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities.</li> <li>Think, say and write sentences to tell the story or narrative in their own words.</li> <li>Write narratives using their plans</li> <li>Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.</li> <li>Reread completed narratives aloud, for example, to a partner, small group or the teacher.</li> </ul>

## Year 3 – Narrative features

Generic text features	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> <li>Narratives and retellings are written in first or third person.</li> <li>Narratives and retellings are written in past tense, occasionally these are told in the present tense.</li> <li>Events are sequenced to create chronological plots through the use of adverbials and prepositions.</li> <li>Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</li> <li>Narratives use typical characters, settings and events whether imagined or real.</li> <li>Dialogue begins to be used to convey characters' thoughts and to move the narrative forward.</li> <li>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.)</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Adverbs e.g. first, then, after that, finally... are useful for denoting shifts in time and for structuring the narrative.</li> <li>The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative.</li> <li>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.</li> <li>Present perfect form of verbs can be used within dialogue or a character's thoughts.</li> <li>Headings and subheadings can be used to indicate sections in the narrative.</li> <li>Inverted commas can be used to punctuate direct speech this allows characters to interact and the story to be developed.</li> <li>Noun phrases can be used to create effective descriptions.</li> <li>Verbs and adverbs should be chosen for effect to show rather than tell how characters feel and behave.</li> <li>Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys...</li> </ul>	<ul style="list-style-type: none"> <li>Read stories and narrative texts that use the features required for the writing.</li> <li>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.</li> <li>Make plans that include a limited number of characters and describe a few key details that show something about their personalities.</li> <li>Compose and rehearse sentences or parts of stories orally to check for sense.</li> <li>Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc.</li> <li>Make use of ideas from reading, e.g. using repetition to create an effect.</li> <li>Try to show rather than tell, for example, show how a character feels by what they say or do.</li> <li>Write narratives using their plans.</li> <li>Reread completed narratives aloud, e.g. to a partner, small group.</li> <li>Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.</li> </ul>

## Year 4 – Narrative features

Generic text features	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> <li>• Narratives and retellings are written in the first or third person.</li> <li>• Narratives and retellings are written in the past tense, occasionally these are told in the present tense.</li> <li>• Events are sequenced to create chronology through the use of adverbials and prepositions</li> <li>• Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</li> <li>• Narratives use typical characters, settings and events whether imagined or real.</li> <li>• Dialogue is used to convey characters' thoughts and to move the narrative forward.</li> <li>• Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc</li> </ul>	<ul style="list-style-type: none"> <li>• 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?).</li> <li>• Standard English forms of verb inflections are used instead of local spoken forms, e.g. 'we were' instead of 'we was'.</li> <li>• Fronted adverbials can be used e.g. During the night..., in a distant field.... These should be punctuated using a comma.</li> <li>• The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs.</li> <li>• Cohesion can also be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys...</li> <li>• Paragraphs are useful for organising the narrative into logical sections.</li> <li>• Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said. to show rather than tell how characters feel and behave.</li> <li>• The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative.</li> <li>• Descriptions can be developed through the effective use of expanded noun phrases</li> <li>• The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed.</li> <li>• Apostrophes can be used to indicate plural possession e.g. The girls' names, the children's mother, the aliens' spaceship.</li> </ul>	<ul style="list-style-type: none"> <li>• Read narrative texts that use the features required for the writing.</li> <li>• 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.</li> <li>• Make plans that include key events, being sure that all the events lead towards the ending.</li> <li>• Plan a limited number of characters and describe a few key details that show something about their personalities.</li> <li>• Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader</li> <li>• Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc.</li> <li>• Try to show rather than tell, for example, show how a character feels by what they say or do.</li> <li>• Write narratives using their plans.</li> <li>• Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.</li> <li>• Reread completed narratives aloud, e.g. to a partner, small group.</li> </ul>

## Year 5 – Narrative features

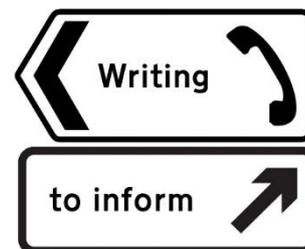
Generic text features	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> <li>• Narratives and retellings are written in first or third person.</li> <li>• Narratives and retellings are written in past tense, occasionally these are told in the present tense.</li> <li>• Narratives are told sequentially and nonsequentially (e.g. flashbacks) through the use of adverbials and prepositions.</li> <li>• Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language</li> <li>• Dialogue is used to convey characters' thoughts and to move the narrative forward.</li> </ul>	<ul style="list-style-type: none"> <li>• 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?).</li> <li>• 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 ...</li> <li>• 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).</li> <li>• 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...</li> <li>• Adverbs of possibility can be used to suggest possibility, e.g. They were probably going to be stuck there all night..., they were definitely on the adventure of a lifetime...</li> <li>• Parenthesis can be used to add additional information through the use of brackets, dashes or commas e.g. using brackets for stage instructions in a playscript.</li> <li>• Layout devices can be used to provide additional information and guide the reader, e.g. Chapter 1, How it all began..., The story comes to a close...</li> <li>• Relative clauses can be used to add further information, e.g. the witch, who was ugly and green,...The treasure, which had been buried in a chest... this should include the use of commas when required.</li> </ul>	<ul style="list-style-type: none"> <li>• Read narrative texts that use the features required for the writing.</li> <li>• 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.</li> <li>• Make plans that include key events, being sure that all the events lead towards the ending.</li> <li>• Plan a limited number of characters and describe a few key details that show something about their personalities.</li> <li>• Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader.</li> <li>• Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc.</li> <li>• Try to show rather than tell, for example, show how a character feels by what they say or do.</li> <li>• Write narratives using their plans.</li> <li>• Show how the main character has developed as a result of the narrative.</li> <li>• Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers</li> <li>• Read their completed narratives to other children.</li> </ul>

## Year 6 – Narrative features

Generic text features	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> <li>• Narratives and retellings are written in first or third person.</li> <li>• Narratives and retellings are written in past tense, occasionally these are told in the present tense.</li> <li>• Narratives are told sequentially and nonsequentially (e.g. flashbacks) through the use of adverbials and prepositions.</li> <li>• Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language.</li> <li>• Dialogue is used to convey characters' thoughts and to move the narrative forward.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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 his problem..., I wished I were somewhere else...etc.</li> <li>• 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...</li> <li>• Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect.</li> <li>• Colons, semi-colons and dashes can be used to separate and link ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Read narrative texts that use the features required for the writing.</li> <li>• 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.</li> <li>• Make plans that include key events, being sure that all the events lead towards the ending.</li> <li>• Plan a limited number of characters and describe a few key details that show something about their personalities.</li> <li>• Make use of ideas from reading, e.g. using short and long sentences for different effects.</li> <li>• Try to show rather than tell, for example, show how a character feels by what they say or do.</li> <li>• Use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day.</li> <li>• Write narratives using their plans.</li> <li>• Show how the main character has developed as a result of the narrative.</li> <li>• Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.</li> <li>• Read their completed narratives to other children.</li> </ul>

## Writing to inform

The purpose of informative texts are to can provide detailed information to the audience for a specified reason. Informative texts will take the form of either report texts, recounts, explanatory texts or instruction/procedural texts.



### Report texts

Non-chronological reports describe things the way they are, so they usually present information in an objective way. Sometimes, the selection of information by the writer can result in a biased report. As with all text types, variants occur and non-chronological reports can be combined with other text types. A text that is essentially a non-chronological report written in the present tense may include other text types such as other types of report, e.g. when a specific example is provided to add detail to a statement. (Sharks are often seen around the coasts of Britain but they rarely attack people. In 2006, a man was surfing in Cornwall when he was badly bitten but it was the only incident recorded there for twenty years.) Their purpose is to provide detailed information about the way things are or were. They help the readers/listeners understand what is being described bu organising and categorising information.

### Common forms of report text:

Describing aspects of daily life in history (e.g. fashion, transport, buildings)

Describing the characteristics of anything (e.g. particular animals or plants; the planets I 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

Features of report texts		
Generic text structure	Grammatical features	Planning and preparation
<p>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:</p> <ul style="list-style-type: none"> <li>• an opening statement, often a general classification (Sparrows are birds);</li> <li>• sometimes followed by a more detailed or technical classification (Their Latin name is...);</li> </ul>	<ul style="list-style-type: none"> <li>• Often written in the third person and present tense e.g. They like to build their nests ... It is a cold and dangerous place to live.</li> <li>• Sometimes written in the past tense, as in a historical report e.g. Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.</li> <li>• Questions can be used to form titles e.g. Who were the Victorians? What was it like in a Victorian school?</li> <li>• Question marks are used to denote questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan how you will organise the information you want to include, e.g. use paragraph headings, a spidergram or a grid.</li> <li>• Gather information from a wide range of sources and collect it under the headings you've planned.</li> <li>• Consider using a question in the title to interest your reader (Vitamins – why are they so important?).</li> <li>• Try to find a new way to approach the subject and compose an opening that will attract the reader or capture</li> </ul>

<ul style="list-style-type: none"> <li>• 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:</li> <li>• its qualities (Like most birds, sparrows have feathers.);</li> <li>• its parts and their functions (The beak is small and strong so that it can ...);</li> </ul>	<ul style="list-style-type: none"> <li>• Use of conjunctions e.g. so, because...</li> <li>• Use prepositions e.g. before, after...</li> <li>• Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. The Victorians liked...they were particularly fond of...</li> <li>• Non-chronological reports are often organised into sections. This makes paragraphing a useful tool.</li> <li>• Headings can be used to organise different sections.</li> <li>• Layout devices such as heading, subheadings, columns, bullets etc can be used to present information clearly. Consistent use across the text helps create cohesion.</li> <li>• The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing. E.g. Sparrows are found in ... Sharks are hunted ... children were taught ...</li> <li>• Requires the writer to appreciate the difference between vocabulary typical of informal speech and that appropriate for formal speech e.g. the habitat of wood mice rather than where wood mice live.</li> <li>• Adjectives and specifically comparative adjectives can be used to create description e.g. Polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal.</li> <li>• Brackets, dashes and commas can be used to add extra information inside parenthesis.</li> </ul>	<p>their interest. Use the opening to make very clear what you are writing about.</p> <ul style="list-style-type: none"> <li>• Include tables, diagrams or images e.g. imported photographs or drawings that add or summarise information.</li> <li>• 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.</li> <li>• Re-read the report as if you know nothing about its subject. Check that information is logically organised and clear</li> <li>• Use other text-types within your report if they will make it more effective for your purpose and audience.</li> </ul>
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Progression by year group

YEAR	GRAMMATICAL FEATURES TO INCLUDE IN REPORTS
1	Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple non-chronological reports can be written about topics with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.
2	Use <b>present and past tense</b> throughout writing <b>Questions</b> can be used to form titles <b>Question marks</b> are used to denote questions (Y1) Use <b>conjunctions</b> e.g. because to aid explanation Use <b>adjectives</b> including <b>comparative adjectives</b> to create description
3	<b>Express time, place and cause using conjunctions</b> (e.g. so, because), <b>adverbs and prepositions</b> <b>Headings and subheadings</b> used to aid presentation
4	Create <b>cohesion</b> through the use of <b>nouns and pronouns</b> Use of <b>paragraphs</b> to organise ideas
5	Create <b>cohesion within paragraphs</b> using adverbials <b>Parenthesis</b> can be used to add additional information Use <b>layout devices</b> to provide additional information and guide the reader
6	Use <b>vocabulary typical of informal speech</b> and that appropriate for <b>formal speech</b> in the appropriate written forms The <b>passive voice</b> can be used Create <b>cohesion across paragraphs</b> using a wider range of cohesive devices such as organisational features, headings and questions.

## Recounts

Recounts are sometimes referred to as ‘accounts’. They are the most common text type we encounter as readers and listeners, not least because they are the basic form of many storytelling texts. Stories and anecdotes can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener. In non-fiction texts they are used to provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of an event often consist of a recount that includes elements of explanation.

### Common forms of recount texts:

Retelling stories in English lessons and other curriculum areas such as RE

Giving accounts of schoolwork, sporting events, science experiments and trips out

Writing historical accounts

Writing biographies and autobiographies

Letters and postcards

Diaries and journals

Newspaper reports

Magazine articles

Obituaries

Encyclopaedia entries

Features of recount texts		
Generic text structure	Grammatical features	Planning and preparation
<p>Structure often includes:</p> <ul style="list-style-type: none"> <li>orientation such as scene-setting or establishing context (It was the school holidays. I went to the park)</li> <li>an account of the events that took place, often in chronological order (The first person to arrive was ...)</li> <li>some additional detail about each event (He was surprised to see me.)</li> <li>reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.)</li> </ul> <p>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</p>	<ul style="list-style-type: none"> <li>Usually written in the past tense with space for pupils to use the past progressive form of verbs, e.g. the children were playing, I was hoping...</li> <li>Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the owls had hunted... and Past perfect progressive forms e.g. the children had been singing... we had been hoping to go on this trip for a long time...</li> <li>Some forms may use present tense, e.g. informal anecdotal storytelling (Just imagine – I’m in the park and I suddenly see a giant bat flying towards me!) which also enables writing to meet different levels of formality and informality. In these cases it is also possible to extend opportunities to writing using the present progressive e.g. I am really hoping...</li> <li>Conjunctions are useful for coordinating events and showing subordination</li> </ul>	<ul style="list-style-type: none"> <li>Plan how you will organise the way you retell the events. You could use a timeline to help you plan.</li> <li>Details are important to create a recount rather than a simple list of events in order. Try using When? Where? Who? What? Why? questions to help you plan what to include.</li> <li>Decide how you will finish the recount. You’ll need a definite ending, perhaps a summary or a comment on what happened (I think our school trip to the Science Museum was the best we have ever had).</li> <li>Read the text through as if you don’t know anything about what it is being recounted. Is it clear what happened and when?</li> <li>Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends)</li> </ul>

	<ul style="list-style-type: none"><li>• Events being recounted have a chronological order, so conjunctions, adverbs and prepositions are used e.g. then, next, first, afterwards, just before that, at last, meanwhile.</li><li>• Noun phrases can be used to add detail and interest the reader</li><li>• The subject of a recount tends to focus on individual or group participants, which requires the use of either first or third person e.g. Third person they all shouted, she crept out, it looked like an animal of some kind).</li><li>• In personal recounts, the first person is used e.g. I was on my way to school ... We got on the bus...</li><li>• Recounts can take many forms (diaries, letters, newspaper reports) paragraphing can be used to organise all of these.</li><li>• Uses adverbials e.g. therefore, however to create cohesion within and across paragraphs.</li><li>• Different degrees of formality may be required for different forms e.g. high formality if recounting in the style of a broadsheet newspaper or informal in a personal diary.</li><li>• Modals can be used to suggest degrees of possibility e.g. I should never have...they must be allowed...</li><li>• Inverted commas can be used to punctuate direct speech e.g. eye-witness reports in newspapers, retelling a conversation in a diary or letter...</li></ul>	about something funny that happened to you.)
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PROGRESSION BY YEAR GROUP

YEAR	GRAMMATICAL FEATURES TO INCLUDE IN RECOUNTS
1	Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple recounts and retellings can be written about experiences with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1
2	Use <b>past and present tense</b> throughout writing Use <b>progressive</b> forms of verbs Use <b>conjunctions</b> for coordination and subordination Use of <b>noun phrases</b>
3	Express <b>time, place and cause using conjunctions</b> (e.g. so, because), <b>adverbs and prepositions</b> <b>Inverted commas</b> can be used to <b>punctuate direct speech</b>
4	Use of <b>paragraphs</b> to organise ideas Effective use of <b>expanded noun phrases</b> <b>Fronted adverbials</b> (e.g. Later that day)
5	Use of the <b>past perfect</b> <b>Modals</b> can be used to indicate degrees of possibility Create <b>cohesion within paragraphs</b> using adverbials
6	Use of the <b>past perfect progressive form</b> of verbs Adapt <b>degrees of formality and informality</b> to suit the form of the text Create <b>cohesion across paragraphs</b> using a wider range of cohesive devices which can include adverbials

## Explanatory texts

Explanatory texts generally go beyond simple 'description' in that they include information about causes, motives or reasons. Explanations and reports are sometimes confused when children are asked to 'explain' and they actually provide a report, e.g. what they did (or what happened) but not how and why. Although some children's dictionaries do include an encyclopaedia-like explanation, others are inaccurately categorised as explanation texts when they simply define a word's meaning. Like all text types, explanatory texts vary widely and are often found combined with other text types.

### Common forms of explanatory texts:

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

Features of explanatory texts		
Generic text structure	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> <li>• A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate.</li> <li>• The steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide</li> </ul>	<ul style="list-style-type: none"> <li>• Written in present tense e.g. Hedgehogs wake up again in the spring.)</li> <li>• Questions can be used to form titles e.g. How do hedgehogs survive the winter? Why does it get dark at night?</li> <li>• Question marks are used to denote questions.</li> <li>• Use of adverbs e.g. first, then, after that, finally...</li> <li>• Use of conjunctions e.g. so, because...</li> <li>• Use prepositions e.g. before, after...</li> <li>• Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Many mammals...they feed their young...</li> <li>• Indicate degrees of possibility using adverbs e.g. perhaps, surely... Sometimes modal verbs can be used to express degrees of possibility e.g. might, should, will...</li> <li>•</li> <li>• Fronted adverbials can be used e.g. During the night, nocturnal animals...</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a title that shows what you are explaining, perhaps using why or how.</li> <li>• Decide whether you need to include images or other features to help your reader, e.g. diagrams, photographs, a flow chart, a text box, captions, a list or a glossary.</li> <li>• Use the first paragraph to introduce what you will be explaining.</li> <li>• Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do.</li> <li>• Add a few interesting details.</li> <li>• Interest the reader by talking directly to them</li> <li>• Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information</li> <li>• Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose</li> </ul>

	<ul style="list-style-type: none"> <li>• Relative clauses can be used to add further information e.g. Hedgehogs, which are mammals...</li> <li>• Degrees of formality and informality can be adapted to suit the form of the discussion, so an informal tone can sometimes be appropriate e.g. You'll be surprised to know that ... Have you ever thought about the way that ...? And a formal, authoritative tone can also be adopted e.g. oxygen is constantly replaced in the bloodstream...</li> <li>• The passive voice can sometimes be used e.g. gases are carried...</li> <li>• Layout devices such as heading, subheadings, columns, bullets etc can be used to present information clearly.</li> <li>• Paragraphs are useful for organising the explanation into logical sections.</li> <li>• Brackets, dashes and commas can be used to add extra information inside parenthesis</li> </ul>	
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PROGRESSION BY YEAR GROUP

YEAR	GRAMMATICAL FEATURES TO INCLUDE IN EXPLANATORY TEXTS
1	N/A
2	Consistent use of present tense Questions can be used to form titles Question marks are used to denote questions (Y1) Use conjunctions e.g. so...because
3	Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Heading and subheadings used to aid presentation
4	Use fronted adverbials Use of paragraphs to organise ideas Create cohesion through the use of nouns and pronouns
5	Indicate degrees of possibility using adverbs and modal verbs Use layout devices to provide additional information and guide the reader Create cohesion within paragraphs using adverbials Relative clauses can be used to add further information Parenthesis can be used to add clarification of technical words
6	Adapt degrees of formality and informality to suit the form of the explanation Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials The passive voice can be used

## Instruction/procedural texts

Like all text types, variants of instructions occur and they can be combined with other text types. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions.

### Common forms of instructional 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

### Features of instructional/procedural texts

Generic text structure	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> <li>• Begin by defining the goal or desired outcome. E.g. How to make a board game.</li> <li>• 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.</li> <li>• Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.)</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of imperative/ command sentences e.g. Cut the card ... Paint your design ...some of these may be negative commands e.g. Do not use any glue at this stage...</li> <li>• Commas in lists can be used to separate required ingredients/materials</li> <li>• Conjunctions, adverbs and prepositions can be used to order and explain the procedure e.g. when this has been done...next add...after doing this...</li> <li>• Relative clauses can be used to add further information e.g. Collect your jam from the fried, which may be bought or homemade...</li> <li>• Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Add the egg and then beat it with a whisk.</li> <li>• Additional advice can be added through the use of parenthesis e.g. (It's a good idea to leave it overnight if you have time) ..</li> <li>• Conditional adverbials can be used, including as fronted adverbials to make suggested alternatives e.g. If you would like to make a bigger decoration, you could either double the dimensions of the</li> </ul>	<ul style="list-style-type: none"> <li>• Use the title to show what the instructions are about. E.g. How to look after goldfish.</li> <li>• Work out exactly what sequence is needed to achieve the planned goal.</li> <li>• Decide on the important points you need to include at each stage.</li> <li>• Keep sentences as short and simple as possible.</li> <li>• Avoid unnecessary adjectives and adverbs or technical words, especially if your readers are young.</li> <li>• Appeal directly to the reader's interest and enthusiasm. E.g. You will really enjoy this game. Why not try out this delicious recipe on your friends? Only one more thing left to do now.</li> <li>• Use procedural texts within other text types when you need a set of rules, guidelines or instructions to make something really clear for the reader.</li> </ul>

	<p>base or just draw bigger flowers. •</p> <ul style="list-style-type: none"> <li>• Modals can be used to suggest degrees of possibility e.g. you should...you might want to...</li> <li>• Different degrees of formality may be required e.g. Cook for 20 minutes/Pop your cheesecake in the oven for 20 minutes.</li> <li>• Headings can be used to separate the equipment from the procedure.</li> <li>• Layout devices such as bullet points, numbers or letters to help your reader keep track as they work their way through each step.</li> </ul>	
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#### PROGRESSION BY YEAR GROUP

YEAR	GRAMMATICAL FEATURES TO INCLUDE IN EXPLANATORY TEXTS
1	Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple instructions can be written. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.
2	Use of <b>command sentences</b> <b>Commas</b> in lists
3	Express <b>time, place and cause using conjunctions</b> (e.g. so, because), <b>adverbs and prepositions</b> <b>Heading and subheadings</b> used to aid presentation
4	Create <b>cohesion</b> through the use of <b>nouns and pronouns</b> Use <b>fronted adverbials</b>
5	<b>Parenthesis</b> can be used to add additional advice <b>Relative clauses</b> can be used to add further information <b>Modals</b> can be used to <b>suggest degrees of possibility</b> Use <b>layout devices</b> to provide additional information and guide the reader

## Writing to persuade

Persuasive texts can be written, oral or written to be spoken, e.g. a script for a television advert or presentation. The persuasive intention may be covert and not necessarily recognised by the reader or listener. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone. Elements of persuasive writing are found in many different texts including moving image texts and digital multimedia texts. Some examples may include evidence of bias and opinion being subtly presented as facts. The purpose of a persuasive text is to argue a case from a particular point of view and to encourage the reader/listener towards the same point of view



### Common forms of persuasive texts:

Writing publicity materials such as tourist brochures based on trips to places of interest

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

Political pamphlets

Applying for a job or a position on the school council

Features of persuasive texts		
Generic text structure	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> <li>• An opening statement (thesis) that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea.)</li> <li>• 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 ...)</li> <li>• 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.)</li> </ul>	<ul style="list-style-type: none"> <li>• Written in the present tense. This can include other forms such as present perfect e.g. people have said...</li> <li>• Often refers to generic rather than specific participants e.g. Vegetables are good for you. They ... This means that cohesion is created through the combined use of nouns and pronouns.</li> <li>• Uses adverbials e.g. therefore, however to create cohesion within and across paragraphs.</li> <li>• Uses logical conjunctions, adverbials and prepositions e.g. This proves that ... So it's clear ... Therefore ...</li> <li>• Paragraphs are useful for organising the content into logical sections.</li> <li>• Requires the writer to make formal and informal vocabulary choices by moving from generic statements to specific</li> </ul>	<ul style="list-style-type: none"> <li>• Decide on the viewpoint you want to present and carefully select the information that supports it.</li> <li>• Organise the main points to be made in the best order and decide which persuasive information you will add to support each.</li> <li>• Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list.</li> <li>• Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant.</li> <li>• Try to appear reasonable and use facts rather than emotive comments.</li> <li>• Choose strong, positive words and phrases and avoid sounding negative.</li> </ul>

	<p>examples when key points are being presented.</p> <ul style="list-style-type: none"> <li>• Sentence types include rhetorical questions</li> <li>• Modals can be used to suggest degrees of possibility</li> <li>• Sometimes the second person is useful for appealing to the reader This also enables adaptation of the Degrees of formality and informality so that the text appeals to the reader.</li> <li>• Adjectives can be used to create persuasive noun phrases</li> <li>• In some formal texts, it may be possible to use the passive voice e.g. It can be said...it cannot be overstated...</li> <li>• Repetition can be used to strengthen your point of view.</li> <li>• Because arguments include hypothetical ideas, conditional language, such as the subjunctive form can sometimes be used e.g. If people were to stop hunting whales...</li> </ul>	<ul style="list-style-type: none"> <li>• Use short sentences for emphasis.</li> <li>• Re-read the text as if you have no opinion and decide if you would be persuaded.</li> <li>• Remember that you can use persuasive writing within other text type</li> </ul>
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**PROGRESSION BY YEAR GROUPS**

<b>YEAR</b>	<b>GRAMMATICAL FEATURES TO INCLUDE IN EXPLANATORY TEXTS</b>
1	N/A
2	<p>Written in present tense  Rhetorical questions  Effective use of noun phrases</p>
3	<p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions  Use present perfect form of verbs</p>
4	<p>Create cohesion through the use of nouns and pronouns  Use adverbials e.g. therefore, however...  Use paragraphs to organise ideas  Effective use of expanded noun phrases</p>
5	<p>modals can be used to suggest degrees of possibility  Create cohesion within paragraphs using advErbial</p>
6	<p>Make formal and informal vocabulary choices  Adapt degrees of formality and informality to suit the form of the text  The passive voice can be used in some formal persuasive texts  Use conditional forms such as the subjunctive form to hypothesise  Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</p>

## Writing to discuss

Discussion texts are not limited to controversial issues but polarised views are generally used to teach this text type as this makes it easier to teach children how to present different viewpoints and provide evidence for them. Discussions contrast with persuasion texts which generally only develop one viewpoint and may present a biased view, often the writer's own. Like all text types, discussion texts vary widely and elements of discussion writing are often found within other text types. Their purpose is 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 editorials about historical attitudes to gender, social class, colonialism etc.

Writing letters about pollution, factory farming or smoking

Writing essays giving opinions about literature, music or works of art

Features of discussion texts		
Generic text structure	Grammatical features	Planning and preparation
<p>The most common structure includes:</p> <ul style="list-style-type: none"> <li>• a statement of the issues involved and a preview of the main arguments;</li> <li>• arguments for, with supporting evidence/examples;</li> <li>• arguments against or alternative views, with supporting evidence/examples.</li> </ul> <p>Another common structure presents the arguments 'for' and 'against' alternatively.</p> <p>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</p>	<ul style="list-style-type: none"> <li>• Written in the present tense. This can include other forms such as present perfect e.g. some people have argued...some people have said...</li> <li>• Generalises the participants and things it refers to using uncountable noun phrases (some people, most dogs), nouns that categorise (vehicles, pollution) and abstract nouns (power).</li> <li>• Heading and subheadings can be used to aid presentation.</li> <li>• Paragraphs are useful for organising the discussion into logical sections.</li> <li>• Uses adverbials e.g. therefore, however to create cohesion within and across paragraphs.</li> <li>• Writers need to make formal and informal vocabulary choices to suit the form of the writing by making generic statements followed by specific examples e.g. Most vegetarians disagree. Dave</li> </ul>	<ul style="list-style-type: none"> <li>• Questions often make good titles e.g. Should everyone travel less to conserve global energy?</li> <li>• 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.</li> <li>• Make sure you show both/all sides of the argument fairly.</li> <li>• Support each viewpoint you present with reasons and evidence.</li> <li>• If you opt to support one particular view in the conclusion, give reasons for your decision.</li> <li>• Don't forget that discussion texts can be combined with other text types depending on your</li> <li>• Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information</li> <li>• Remember that you can adapt explanatory texts or combine</li> </ul>

	<p>Smith, a vegetarian for 20 years, finds that ...</p> <ul style="list-style-type: none"> <li>• Layout devices such as diagrams, illustrations, moving images and sound used to provide additional information</li> <li>• The passive voice can sometimes be used to present points of view e.g. It could be claimed that...it is possible that...some could claim that...</li> <li>• Degrees of formality and informality can be adapted to suit the form of the discussion e.g. whether writing a formal letter on an informal blog.</li> <li>• Because arguments include hypothetical ideas, conditional language, such as the subjunctive form can sometimes be used e.g. If people were to stop hunting whales...</li> <li>• In discussions, complex ideas need developing over a sentence. Colons and semi-colons can be useful for separating and linking these ideas</li> </ul>	<p>them with other text types to make them work effectively for your audience and purpose.</p>
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PROGRESSION BY YEAR GROUPS

YEAR	GRAMMATICAL FEATURES TO INCLUDE IN DISCUSSION TEXTS
1	N/A
2	N/A
3	N/A
4	<p>Consistent use of <b>present tense</b> (Y2)            Use <b>present perfect</b> form of verbs (Y3)            Effective use of <b>noun phrases</b>            Use of <b>paragraphs</b> to organise ideas            Use <b>adverbials</b> e.g. therefore, however...  <b>Heading and subheadings</b> used to aid presentation (Y3)</p>
5	<p>Create <b>cohesion within paragraphs</b> using adverbials            Use <b>layout devices</b> to provide additional information and guide the reader</p>
6	<p>Create <b>cohesion across paragraphs</b> using a wider range of cohesive devices which can include adverbials            Make <b>formal and informal vocabulary choices</b>            Use the <b>passive voice</b> to present points of view            Adapt <b>degrees of formality and informality</b> to suit the form of the discussion            Use conditional forms such as the <b>subjunctive form</b> to hypothesise            Make <b>formal and informal vocabulary choices</b>            Use <b>semi-colons, colons and dashes</b> to make boundaries between clauses</p>

# THAMES VIEW PRIMARY Whole School Writing Overview

## Key Stage One

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<b>Curriculum themes</b>	<b>Me and My World</b>	<b>Superheroes</b>	<b>To infinity and beyond</b>	<b>Where the Wild things are</b>	<b>Hot and cold places</b>	<b>I do like to be beside the seaside</b>
	<b>Writing opportunities</b>	<ul style="list-style-type: none"> <li>• Writing a factfile on themselves Labelling pictures and adding captions</li> <li>• Descriptive writing based on Funny Bones</li> <li>• Autumn poems</li> </ul>	<ul style="list-style-type: none"> <li>• Writing an adventure story for Traction Man</li> <li>• Writing superhero factfiles</li> <li>• List and ingredients for a superpower potion</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptions of aliens</li> <li>• Writing postcards from a trip to the moon</li> <li>• Posters to advertise the moon</li> <li>• A simple recount of Neil Armstrong's moon landed</li> <li>• Fact file based on Space</li> </ul>	<ul style="list-style-type: none"> <li>• Writing own version of Owl Babies.</li> <li>• Missing posters for Where the Wild Things are</li> <li>• Story based on Where the Wild Things are structure</li> <li>• Writing poems based on those by Christina Rossetti</li> </ul>	<ul style="list-style-type: none"> <li>• Writing instructions for what to do if you find a lost animal</li> <li>• Dairy entry for Sunny from Meerkat mail</li> <li>• A small factfile/report on Meerkats</li> <li>• Character descriptions of Zahra</li> </ul>	<ul style="list-style-type: none"> <li>• Writing own seaside / beach story</li> <li>• Recount of real-life event – seaside school trip</li> <li>• Writing instructions for how to build a sandcastle</li> <li>• Use of Edward Lear poems to inspire own poetry</li> </ul>
Year 2	<b>Curriculum themes</b>	<b>Pliable Plastics</b>	<b>All aboard!</b>	<b>Spring watch</b>	<b>Flanimals</b>	<b>Medieval</b>	<b>Rio</b>
	<b>Writing opportunities</b>	<ul style="list-style-type: none"> <li>• Writing own version of traditional tale based on an alternative retelling</li> <li>• Writing character description</li> <li>• Writing a set of instructions for a magic mixture.</li> </ul>	<ul style="list-style-type: none"> <li>• Creating information texts on the titanic, using range of different non-fiction features</li> <li>• Letters home from the titanic</li> <li>• Using Polar Express, children write descriptions linked to scenes from film and book. Write their own version of the narrative. Informal letters to Father Christmas.</li> </ul>	<ul style="list-style-type: none"> <li>• Road safety brochures and information guides.</li> <li>• Using Jim and the Beanstalk to develop narrative re-telling (include dialogue, thought bubbles and informal letters,</li> <li>• Using Bog Baby children write own version using story stimulus, supported by writing settings and characters</li> </ul>	<ul style="list-style-type: none"> <li>• Flanimals – Animal descriptions and factfiles</li> <li>• Using Follow the Moon and a range of supporting texts, children will write an information page on a sea creature</li> <li>• The diary of deep-sea diver. Writing own diary in role, describing the ocean around</li> </ul>	<ul style="list-style-type: none"> <li>• Using the dragon machine, and end with own version of a dragon story.</li> <li>• Creating narrative poetry and list poetry based on Blue Balloons and Rabbit Ears</li> <li>• Paper bag Princess – developing use of dialogue in writing. Writing a conversation between main characters.</li> </ul>	<ul style="list-style-type: none"> <li>• Information guide/leaflet on Rio</li> <li>• Writing own adventure story for the character Blu</li> <li>• Letters to persuade head teacher of a trip to Rio</li> </ul>
<b>WRITING PURPOSES</b>							
<b>WRITING TO ENTERTAIN</b>				<b>WRITING TO INFORM</b>			

## Lower Key Stage Two

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>Curriculum themes</b>	<b>Food Glorious Food</b>	<b>From farm to factory</b>	<b>Nature's revenge</b>	<b>Chocolate</b>	<b>The Prehistoric World</b>	<b>Invaders and Settlers</b>
	<b>Writing opportunities</b>	<ul style="list-style-type: none"> <li>Poetry: Creating different forms based on anthology Midnight Feasts. List poems</li> <li>Instructions and Recipes using 'Beware of the Boys'. How to make a Girl Pie</li> <li>Poster and advert persuading people to eat healthy</li> </ul>	<ul style="list-style-type: none"> <li>Diaries linked to the Railway Children based on opening chapters. Writing in role</li> <li>Newspaper reports on the events of the Railway Children – the children saving the day</li> <li>Writing the bedtime story of the Christmas film 'The Letter'</li> </ul>	<ul style="list-style-type: none"> <li>Developing description and setting work. Pre and post Pompeii descriptions. Use of language and similes to enhance setting descriptions</li> <li>Narrative descriptive work based on Firework-Maker's Daughter</li> <li>Writing an explanation/information text on how volcanoes are formed.</li> </ul>	<ul style="list-style-type: none"> <li>Simple descriptive work based on opening chapters.</li> <li>Newspaper article on the opening of the chocolate factory to the winners.</li> <li>Writing short fact-files on the Oompa-Loompas. Writing an article for the National Geographic? On the discovery of this new tribe.</li> </ul>	<ul style="list-style-type: none"> <li>Using Stone age boy, children write own narrative.</li> <li>Using 'The First Drawing' Settings, character descriptions. Retelling story from first person</li> <li>Exploring own set of comical instructions based on How to wash a woolly mammoth</li> </ul>	<ul style="list-style-type: none"> <li><b>Beware of Dragons: Writing an information text on dragons.</b></li> <li>Using Arthur and the Golden Rope, children plan and write a short story, write diary entries.</li> <li>Using storybook Tell me a dragon, children use images to create own descriptive poetry</li> </ul>
Year 4	<b>Curriculum themes</b>	<b>What did the Romans do for us?</b>	<b>Mountains</b>	<b>How has the weather changed the world?</b>	<b>Why is Greece such a popular tourist destination?</b>	<b>Who were the Ancient Greeks?</b>	<b>Were the Anglo-Saxons smashing?</b>
	<b>Writing opportunities</b>	<ul style="list-style-type: none"> <li>Descriptive poetry based on The Sound Collector</li> <li>Writing own Roman adventure story</li> <li>A persuasive speech by Boudicca</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive setting writing</li> <li>Diary writing from the viewpoint of Edmund Hillary</li> <li>Explanation text on how mountains are formed</li> <li>Christmas narrative based on 'The Bear and the Hare'</li> </ul>	<ul style="list-style-type: none"> <li>Writing free verse poetry based on 'The Promise'</li> <li>Writing story extracts based on 'The Promise'</li> <li>A non-chronological report on spiders and other animals from Charlotte's Web</li> </ul>	<ul style="list-style-type: none"> <li>Biography of famous scientist linked to Electricity</li> <li>Instructional writing</li> <li>Writing a persuasive holiday brochure for Greece.</li> </ul>	<ul style="list-style-type: none"> <li>Writing own continuation of Heracles myth– the 13<sup>th</sup> labour.</li> <li>News reports based on key Greek myth</li> <li>Comic strip based on Greek story</li> </ul>	<ul style="list-style-type: none"> <li>Narrative writing linked to Beowulf</li> <li>Newspaper report on the burning of the cakes by Alfred the Great</li> <li>Writing own Kennings based on Kennings from Beowulf</li> </ul>
<b>WRITING PURPOSES</b>							
<b>WRITING TO ENTERTAIN</b>			<b>WRITING TO INFORM</b>			<b>WRITING TO PERSUADE</b>	

## Upper Key Stage Two

Year 5	<b>Curriculum themes</b>	<b>Enter Egypt</b>	<b>Walk Like an Egyptian</b>	<b>Mission: Space</b>	<b>Go with the Flow</b>	<b>An Amazon Alliance</b>	<b>The River Medway</b>
	<b>Writing opportunities</b>	<ul style="list-style-type: none"> <li>Treasure Literacy Shed – write internal monologue</li> <li>Moon poetry – developing the use of figurative language.</li> <li>Informative writing - travel guide to Egypt.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Narrative- time travel based on Pie Corbett story.</li> <li>The adventures of Taddeo Jones narrative writing. Creating tension within writing.</li> <li>The journal of Howard Carter. Creating his journal of the famous discovery.</li> </ul>	<ul style="list-style-type: none"> <li>Writing a newspaper report on an event related to Henry VIII.</li> <li>Royal Poetry Machine</li> </ul>	<ul style="list-style-type: none"> <li>River Story by Meredith Hooper as a stimulus for writing. Creating a descriptive poem or simple descriptive piece.</li> <li>An explanation texts detailing how rivers are formed and their journey</li> </ul>	<ul style="list-style-type: none"> <li>Maia’s Diary</li> <li>Rainforest Animal Report</li> <li>For the Birds: Writing a persuasive letter about bullying.</li> </ul>	<ul style="list-style-type: none"> <li>Biographies of Charles Dickens.</li> <li>Midsummer Night’s Dream: agony aunt letters, insults and scripts, news reports.</li> </ul>
Year 6	<b>Curriculum themes</b>	<b>Was war necessary?</b>		<b>Why is Mexico so popular?</b>	<b>Who were the Maya?</b>	<b>Where did we come from?</b>	<b>Why did Britain win the war?</b>
	<b>Writing opportunities</b>	<ul style="list-style-type: none"> <li>Explanation texts on the causes of WW1</li> <li>Narrative writing based on soldiers going ‘over the top.</li> <li>Biographies of key historical figures from WW/characters from core text</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Descriptive writing, including letters about the Dunkirk experience</li> <li>Diary and tension using Rose Blanche</li> <li>Poetry – The Blitz</li> </ul>	<ul style="list-style-type: none"> <li>Writing a dual perspective narrative. Ghost/spooky story</li> <li>A non-chronological report on Mexican festivals</li> <li>Balanced argument on current topical issue</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper report on an event from Holes</li> <li>Writing own Mayan folktale based on ‘Rain player’</li> <li>Narrative – story writing using effective description</li> </ul>	<ul style="list-style-type: none"> <li>Visitor guide to Pandora</li> <li>Log book entries. Contrasting tone of atmosphere</li> <li>Poetry: The Tyger</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive writing: use of imagery</li> <li>Explanation text or infographic based on plastic pollution</li> <li>Letters to Prime Minister campaigning for change in plastic use</li> </ul>

### WRITING PURPOSES

<b>WRITING TO ENTERTAIN</b>	<b>WRITING TO INFORM</b>	<b>WRITING TO PERSUADE</b>	<b>WRITING TO DISCUSS</b>
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