**Literacy (EYFS)**

**English (KS1/KS2)**

***Text Type and Progression Papers – Literature Works***



# Non-fiction Non-chronological reports

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.

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| **Purpose:**  To provide detailed information about the way things are or were.  To help readers/listeners understand what is being described by organising or categorising information. | | | | |
|  | **Generic structure** | **Language features** | **Knowledge for the writer** |  |
|  | 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 ...). | * Often written in the third person and present tense. (They like to build their nests ... It is a cold and dangerous place to live.) * Sometimes written in the past tense, as in a historical report. (Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.) * 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. (Sparrows are found in ... Sharks are hunted ... Gold is highly valued ...) * Tends to focus on generic subjects (Dogs) rather than specific subjects (My dog Ben). * Description is usually an important feature, including the language of comparison and contrast. (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.) * Description is generally used for precision rather than to create an emotional response so imagery is not heavily used. | * 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 (Have you ever heard of a hammerhead shark?) or add a personal touch to the text (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. |  |

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| **Reception** | * Describe something / someone. Develop the description in response to prompts or questions * Link statements orally and stick to a main theme or intention * In a shared reading context, read information books and look at / re-read the books independently * Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations.   **Grammar Focus :**   * Break the flow of speech into words * Write simple sentences in meaningful contexts that can be read by themselves and others | | |
| **Year 1** | * Find out about a subject by listening and following text as information books are read, watching a video. * Contribute to a discussion on the subject as information is assembled and the teacher writes the information. * Assemble information on a subject in own experience, (e.g.) food, pets. * Write a simple non-chronological report by writing sentences to describe aspects of the subject. | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Some use of past and present tenses. * Joining words and clauses using ‘and’ e.g. ***Dogs have four legs and a tail.*** * Spaces are left between words. * Use capital letters and full stops to demarcate sentences. * Use capital letters for names e.g. ***My pet dog is called Poppy.*** | * Structure own writing using some of the features of given form : Opening statement, a simple description of whatever is the subject of the report organised in some way to make the reader make sense of the information. * Basic sequencing of ideas. * Sequence sentences to form short report. | * Use new vocabulary from their reading and research. * Use vocabulary collected from cross curricular learning. |

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| **Year 2** | * After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. * Distinguish between a description of a single member of a group and the group in general * Read texts containing information in a simple report format. * Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present and categorise ideas. | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Vary sentences using subordination *(when, if, that, because) e*.g. ***The Grasslands are very hot because they are near the equator and are in Africa.*** * Vary sentences using co-ordination *(and, but, or ) e.g.* ***Lions have big furry manes but male lions have even bigger furry manes.*** * Use different types of sentences e.g. statement, exclamation and question *e.g.*   + Identify sentences in the opening paragraphs of simple reports that answer the questions : Who? What? When? Where?   + Begin reports by asking a direct question e.g. ***Have you ever heard of a Hammerhead shark?***   + Use an exclamation sentence e.g. ***What an incredible animal the shark is!*** * Capital letters, full stops, question marks used accurately e.g. explore the of capitalisation for common and proper nouns in the context of reports for example, ***Bees belong to a larger family of insects known as Apoidea.*** * Features of written Standard English evident in writing * Use commas to separate items in a list. | * Consistent use of tenses, present and past. * Pupils’ writing shows language and structural features of given text – *e.g. opening statement followed by a more detailed or technical classification, written in third person, focus on generic subjects rather than specific ones.* * Pupils’ writing shows an awareness of purpose, form and audience. * Basic sequencing of ideas *e.g. line-breaks, sub-headings and headings.* * Opening / closing signalled e.g.   *‘Introduction/development/ conclusion*   * Related points next to each other. | * Use technical vocabulary*, e.g.* ***the forest canopy*** * Use new vocabulary and patterned phrases from their reading and research. * Use expanded noun phrases to describe and specify   *e.g.*   * + Explore the difference between proper nouns and general nouns and identify their use in non-chronological reports   + Identify the use of factual adjectives to give significant detail, often clarifying colour, position or size e.g. ***scaly bodies, long swishy tails, black hair at the end of their tail***   + Explore the inappropriateness of empty adjectives which do not help the reader to learn more about the topic e.g. **pretty wings**   + Collect and use examples of noun phrases to generalise e.g. **most** butterflies, **some** insects, **all** hedgehogs and consider their meaning. |

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| **Year 3** | * Analyse a number of report texts and note their function, form and typical language features: introduction indicating an overall classification of what is being described, use of short statement to introduce each new item, language (specific and sometimes technical) to describe and differentiate, impersonal language * Explore and begin to incorporate into their own writing the language of comparison and contrast, e.g. ***they hibernate just like other bears / All bees sting apart from the …..*** * Turn notes into sentences, grouping information. | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Express place and cause using conjunctions (when, before, after, while, so, because) e.g. ***Hedgehogs hibernate just like other animals because they cannot generate body heat to stay warm…*** * Express place and cause using adverbs e.g. then, next, soon, therefore ***Lions are great predators therefore their hunting is usually successful…*** * Express time and place using prepositions (before, after, during, in, because of) e.g. ***You can see different types of animals across the world….***   + Collect and use examples of prepositional phrases to clarify physical features, for example*,* ***Ants do not have lungs. They have tiny holes all over their body which they breathe through.***   + Include exploration of prepositions to clarify position, for example, ***Ants build their mounds in sand or soil.*** | * With support begin to use paragraphs to organise ideas, for example, appearance, feeding habits etc. * Use simple, organisational devices *e.g. sub- headings, bullet points, headings* * Use rhetorical questions to draw the reader in   e.g. ***Are dogs a man’s best friend? …. Why is it endangered?***   * Turn notes into sentences. * 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.*** | * Use technical vocabulary related to the subject   e.g. ***hibernate, habitat, rodent, temperature, reptile, mammal***   * Select appropriate vocabulary to move writing from general to more specific, e.g. ***Dogs are a popular choice for many families. The Labrador is a particular choice for people with young children.*** * Explore and begin to incorporate into their own writing the language of comparison and contrast, e.g. ***They hibernate just like other bears / All bees sting apart from the …..*** |

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| **Year 4** | * Analyse a number of report texts and note their function, form and typical language features, recognising that they are often written in the present tense. * Compare with some examples of reports 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.*** * Develop research and note-taking techniques. * Use notes in spidergram. * In reading, analyse **comparative and non-comparative** reports and note the difference e.g. reports that deal with a single topic, e.g. British birds and those that deal with two or more topics e.g. frogs and toads * Write own non-comparative reports based on notes from several sources, helping the reader to understand what is being described by organising or categorising. | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Use fronted adverbials including correct use of commas e.g. collect and use a range of adverbials that can be used to draw similarities, e.g., ***Like most birds, swallows like to …., As well as honeybees,***   ***… On the whole, … Just like honey bees, bumblebees like to, …***   * Develop the use of relative clauses beginning with *who, which, where, that e.g.* ***Tutankhamun, who was an Egyptian Pharaoh, was buried in the Valley of the Kings…. A blizzard is a snow storm with winds that blow faster than 50km per hour*** * Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although, or e.g.* ***If an animal lives in an area where the winter is mild, it may hibernate only briefly, or not at all.*** | * Secure the use of paragraphs to organise ideas around a theme e.g. begin to explore more subtle paragraph breaks within headed sections of reports and consider how the author organised the information. * Some attempt to link paragraphs together across a text e.g. *use of sub-headings and topic sentences* * Use a range of organisational devices *e.g. sub- headings, bullet points, text layout, possible links to ICT and graphic organisers. A brief glossary used to explain key words.* * Use rhetorical questions to lay emphasis on a point ***How do animals know when it is time hibernate? Why was Tutankhamun known as the boy King?*** | * Vary vocabulary including technical vocabulary related to the subject e.g. ***ancient, tomb, pyramid, hieroglyphs, sarcophagus*** * Choose nouns appropriately for clarity and cohesion   e.g. explore the need to repeat the noun in comparative reports so that the reader is able to follow the text with greater ease e.g. ***The problem with contemporary art is that it is not easily understood by most people. Contemporary art is deliberately abstract, and that means it leaves the viewer wondering what she is looking at…***   * Choose pronouns appropriately for clarity and cohesion (*this, that, these, those, he, she, it, they*) e.g. ***When scientific experiments do not work out as expected, they are often considered failures until some other scientist tries them again. Those that work out better the second time around are the ones that promise the most rewards.*** * Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. ***A large river called the River Nile flows through Egypt into the Mediterranean Sea.*** |

**Non-fiction – Persuasion texts**

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.

**Purpose: Progression**

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| To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things. | | | | |
|  | **Generic structure** | **Language features** | **Knowledge for the writer** |  |
|  | * 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.) * 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.) | * Written in simple present tense. * Often refers to generic rather than specific participants (Vegetables are good for you. They ...). * Uses logical rather than temporal connectives (This proves that ... So it’s clear ... Therefore ...). * Tends to move from general to specific when key points are being presented. (The hotel is comfortable. The beds are soft, the chairs are specially made to support your back and all rooms have thick carpet.) * Use of rhetorical questions. (Do you want to get left behind in the race to be fashionable? Want to be the most relaxed person in town? So what do you have to do to?) * Text is often combined with other media to emotively enhance an aspect of the argument, e.g. a photo of a sunny,   secluded beach, the sound of birds in a forest glade or a picture of a cute puppy. | * 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. * Use techniques to get the reader on your side:   + address them directly (This is just what you’ve been waiting for.);   + adopt a friendly and informal tone;   + use memorable or alliterative slogans (Happy Holidays at Hazel House);   + use simple psychology to appeal to the reader’s judgement. (Everyone knows that   ... Nine out of ten people agree that ... Choosing this will make you happy and contented. You’d be foolish not to sign up.)   * 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. |  |

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| **Reception** | * Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways (e.g. pictures of food that make them want to eat things) * Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognising what is happening. * Give oral explanations (e.g.) their or another’s motives; why and how they can persuade or be persuaded. * Begin to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy * Use simple imperative verbs to persuade e.g. ***creating written rules or labels, for example, please don’t touch, please don’t break my model, keep away***   **Grammar Focus :**   * Know that a sentences tell a whole idea and makes sense * Awareness of listener * Communicate ideas through simple written sentences e.g. ***Please don’t break my model*** *(label in the construction)* ***Please can I have a …..*** *(letter to Santa)* | | |
| **Year 1** | * Read captions, pictures, posters and adverts that are trying to persuade. * Begin to recognise what they are trying to do and some of the ways they do it. * Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective. * Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose. * Write simple examples of persuasion e.g. in the form a letter to a character in a book. | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Joining words and clauses using ‘and’ e.g. ***Please come back to my house and eat a feast with me.*** * Spaces are left between words. * Use capital letters and full stops to demarcate sentences. * Use capital letters for names e.g. ***Gruffalo*** * Use and experiment with sentences using question marks and exclamation marks e.g. ***Do you want to eat a delicious feast with me?*** | * Structure own writing using some of the features of persuasive writing e.g. Opening statement, use strong positive words and phrases. * Basic sequencing of ideas. * Sequence sentences to form short persuasive piece. | * Use new vocabulary from their reading and research. * Use vocabulary collected from cross curricular learning. |

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| **Year 2** | * As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how. * Evaluate simple persuasive devices e.g. Say which posters in a shop or TV adverts would make them want to buy something, and why. * Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama. * Write persuasive texts linked with topics relevant to children’s current experience and motivations e.g. Persuasive letter to Santa at Christmas, presentation to school council, persuasive letter to a character from a text * Select information that supports the chosen viewpoint | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Vary sentences using subordination *(when, if, that, because) e.g.* ***Vote for me because… , They are endangered because poachers are killing them and their habitat is being destroyed…. If you want to save the cheetah…*** * Vary sentences using co-ordination *(and, but, or) e.g.* ***If you want to save the cheetah you could raise money or adopt an animal at the zoo.*** * Use different types of sentences e.g. statement, question, exclamation. For example,   + Statements provide information e.g. ***I really want to save cheetahs because there are only 7500 left***   + Questions directly address the reader e.g. ***Did you know that cheetahs are cute and they have yellowish fu*r with black spots?**   + Exclamations provide a strong personal comment e.g. ***How funny they look!***   + A command e.g. ***Save cheetahs now.*** * Use commas to separate items in a list e.g. list persuasive arguments, e.g. ***I think I should be a school councillor because I like speaking in public, I have lots of good ideas and I listen to other people’s ideas.*** | * Consistent use of tenses, present and past * Pupils’ writing shows structural features of persuasive text – *e.g. opening statement that presents the persuasive point of view, for example,* ***Greentrees Primary is the best school in the world.*** Followed by persuasive information presented in the best order * Pupils’ writing shows an awareness of purpose and audience. * Basic sequencing of ideas *e.g. line-breaks, and headings.* * Opening / closing signalled e.g.   *Introduction/development/ conclusion*   * Related points next to each other. | * Use persuasive vocabulary*, e.g. strong, positive words and phrases* * Use new vocabulary and patterned phrases from their reading and research * Use expanded noun phrases to describe and specify   *e.g.* ***Vote for me because I am a confident, helpful and kind boy…., Cheetahs are cute and they have yellowish fur with black spots.*** |

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| **Year 3** | * Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally. * Through role play and drama explore particular persuasive scenarios e.g. a parent persuading a reluctant child to go to bed and discuss the effectiveness of different strategies used. * Present a persuasive point of view in the form of a letter, beginning to link points together and selecting style and vocabulary appropriate to the reader. | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Use conjunctions - so, because, e.g. ***You should buy this product so that you are the envy of all your friends…., I think that we should be allowed to keep the dragon as a pet because……*** * Use short sentences for emphasis. | * With support begin to use paragraphs to organise ideas e.g.   + Generate several reasons for a point of view   + Group related persuasive points together * Use rhetorical questions to draw the reader in e.g. ***Do you want to be left behind in the race to be fashionable?…. Want to be the most relaxed person in town?*** | * Use technical vocabulary related to the subject e.g. ***flexible, waterproof, hard-wearing, thermal*** * Select appropriate vocabulary to move writing from general to more specific e.g. move from general to specific when key points are being presented, e.g, ***The hotel is comfortable. The beds are soft, the chairs are specifically made to support your back and all rooms have a thick carpet.*** * Choose strong, positive and exaggerated words and phrases and avoid sounding negative e.g. ***amazing, fabulous, genuine, fantastic, clean, best in the world, cheapest you will find, truly delicious …*** |

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| **Year 4** | * Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues). * Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. * From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader. * Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Use fronted adverbials including correct use of commas e.g. collect and use a range of adverbials that can be used to link persuasive points together   e.g. ***Down by the harbour, you will find…***   * Develop the use of relative clauses beginning with *who, which, where, that e.g.* ***The trainer is brightly coloured, which means you will be seen in the dark.*** * Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although* | * Secure the use of paragraphs to organise ideas around persuasive points, and counter-arguments   e.g. analyse how a particular view can most convincingly be presented:   * Ordering points to link them together so that one follows from another * How a closing statement repeats and reinforces the original / opening statement or viewpoint, for example, '***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.*** * Some attempt to link paragraphs together across a text . * Use a range of organisational devices *e.g.* sub- headings, bullet points, text layout, possible links to ICT*,* ordering points to link them together so that one follows from another; use statistics, graphs, images, and visual aids to support or reinforce arguments. * Explore the use of devices to structure a persuasive argument, e.g. adverbs, adverbial phrases, conjunctions e.g. ***if, then, on the other hand, finally, so*** * Use rhetorical questions to lay emphasis on a point and act as a persuasive device. | * Vary vocabulary, including technical vocabulary related to the subject e.g. ***waterproof, transparent*** * Choose nouns or pronouns appropriately for clarity and cohesion e.g. investigate how the same subject is referred to many different ways in some persuasive texts, in order to make it sound more appealing or grand, e.g. ***At McDonalds we will make your taste buds tingle… this 5 star restaurant is world famous…. Our beautiful bistro…*** * Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases e.g. explore the use of expanded noun phrases in advertising e.g ..***the beach with its mile long stretch of golden white sand…, rich velvety chocolate harvested from the heart of the Amazonian rainforest..*** * Use linguistic devices such as puns, jingles, alliteration and invented words e.g. ***You'll never put a better bit of butter on your knife … A Mars a day helps you work, rest and play..*** * Use superlative adjectives to compare e.g. ***It is the best restaurant around…. I am the cleverest boy in school …It is the easiest choice you will make..*** |

**Non-fiction – Instructional/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.

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| **Purpose:**  To ensure something is done effectively and/or correctly with a successful outcome for the participant(s). | | | | |
|  | **Generic structure** | **Language features** | **Knowledge for the writer** |  |
|  | * Begin by defining the goal or desired outcome. (How to make a board game.) * List any material or equipment needed, in order. * Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. * Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.) | * Use of imperative verbs (commands), e.g. **Cut** the card ... **Paint** your design ... * Instructions may include negative commands. (Do not use any glue at this stage.) * Additional advice (It’s a good idea to leave it overnight if you have time. If the mixture separates   ...) or suggested alternatives (If you would like to make a bigger decoration, you could either double the dimensions of the base or just draw bigger flowers.). | * Use the title to show what the instructions are about. (How to look after goldfish.) * Work out exactly what sequence is needed to achieve the planned goal. * Decide on the important points you need to include at each stage. * Decide how formal or informal the text will be. (Cook for 20 minutes/Pop your cheesecake in the oven for 20 minutes. * Present the text clearly. Think about using bullet points, numbers or letters to help your reader keep track as they work their way through each step. * Keep sentences as short and simple as possible. * Avoid unnecessary adjectives and adverbs or technical words, especially if your readers are young. * Appeal directly to the reader’s interest and enthusiasm. (You will really enjoy this game. Why not try out this delicious recipe on your friends? Only one more thing left to do now.) * Include a final evaluative statement to wrap up the process. (Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat.) * Re-read your instructions as if you know nothing about the procedure involved. Make sure you haven’t missed out any important stages or details and check that the language is as simple and clear as possible. * 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. |  |

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| **Reception** | * Listen to and follow single instructions, and then a series of two and three instructions * Give oral instructions when playing. * Read and follow simple classroom instructions on labels with additional pictures or symbols. * Attempt to write instructions on labels, for instance in role play area   **Grammar Focus :**   * + Write simple sentences which can be read by themselves and others following a practical activity e.g. ***How to get ready for Red Nose Day or How to look after a mini beast.***   + Use imperative verbs in both talk and writing e.g. ***put, get*** | | |
| **Year 1** | * Listen to and follow a single more detailed instruction and a longer series of instructions. * Plan and give clear single oral instructions. * Routinely read and follow written classroom labels carrying instructions. * Read and follow short series of instructions in shared context. * Contribute to class composition of instructions with teacher scribing. * Write two consecutive instructions independently | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Joining words and clauses using ‘and’ * Spaces are left between words. * Use capital letters and full stops to demarcate sentences. * Use capital letters for the personal pronoun I * Use/ experiment with sentences using question marks and exclamation marks. | * Structure own writing using some of the features of instructions e.g. numbered lists, title to show what the instructions are about, simple list of equipment. | * Use new vocabulary from their reading and research. * Use vocabulary collected from cross curricular learning. * Use imperative verbs (commands), e.g. **Cut**   the card ... **Paint** your design ... |

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| **Year 2** | * Listen to and follow a series of more complex instructions. * Give clear oral instructions to members of a group. * Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. * Analyse some instructional texts and note their function, form and typical language features * As part of a group with the teacher, compose a set of instructions with additional diagrams. * Write extended instructions independently e.g. getting to school, playing a game | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Clarify instructions using subordination *(when, if, that, because) e.g.* ***Take the cake out of the oven when the top looks golden brown.*** * Vary sentences using co-ordination *(and, but, or) e.g.* ***Spread the icing all over the top but not too close to the edge…. Get two pieces of paper and draw a box with a cross or a dot in the middle…*** * Use different types of sentences e.g. statement, question, exclamation e.g.   + Write titles to show what the instructions are about, e.g. ***How to look after a goldfish.***   + Make an exclamatory statement e.g. ***What a delicious treat!*** * Explore and generate negative commands, for example, ***Do not open the oven door; Do* not use any glue at this stage.** * Capital letters, full stops, question marks used accurately. * Use commas to separate items in a list e.g*. list of materials or ingredients.* | * Consistent use of tenses. * Pupils’ writing shows structural features of instructional text – *e.g.* a statement of purpose, list of materials or ingredients, sequential steps * Pupils’ writing shows an awareness of purpose and audience * Basic sequencing of ideas *e.g. numbered lists.* | * Use of adjectives and adverbs limited to giving essential information. * Use expanded noun phrases to describe and specify   *e.g.* ***a large bucket, sharp scissors, thick card..***   * Generate synonyms for over-used imperative verbs,   e.g. ***chop, slice, cut*** |

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| **Year 3** | * Read and follow increasingly complex instructions. * Read and compare examples of instructional text, evaluating their effectiveness. * Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys. * Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions. * Independently write clear written instructions using correct register and devices to aid the reader. | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Express time, place and cause using conjunctions for example, *when, before, after, while, so, because* e.g. ***Put a pin in the middle so the bits that you fold don’t flap open and you have to do it again.*** * Express time and place using prepositions, for example e.g. *before, after, during, in, because of* e.g. through reading instructions written to give directions, build up and use a wide range of prepositions used to indicate and clarify position, for example, ***under the bridge, around the pond, through the deep, dark woods.*** | * With support begin to use paragraphs to organise ideas and group related material e.g. explore instructions that have clear sections, for example, introduction, equipment needed, procedure, additional advice, conclusions * Use simple, organisational devices *e.g. headings, sub-headings, bullet points, text layout, possible links to ICT* * Include additional advice e.g***. It’s a good idea to leave it overnight if you have time*** or suggested alternatives ***If you would like to make a bigger decoration, you could either double the dimensions of the base or just draw bigger flowers.*** * Use rhetorical questions to draw the reader in e.g.   ***Do you want to learn how to make a kite?*** | * Use technical vocabulary related to the subject * Express time, place and cause using adverbs [for example, then, next, soon, therefore] e.g. through reading, build up and use a wide range of adverbs used to sequence instructions * 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.*** |

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| **Year 4** | * Read and follow increasingly complex instructions. * Read and compare examples of instructional text, evaluating their effectiveness. * Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys. * Research a particular area e.g. playground games and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions. * Independently write clear written instructions using correct register and devices to aid the reader. | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Use fronted adverbials including correct use of commas *e.g.*   + Use the conjunction “if” to start complex sentences which give additional advice, e.g. ***If the mixture separates…***   + Compare the clarity of the instruction when the adverbial or subordinate clause is fronted, for example, ***Remove the cake from the oven when it turns golden brown*** compared with ***When the cake turns golden brown, remove it from the oven.*** * Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although* | * Secure the use of paragraphs to organise ideas around a theme e.g. write instructions that have clear sections, for example, introduction, equipment needed, procedure, additional advice, conclusion * Attempt to link some paragraphs together across a text * Use a range organisational devices *e.g. headings, sub-headings, bullet points, text layout, possible links to ICT, diagrams with arrows, keys* * Use rhetorical questions to lay emphasis on a point . * Include negative commands e.g. ***Do not use any glue at this stage.*** | * Use technical vocabulary related to the subject e.g.   ***slice, fold, measure, apply, rotate…***   * Use standard English forms for verb inflections instead of local spoken forms, for example, *we were* instead of *we was*, or *I did* instead of *I done e.g.* investigate instructions with differing levels of formality and decide on an appropriate register when writing their own, for example, ***Cook for 20mins*** compared with ***Pop the cheesecake in the oven for 20 minutes.*** * Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition e.g. investigate the use of nouns and pronouns in instructional texts and support the children to realise that nouns are often repeated (rather than replaced with pronouns) to ensure clarity. * Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. investigate noun phrases in instruction texts and decide when noun phrases can be pared down to avoid unnecessary complexity, and when additional detail is essential*.* |

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**Non-fiction - 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.

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| **Purpose:**  The primary purpose of recounts is to retell events. Their most common intentions are to inform and/or entertain. | | | | |
|  | **Generic structure** | **Language features** | **Knowledge for the writer** |  |
|  | Structure often includes:   * orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...); * an account of the events that took place, often in chronological order (The first person to arrive was ...); * Some additional detail about each event (He was surprised to see me.); * Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.)   Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts. | * Usually written in the past tense. 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!).   * Events being recounted have a chronological order so temporal connectives are common (then, next, first, afterwards, just before that, at last, meanwhile). * The subject of a recount tends to focus on individual or group participants (third person: they all shouted, she crept out, it looked like an animal of some kind). * Personal recounts are common (first person: I was on my way to school ...   We got on the bus). | * Plan how you will organise the way you retell the events. You could use a timeline to help you plan. * 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. * 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). * Read the text through as if you don’t know anything about what it is being recounted. Is it clear what happened and when? * 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 about something funny that   happened to you.) |  |

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| **Reception** | * Informally recount incidents in own life to other children or adults and listen to others doing the same. * Experiment with writing in a variety of play, exploratory and role-play situations. * Write sentences to match pictures or sequences of pictures illustrating an event. * Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending, leading to simple independent writing about a known event e.g. what they did on a school trip.   **Grammar focus**   * Break the flow of speech into words * Write simple sentences that can be read by themselves and others * Attempt to write short sentences in meaningful contexts e.g**. I saw …. / I went …..** | | |
| **Year 1** | * Describe incidents from own experience in an audible voice using sequencing words and phrases such as **‘then’, ‘after that’**; listen to other’s recounts and ask relevant questions to find out more about the event being recounted * Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like ***first, next, after, when.*** * Write simple first person recounts linked to topics of interest/study or to personal experience, incorporating at least three chronological “events” in order, maintaining past   tense and consistent use of first person. | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Joining words and clauses using ‘and’ * Spaces are left between words * Use capital letters and full stops to demarcate sentences * Use capital letters for the personal pronoun I * Use/ experiment with sentences using exclamation marks * Some features of written Standard English evident in writing e.g. **I saw the dog** rather than**, I seen the dog’** | * Structure writing using some of the features of recounts e.g. ordered sequence of events, use of words like ***first, next, after, when.*** * Basic sequencing of ideas * Sequence sentences to form short recount in order * Consistent use of first person e.g. ***I was on my way to school ... We got on the bus.*** | * Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun * Use new vocabulary from their reading and research * Use vocabulary collected from cross curricular learning * Add detail to writing using simple descriptive language e.g. ***beautiful day, cold juice, long walk*** |

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| **Year 2** | * Discuss the sequence of events recounted in texts at a level beyond which they can read independently * Read recounted information and discuss how information is related e.g. What happened first? What happened after that? What was the final event? * Create simple timelines to record the order of events * Write narratives about personal experiences and those of others, in role (real and fictional) | | |
|  | **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
|  | * Use of the progressive form of verbs in the present and past tense to mark actions in progress *e.g* ***It was a great view, I was clapping with excitement…*** * Vary and extend sentences using co-ordination *(and, but, or) e.g.* ***We enjoyed the trip but the weather was awful*** *…* | * Consistent use of past tense. * Pupils’ writing shows language and structural features of recounts e.g. time order, possibly based on first-hand experience, opinions and detail to interest reader. * Basic sequencing of ideas *e.g. time related words or phrases.* Collect a wider range of words and phrases to support chronology e.g***. next, when, after, before, finally, at the end of the day*** * Opening / closing signalled related to timeline of events. * Related points next to each other. | * Use technical vocabulary related to the context of the recount * Use expanded noun phrases to describe and specify   *e.g.* experiment with expanding noun phrases to provide factual detail for the reader, for example, ***old toys, large room, enormous machines, pretend wooden drawbridge*** |
|  | * Vary sentences using subordination *(when, if, that, because) e.g.* ***When we were climbing we had to hold our clipboard on our left hand… I felt very eager because I couldn’t wait to see what we were going to do…*** | * Explore and collect commonly used pronouns e.g***. I, we, our*** |
|  | * Use capital letters and full stops accurately, e.g. explore the use of capitalisation for proper nouns used in recount texts e.g. ***Butterfly World, Beamish, Sunderland Museum*** |  |
|  | * Use different types of sentences e.g. exclamation   ***How I wished you were there*** *!* |  |
|  | * Use apostrophes to show possession *e.g.* ***The museum’s best feature was ….*** |  |
|  | * Features of written Standard English evident in writing e.g***. We saw the exhibition***, rather than We seen the exhibition |  |
|  | * Use commas to separate items in a list e.g. ***For lunch we had sandwiches, crisps and fruit…. On the way we sang The Wheels on the Bus, The King is in the Castle and When you’re happy and you know it.*** Explore how commas are used to separate adjectives in lists, for   example, ***a tall, grand building*** |  |

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| **Year 3** | * Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. * Note the inclusion of relevant, but non-essential detail, to interest and engage the reader * Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, and a news report ensuring agreement in the use of pronouns. | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Express time, place and cause using conjunctions e.g. *when, before, after, while, so, because* * Express time, place and cause using adverbs   1. *then, next, soon, therefore.*      + Express time and place using prepositions e.g. before, after, during, in, because of…      + Guide the reader round the site e.g. ***At the outer walls; Up the spiral staircase; At the top of the keep…***      + Provide further detail through giving examples beginning with “such as”, “like”. E.g. ***The class learned lots about the Victorians such as how they dressed and were educated.*** | * With support, begin to use paragraphs to organise ideas and group related material e.g.   + Explore the content of introductory paragraphs, identifying answers to questions: What? Who? When? Where? Include this information concisely in own recounts e.g. ***Last week, Class 3 travelled to Beamish to find out more about the fascinating Victorians.***   + Write finishing lines for a final paragraph that indicate the conclusion of the recount, and include a simple summary e.g. ***The day ended with a talk by a Victorian expert. The whole class enjoyed a great day out.*** * Use rhetorical questions to draw the reader in e.g. ***Have you ever had a better day than a trip to Beamish?*** * Write newspaper style recounts, e.g. about school events or an incident from a story including relevant, additional detail to add interest. | * Build banks of words supporting chronology, noting those that indicate specific timings e.g. **at 3pm, after two hours** * Build banks of descriptive verbs to add detail and description; use well known verbs in recounts. * Use technical vocabulary related to the subject. * Use words and phrases that capture the reader’s interest and imagination e.g. ***The most exciting experience I have ever had … A really funny***   ***thing happened when …. It nearly turned into a disaster when ….*** |

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| **Year 4** | * Explore and compare texts that recount the same event : evaluate and identify those that are more effective at engaging the reader; those that convey a specific viewpoint and those that present recounts from different perspectives | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Use fronted adverbials including correct use of commas *e.g.* ***Later that day.*** Explore general phase   / clause order in greater detail, for example, investigating how the information needed in the introductory sentence to orientate the reader *(Who? What? Where? When?)* can be re-ordered to best hook the reader’s interest   * Secure use of direct speech punctuation, including punctuation within and surrounding inverted commas. For example, explore how direct speech is used in recounts to engage the reader, and explore where the speech is used within the text e.g.   + As the opening line drawing the reader in immediately; in the conclusion to support summarising, for example, ***One Year 4 pupil summed up the day on behalf of the whole class, “That was the best school trip ever!”*** * Develop the use of relative clauses beginning with *who, which, where, that e.g.* ***The pupils, who all went to Greenways Primary School were very excited to be on the adventure…*** * Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although* | * Explore and manage the shift between past and present tense in recounts e.g. present tense to describe on-going events / topics/ things, compared with past tense to recount the actual event e.g. ***Beamish houses a vast array or artefacts, some of which are very rare*** *(present tense).* ***Class 4 visited this intriguing attraction last week and were stunned by the number exhibitions waiting to be discovered there*** *(past tense).* * Secure the use of paragraphs to organise ideas around a theme e.g.   + Develop the final paragraph as a way of summarising the event in greater detail, for example, not simply stating the final event in the timeline, but providing an insight into the impact of the event on participants, or offering an insight into the future e.g. ***No doubt, Year 4 children will continue to be amazed by this fascinating attraction for years to come.*** * Some attempt to link paragraphs together across a text using transitional words for time and sequence   e.g. ***after a while, meanwhile, shortly after, subsequently, in the end …***   * Use 1st and 3rd person appropriately and consistently throughout the text e.g. 3rd person: ***they all shouted, she crept out, it looked like an animal of some kind.*** Use of 1st person in personal recount: ***I was on my way to school ... We got on the bus.*** | * Use technical vocabulary related to the subject. * Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. * Effectively use conjunctions, adverbs and prepositions to express time and cause and place. * Select words and phrases that support the “theme” of the recount e.g. a positive event will use positive imagery/word choices throughout. * Make appropriate vocabulary choice depending on the style and context of the recount e.g. technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you. |

**Non-fiction - Discussion Texts**

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| **Purpose:**  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. | | |
| **Generic structure** | **Language features** | **Knowledge for the writer** |
| * 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. | * Written in simple present tense. * 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). * Uses connectives (for example, therefore, however). * Generic statements are often followed by specific examples (Most vegetarians disagree. Dave Smith, a vegetarian for 20 years, finds that ...) * Sometimes combined with diagrams, illustrations, moving images and sound to provide additional information or give evidence. | * Questions often make good titles. (Should everyone travel less to conserve global energy?) * Use the introduction to show why you are debating the issue. (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   depending on your audience and purpose. |

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| **Reception** | * Experience and recognise that others sometimes think, feel and react differently from themselves. * Talk about how they and others might respond differently to the same thing (e.g. like a particular picture or story when someone else doesn’t) * Give oral explanations e.g. their or another’s preferences, e.g. what they like to eat and why. * Listen and respond to ideas expressed by others in discussion * Initiate conversations, attend to and take account of what others say.   **Grammar focus**   * + Communicate opinions through simple written sentences ***e.g. I hope….I like…..I wish…***   + Show awareness of the listener   + Use the personal pronoun ‘I’ in discussions e.g. during a discussion about their age Matilda said, ***‘I’m 6 years old!’***   + In discussions, use joining words such as and, but, because to begin exploring thinking further ***e.g. ‘She’s not 6, because she is***   ***younger than me and I’m only 5’.*** | | |
| **Year 1** | * Through talk and role play explore how others might think, feel and react differently from themselves and from each other * In reading explore how different characters might think, feel and react differently from themselves and from each other * Write a sentence (or more) to convey their opinion and a sentence (or more) to convey the contrasting opinion of another e.g. character from a book or peer in the class etc e.g. ***I think that he should give the toy back. James thinks that he should keep the***   ***toy*.** | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Joining words and clauses using ‘and’ e.g. use “and” to begin exploring thinking further, for example, ***I would give the toy back and say sorry to the little girl.*** * Spaces are left between words. * Use capital letters and full stops to demarcate sentences. * Use capital letters for the personal pronoun *I* | * Structure writing using some of the features of discussion. * Basic sequencing of ideas. * Consistent use of first person . | * Use new vocabulary from their reading and research. * Use vocabulary collected from cross curricular learning. * Explore opinion stems e.g. ***I think…, I feel…*** |

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| **Year 2** | * Through reading, role play, drama techniques and in life situations, recognise, that different people and characters from texts, have different thought/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself * Write a series of sentences to convey their opinion, and a series of sentences to convey the contrasting opinion of another | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Explore and collect commonly used pronouns e.g***. I, we, our*** * Vary and extend sentences using co-ordination   *(and, but, or)*   * Vary sentences using subordination *(when, if, that, because) e.g. use “because” to extend reasoning, for example,* ***I think the wolf is naughty because he scares the little pigs.*** * Use different types of sentences e.g. statement, command, question, exclamation. E.g. *Children generate questions for discussions following reading e.g.* ***Should the boy give the toy back?*** * Use Capital letters and full stops accurately. * Use commas to separate items in a list e.g. ***I think the wolf is greedy, naughty and sly.*** | * Consistent use of simple present tense. * Pupils’ writing shows language and structural features of discussions. * Opening / closing signalled e.g.   *‘Introduction/development/ conclusion*   * Related points next to each other. | * Use technical vocabulary related to the context of the discussion. * Use expanded noun phrases to describe and specify   *e.g.* use noun phrases to generalise, for example, ***some people, everyone in the class, all the boys, most of the girls, all the readers*** |

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| **Year 3** | * Through reading, role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, or the different view of people writing to a newspaper.) In the process, draw inferences such as inferring character’s feelings, thoughts and motives from their actions, and justifying inferences with evidence * Write a traditional tale (or a scene from any narrative) from two key characters’ perspectives, showing a contrast in viewpoint * Write a summary statement/series of sentences expressing their own opinion on the characters viewpoints e.g. who was in the right/wrong and present reasons for their opinion | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Express time, place and cause using conjunctions e.g. when, before, after, while, so, because * Express time, place and cause using adverbs   e.g. then, next, soon, therefore.   * Express time and place using prepositions e.g. before, after, during, in, because of. For example, provide further detail through giving examples beginning with “such as”, “like”. E.g***. “The class hold different opinions such as***   ***…..”*** | * With support, begin to use paragraphs to organise ideas and group related material e.g.   + Write an introduction to show why you are debating the issue, for example, ***There is always a lot of disagreement about fox hunting and people’s views vary a lot.***   + Group arguments for and against in separate paragraphs. * Use simple, organisational devices *e.g. headings, sub-headings* to aid presentation *e.g. use headings to present arguments “for” and arguments “against”* | * Use technical vocabulary related to the subject. * Use words and phrases that capture the reader’s interest and imagination. |

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| **Year 4** | * In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced * Through questioning and debate, continue to explore the expression of different views through discussion, role play and drama * Give well-structured, and extended, justification for feelings and opinions | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Use fronted adverbials including correct use of commas *e.g. Use connecting adverbs/ adverbials to present further justification of a point of view, for example,* ***furthermore, in addition, also*** * Develop the use of relative clauses beginning with   *who, which, where, that*   * Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although* | * Secure the use of paragraphs to organise ideas around a theme e.g. consider different sides of an argument, presenting them in separate paragraphs, and decide on a course of action / personal stance, summarising reasons in a final paragraph. * Some attempt to link paragraphs together across a text . * Use 1st and 3rd person appropriately and consistently throughout the text. | * Use technical vocabulary related to the subject * Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. ***most people with a reasonable knowledge of the subject…, all dogs with a history of violence…, all the sporty girls in class…*** * Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition e.g. use a range of nouns referring to the same subject e.g. ***many dog owners argue that … they go onto state that … these animal lovers also make the point that …*** * Make appropriate vocabulary choice depending on the style and context of the discussion. |

**Non-fiction – Explanatory texts**

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| **Purpose**:  To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is. | | |
| **Generic structure** | **Language features** | **Knowledge for the writer** |
| * A general statement to introduce the topic being explained. (In the winter some animals hibernate.) * The steps or phases in a process are explained logically, in order. (**When** the nights get longer ... **because** the temperature begins to drop ... **so** the hedgehog looks for a safe place to hide.) | * Written in simple present tense. (Hedgehogs wake up again in the spring.) * Use of temporal connectives,   e.g. first, then, after that, finally.   * Use of causal connectives, e.g. so, because of this. | * Choose a title that shows what you are explaining, perhaps using why or how. (How do hedgehogs survive the winter? Why does it get dark at night?) * 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. * Use the first paragraph to introduce what you will be explaining. * Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do. * Add a few interesting details. * Interest the reader by talking directly to them (You’ll be surprised to know that ... Have you ever thought about the way that ...?) or by relating the subject to their own experience at the end (So next time you see a pile of dead leaves in the autumn ...). * 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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| **Reception** | * Talk about why things happen and how things work; ask questions and speculate * Listen to someone explain a process and ask questions * Give oral explanations e.g. their own or another’s motives; why and how they made a construction * Explain own knowledge and understanding, and asks appropriate questions of others * They develop their own explanations by connecting ideas and events * Use labels and captions on simple diagrams e.g. parts of the body   **Grammar focus**   * Communicate ideas through simple sentences * Show awareness of listener * Orally use joining words such as and, but, because, if e.g. explaining what happens if different fabric is put down a ramp. ***Adult asks “If I put fabric down the ramp, what will happen to the car?” Child responds “It will go slow because it will get in the way of the wheels.”*** | | |
| **Year 1** | * Read captions, pictures and diagrams on wall displays and in simple books that explain a process * Draw pictures to illustrate a process and use the picture to explain the process orally * Asks questions to extend their understanding and knowledge * Write a series of sentences to explain a simple, process based on first-hand experience e.g. chicks hatching, life cycle of a frog | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Joining words and clauses using ‘and’ * Spaces are left between words. * Use capital letters and full stops to demarcate sentences. * Use capital letters for the personal pronoun *I* | * Sequence sentences to form short narratives   e.g. ***Chicks have a spike on their beak. This is called the egg tooth.***   * Basic sequencing of ideas to explain a simple process based on a first-hand experience. | * Use new vocabulary from their reading and research * Use vocabulary collected from cross curricular learning |

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| **Year 2** | * Listen to and discuss a wide range of explanatory texts. * Draw on and use new vocabulary from reading explanatory texts. * After carrying out a practical activity e.g. experiment, investigation, construction task, contribute to creating a flowchart of cyclical diagram to explain the process. * After seeing and hearing an oral explanation of a process, explain the same process orally also using flowcharts, language and gestures appropriately. * Read flowcharts or cyclical diagrams explaining other processes. * Following other practical tasks, produce a flowchart or cyclical diagram independently ensuring content is clearly sequenced. | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Vary and extend sentences using co-ordination *(and, but, or)* e.g. build word banks of commonly used conjunctions for explanations : ***Hedgehogs wake up in March or April.*** * Vary sentences using subordination *(when, if, that, because) e.g.* ***Hedgehogs wake up in March or April when the weather is warmer and food is easier to find.*** * Use different types of sentences e.g. statement, command, question, exclamation. For example, explore titles of explanation texts and identify that they usually begin with “how” or “why”. Write general statements to introduce topics being explained e.g. ***In the winter some animals hibernate.*** * Use Capital letters and full stops, question marks and exclamation marks to demarcate sentences   e.g. practise generating their own titles for explanation texts, for example, ***How do hedgehogs survive the winter? Why do we use bricks to build houses?*** | * Consistent use of present and past tense throughout writing e.g. know that explanations are usually written in the simple present tense, for example, ***Hedgehogs usually wake up again in the spring.*** * Basic sequencing of ideas *e.g. time related words or phrases, line-breaks, headings, numbers* * Use some presentational features specific to explanation texts e.g. produce a flowchart or cyclical diagram ensuring the content is sequenced. | * Use technical vocabulary related to the context of the explanation. * Use expanded noun phrases to describe and specify   *e.g. collect noun phrases from reading and use these to generate own examples e.g.* ***some hibernating animals, the adult male frog*** |

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| **Year 3** | * Read explanations as a whole class, in groups and individually * Comment on a range of explanatory texts, focusing on how easy they are to understand (e.g. by trying to reproduce that information in a different form, such as a diagram, or flow chart) * Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography) * Ensure relevant items are grouped together * In formal presentations, explain processes orally using notes * Write a series of extended sentences to explain a process * Ensure relevant details are included and accounts ended effectively | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Express time, place and cause using conjunctions e.g*. when, before, after, while, so, because,* for example use a developing range of connecting adverbs to express cause e.g. ***because the temperature begins to drop…,***   ***…so the hedgehog looks for a safe place to sleep.***   * Express time, place and cause using adverbs   e.g. then, next, soon, therefore. For example, use adverbs to express sequence, ***first, then, after that, finally***   * Express time and place using prepositions e.g. before, after, during, in, because of. For example, ***Hedgehogs make their nests under hedges and at the base of tree trunks. Hedgehogs build up their stores of fat during***   ***autumn.*** | * With support begins to use paragraphs to organise ideas and group related material. * Use simple, organisational devices *e.g. headings, sub-headings* to aid presentation*.* * Produce information using diagrams and flow charts and use to make notes or summarise stages in a process (e.g. the water cycle) | * Use technical vocabulary related to the subject * Select suitable vocabulary to ensure relevant and sufficient detail |

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| **Year 4** | * Interest the reader by addressing them directly or by relating the subject to their own experience at the end * Read and analyse a range of explanatory text, investigating and noting features of impersonal style (and noting when a personal tone is used) * Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms * Comment on, and justify views about, a range of explanatory texts * Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do. | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Use fronted adverbials, including correct use of commas. Note how these are usually used to specific a time or cause *e.g.* ***Millions of years later,…., When an animal or plant dies,…., Consequently,*** * Develop the use of relative clauses beginning with *who, which, where, that e.g.* ***Fossils, who were once animals are a window into our past.*** * Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although* | * Secure the use of paragraphs to organise ideas around a theme e.g. use the first paragraph to introduce what you will be explaining. Organise following paragraphs according to the stages of the process. Conclude by addressing the reader’, for example, ***So now that you know about fossils, why don’t you go on your very own fossil hunt.*** * Some attempt to link paragraphs together across a text * Use a range of organisational devices *e.g. sub- headings, bullet points, text layout, possible links to ICT, flowcharts, diagrams* | * Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases e.g. ***When an animal dies, the soft part of the animal rots away. Millions of years later, the rock surrounding the skeleton rises to the Earth’s surface.*** * Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition e.g. investigate the use of nouns and pronouns in a text and note the use of the noun in the opening statement, followed by the pronoun, for example, ***In winter, hedgehogs hibernate. They make their nests under hedges.*** Decide on an appropriate balance between nouns and pronouns to aid clarity. * Make appropriate vocabulary choice, including technical vocabulary depending on the style and context of the explanation. * Interest the reader by addressing them directly   ***You’ll be surprised to know that…. Have you ever thought about the way that ….?”***or by relating the subject to their own experience at the end e.g. ***So next time you see a pile of dead leaves in the***  ***autumn…*** |

Narrative

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| **Generic Structure** | **Language Features** | **Knowledge for the Writer** |
| The most common structure is:   * an opening that establishes setting and introduces characters; * a complication and resulting events; * a resolution/ending.   Effective writers are not constrained by predictable narrative structure. Authors and storytellers often modify or adapt a generic structure,  e.g. changing chronology by not telling the events in order (time shifts, flashbacks, backtracking). Children can add these less predictable narrative structures to their own writing repertoires. | Language features vary in different narrative genres.  **Common features:**   * presented in spoken or written form; * may be augmented/supplemented/ partly presented using images (such as illustrations) or interactive/multimedia elements (such as hypertext/ images/ video/ audio); * told/written in first or third person (I, we, she, it, they); * told/written in past tense (sometimes in present tense); * chronological (plot or content have a chronology of events that happened in a particular order); * main participants are characters with recognisable qualities, often stereotypical and contrasting (hero/villain); * typical characters, settings and events are used in each genre; * connectives are widely used to move the narrative along and to affect the reader/listener: * to signal time (later that day, once); * to move the setting (meanwhile back at the cave, on the other side of the forest); * to surprise or create suspense (suddenly, without warning). | Plan before writing/telling to organise chronology and  ensure main events lead towards the ending.   * Visualise the setting and main characters to help you describe a few key details. * Rehearse sentences while writing to assess their effectiveness and the way they work together. * Find some different ways of telling what characters think and feel, e.g. describe what they did or said. * Use some strategies to connect with the reader/listener e.g. use repetition of the same phrase or the same language pattern; ask them a question or refer to the reader as ’you’. What on earth   was happening? Who do you think it was?   * Show how the main character has changed or moved on in some way at the end. * Read or listen to the whole text as if you are the reader/listener or try it out on someone else:   check that it makes sense and change anything |

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| **Reception** | Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles; re-tell narratives using patterns from listening and reading; tell a story about a central character; experiment with story language by using familiar words and phrases from stories in re-telling and play.  Attempt own writing for various purposes, using features of different forms, including stories.  Attempt to write own tests that show understanding of features typically found in books read e.g. The wicked witch is very bad. Retell aspects of well-known stories e.g. ***Once upon a time… I’ll huff and puff ….***  **Grammar focus**   * Begins to break the flow of speech into words * Write simple sentences that can be read by themselves and others. * Attempts to write short sentences in meaningful contexts. * Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books e.g***. Once upon a time… deep dark wood…*** | | |
| **Year 1** | * Recount own experiences orally and compose sentences orally. * Use simple sentences to recount own experiences in writing. * Innovate on patterns from a familiar story orally including some story language, and in writing. * Write own version of a familiar story using a series of sentences to sequence events. * Re-tell familiar stories and recount events; include main events in sequence, focussing on who is in the event, where the event takes place and what happens in each event; use story language, sentence patterns and sequencing words to organise events e.g. ***then, next.*** * Recite stories, supported by story boxes, pictures, act out stories and portray characters and their motives. * Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set, include good and bad characters and use ideas from reading for some incidents and events. | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Joining words and clauses using ‘and’ and ‘then’ * Spaces are left between words. * Use capital letters and full stops to demarcate sentences. * Use capital letters for names and for the personal pronoun *I* * Use and experiment with sentences using question marks and exclamation marks. | * Structure own writing using some of the features of given form, audience and text **e.g. beginning, middle and end** * Use patterned narrative *structures e.g.* ***Once upon a time, Long, long ago…***and ***lived happily ever after…*** * Basic sequencing of ideas. * Sequence sentences to form short narratives. * Some use of past and present tenses. | * Use new vocabulary and patterned phrases from their reading/own wider experiences/discussions to help engage the reader. * Add detail to writing using simple descriptive language. * Take an interest in, enjoy and explore new vocabulary. * Some features of written Standard English evident in writing e.g. ***He saw the dog*** rather than, **t*hey seen the dog*** |

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| **Year 2** | * Re-tell a familiar story with events in sequence and including some dialogue and formal story language. Compose individual sentences orally and write them down. Imitate familiar stories by borrowing and adapting structures; Write own story in the style of a traditional tale, using typical settings, characters and events. * Plan and tell a story based on own experience. Improvise and rehearse new dialogue between familiar characters. Explore characters’ feelings and situations. Develop writing stamina. Plan and write own story about a familiar character, using the structure: opening, something happens, events to sort it out, ending. Describe characters and include dialogue * Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener’s interest; tell own real and imagined stories; Dramatise parts of own stories for class. Read aloud with appropriate intonation to make the meaning clear. * Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Include descriptions of   characters and setting and some dialogue. Use phrases drawn from story language to add interest, (e.g.) she couldn’t believe her eyes. | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Vary sentences using subordination *(when, if, that, because) e.g.* ***Jack needed to sell the cow because he needed to get some money…*** * Vary sentences using co-ordination *(and, but, so, then).*   For example simple use of co-ordination and repetition  e.g. ***All th****e* ***animals laughed and laughed and laughed but the lion was upset…. We tried to press the button but that didn’t work so we tried to find the weapons…***   * Use different types of sentences e.g. statement, command, question, exclamation *e.g.*   + *Statements used to move the story forward* ***So all the animals trained and the tortoise won..***   + Commands e.g. ***please gather all the animals*** (polite request) ***…. Animals co*mes to me**(authoritative command) **… Let’s have a training competition** (suggestion), **on your marks, get set, go** (order)   + Exclamation e.g. ***What a nightmare it was!***   + Question e.g. ***Where are we?*** * Apostrophes – some use of possession e.g. ***dragon’s cave*** * Capital letters, full stops, question marks and exclamation marks usually used accurately. * Use commas to separate items in a list e.g. ***Badger looked at the sandwich covered in golden sand, slimy green seaweed, black hundreds of ants, tickly feathers and slugs.*** | * Consistent use of tenses, present and past e.g. ***They fell down and zoomed, zoomed and zoomed all the way to the bottom. The house crashed and there were two boys.*** * Pupils’ writing shows language and structural features of narrative *e.g. typical settings, character and events* * Pupils’ writing shows an awareness of purpose, form and audience of the narrative. * Basic sequencing of ideas *e.g. time related words or phrases e.g.* ***Then all the animals…*** * Opening / closing signalled e.g .*beginning, middle and end e.g.* ***Once upon a time,…. they all lived happily ever after*** * Related points next to each other. * Narrative includes setting, character and plot. | * Use adventurous vocabulary in narrative writing e.g. adjectives, verbs and adverbs e*.g.* ***the dragon thundered furiously down the path*** * Use new vocabulary and patterned phrases from their reading . * Take an interest in, enjoy and explore new vocabulary in order to support their writing. * Use expanded noun phrases to describe/specify *e.g.* ***The green dragon…. The biggest midnight feast in their life….*** * Use of the progressive form of verbs in the present and past tense to mark actions in progress *e.g.* ***The lion was in the lead and everyone was cheering for the lion but the tortoise ran past.*** |

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| **Year 3** | * Tell stories based on own experience and oral versions of familiar stories; sequence events clearly and have a definite ending; Plan and write stories based on own experience using the structure (opening, dilemma/ conflict / problem, resolution, ending). Write an opening paragraph and further paragraphs for each stage of the story ensuring that sequence is clear. Use either 1st or 3rd person consistently; * Plan and tell stories, varying voice and intonation to create effects and sustain interest. Role play include dialogue to set the scene and present characters; Discuss writing models similar to those they will use in their own writing to learn from its structure grammar and vocabulary. * Plan and write complete stories using a familiar plot and altering characters or setting. Include a structured sequence of events organised into paragraphs. Describe new characters or settings. Include examples of patterned story language. Use conventions for written dialogue and include some dialogue that shows the relationship between two characters * Plan stories orally; explore moral dilemmas for characters using drama. * Write stories that have a problem and resolution and are organised into paragraphs using adverbs of time. Include description of a typical setting and characters. Use written dialogue to move the plot on. Consolidate vocabulary and grasp of sentence structure | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Sentence openings – vary sentences for clarity e.g. ***Slowly, the wolf crept into the house …, The green scaly dragon roared furiously*** * Express time, place and cause using conjunctions   e.g. *when, before, after, while, so, because* e.g.  ***When she arrived, her mum was furious…***   * Express time, place and cause using adverbs e.g. then, next, soon, therefore e.g. ***Soon he reached the top of the beanstalk…*** * Express time and place using prepositions e.g. before, after, during, in, because of e.g. ***There was a girl nearby on a dark red slide …*** * Use present perfect verbs in addition to the past tense   e.g. ***He has gone out to play*** rather than *He went out to play*   * Begins to use inverted commas to punctuate direct speech. | * With support begins to use paragraphs to organise ideas * Narratives include :opening, dilemma, conflict, problem, resolution, ending * Use of the perfect form of the verbs to mark relationships of time and cause e.g**. *I have written it down so we can check what he said*** * Use rhetorical questions to draw the reader in. | * Varied vocabulary including technical vocabulary related to the subject. * Explore nuances of meaning through reading and discussion and apply in writing to create a specific effect. * Use expanded noun phrases to give precise detail   e.g. ***They lived in a rickety, old and wooden***  ***house … the top of the massive beanstalk…The starving, tremendously hungry badger…***   * Begin to experiment with figurative language e.g. ***He walked like a lion…*** * Use words and phrases that capture the reader’s interest and imagination. For example, use of repetition e.g. ***Up…Up…Up. It got colder and colder and colder…*** * Select verbs carefully to describe actions, thoughts and feelings e.g. ***His heart was pounding and sweat was pouring from his brow…*** |

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| **Year 4** | * Plan and tell own versions of stories. Compose sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structure. Discuss writing models similar to those they will use in their own writing to learn from its structure grammar and vocabulary. * Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; Organise paragraphs around a theme. Include descriptive detail to evoke the setting and make it more vivid. Sequence events clearly and show how one event leads to another. Use details to build character descriptions and evoke a response; Enhance the effectiveness of what they write * Plan and write a longer story set using the structure: introduction, build-up, climax or conflict, resolution. Use paragraphs to organise and sequence the narrative and for more extended narrative structures; include details of the setting, using figurative and expressive language to evoke mood and atmosphere. Build on the range and variety of grammar, vocabulary and narrative structures. * Work in role to ‘interview’ story characters. Use improvisation to explore alternative actions and outcomes to a particular issue. Explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character. * Write in role as a character from a story. Plan and write a longer story where the central character faces a problem that needs to be resolved. Use a clear story structure. Use different ways to introduce or connect paragraphs; develop settings using adjectives and figurative language to evoke time, place and mood. Include character descriptions   designed to provoke sympathy or dislike in the reader. Monitor whether their writing makes sense. | | |
| **Sentence Structure and Punctuation** | **Text Structure and Organisation** | **Vocabulary** |
| * Use fronted adverbials including correct use of commas *e.g.*   + Adverbs that signal time :***Later that day, I heard the bad news… Many years ago, Eric sailed to Greenland….Early that morning …***   + Adverbs used to shift attention: ***Meanwhile,***   ***… At that very moment,…***   * + Adverbs used to interject suspense ***: Suddenly,… Without warning,…***   + Adverbial phrases to move the setting for episodes, e.g***. On the other side of the forest, …, Back at home, …*** * Use apostrophes to mark plural possession *e.g. the girls’ names, the boys’ boots* * Secure use of direct speech punctuation, also punctuation within and surrounding inverted commas * Develop the use of relative clauses beginning with   *who, which, where, that*   * Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although e.g.* ***When the crow was flying back to the sticky nest he dropped it into an ants’ nest, because an electric aeroplane***   ***scared the crow…*** | * Secure the use of paragraphs to organise ideas around a theme * Some attempt to link paragraphs together across a text e.g. ***Sometime later…, Suddenly…, Inside the castle…*** * Organise narrative into chapters, use structure: intro, build- up conflict, resolution * Re-tell a story using techniques to entertain the audience, e.g. gestures, repetition, traditional story openings and endings * Use 1st and 3rd person appropriately and consistently throughout the text * Use organisational devices *e.g. story mountain* | * Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. * Select appropriate vocabulary to create settings, characters and plot. * Effectively use conjunctions, adverbs and prepositions to express time and cause and place * Use some figurative or expressive language to build detail and evoke mood and atmosphere. * Create character descriptions designed to provoke sympathy or dislike in the reader. |