



Reading and Writing Progression

Progression in narrative

Reception	<p>Turn stories into plays 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.</p> <p>Attempt own writing for various purposes, using features of different forms, including stories.</p> <p>Attempt to write own texts that show understanding of features typically found in books read e.g. The wicked witch is very bad.</p> <p>Retell aspects of well-known stories e.g. <i>Once upon a time... I'll huff and puff</i></p> <p>Grammar focus</p> <ul style="list-style-type: none">• Begin 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.• Use vocabulary and forms of speech that are increasingly influenced by their experiences of books e.g. <i>Once upon a time... deep dark wood...</i>
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Year 1 Narrative	<ul style="list-style-type: none"> • 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. 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Identify features of familiar texts e.g. <i>"There's always a baddie; "They all have happy ending"</i> • Make connections between texts e.g. <i>"This is like a traditional tale because there's an evil witch/a bad wolf"</i> • Consolidate understanding that stories have characters, settings and events. • Recognise the beginning, middle and end in stories. 	<ul style="list-style-type: none"> • Simple points from familiar texts are identified and discussed. • Identify the main events. • Discuss new vocabulary and link meanings to what is already known. • Link what they read or hear read to their own experiences. • Predict what might happen on the basis of what has been read so far e.g. <i>"Jack will save them because that's what he always does"; "The next part will tell you about what lions eat."</i> • Use role play to identify with characters and make inferences on the basis of what is being said and done e.g. <i>"The children were scared of the dragon because they ran away."</i> • Notice familiar and unfamiliar settings. 	<ul style="list-style-type: none"> • Recognise and join in with predictable phrases, exploring the effects of patterns of language and repeated words and phrases e.g. <i>"Run, run as fast as you can, you can't catch me I'm the Gingerbread Man."</i> • Discuss word meanings, linking new meanings to those already known e.g. <i>"Enormous means big."</i> • Begin to understand how written language can be structured in order e.g. <i>to build surprise in narratives.</i> • Try out the language they have listened to e.g. <i>through role play, retelling stories.</i> • Comment on obvious features of language e.g. <i>rhymes and refrains, significant words and phrase.</i> • Recognise typical phrases for story openings and endings.

Progression	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Narrative Writing	Re-tell a narrative using patterns from listening and reading.	Tell a story about a central character.	To innovate on patterns from a familiar story using known story language.	To write their own version of a familiar story and re-count events in sequence.	To use patterns and language from familiar stories. Write a complete story with a beginning, middle and an end.	To write a complete story which includes characterisation, i.e. a good and a bad character.
	Sentence Structure and Punctuation		Text Structure and Organisation		Vocabulary	
	<ul style="list-style-type: none"> Join 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 / Use and experiment with sentences using question marks and exclamation marks. 		<ul style="list-style-type: none"> Structure own writing using some of the features of given form, audience and text e.g. beginning, middle and end Use patterned narrative <i>structures e.g. Once upon a time, Long, long ago...and lived happily ever after...</i> Basic sequencing of ideas. Sequence sentences to form short narratives. Some use of past and present tenses. 		<ul style="list-style-type: none"> 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 	

Year 2 Narrative	<ul style="list-style-type: none"> • Re-tell a familiar story with events in sequence and including some 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 interactions 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 settings. • Re-tell familiar stories using narrative structure and language from the text; include relevant details, including expanded noun phrases 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. 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Show some awareness that writers have viewpoints e.g. <i>"She thinks it's not fair."</i> • Identify similarities and differences between fiction and non-fiction e.g. <i>similarities in plot, characters</i> • Consolidate understanding of basic story structure: beginning, middle and end and notice the way that events are linked. • Analyse the sequence of events in different stories using the structure: opening, something happens, events to sort it out, ending. Identify words and phrases used to link events. • Identify common themes in traditional tales. 	<ul style="list-style-type: none"> • Express personal responses, including likes and dislikes with reasons, e.g. <i>"She was just horrible like my Gran is sometimes."</i> • Use evidence including quotations from or references to text e.g. <i>often retelling or paraphrasing sections of the text rather than using it to support comment.</i> • Recall straightforward information e.g. <i>names of characters.</i> • Be able to answer and ask questions by locating information in texts e.g. <i>about characters.</i> • Discuss sequence of events in stories • Identify some familiar patterns of language e.g. <i>first, next.</i> • Work out meanings of some new vocabulary from context and knowledge of e.g. <i>prefixes (happy/unhappy)</i> • Recognise recurring literary language e.g. <i>long ago.</i> • Make plausible predictions based on reading of text e.g. <i>"He's going to run away,"</i> or <i>"I think it will tell us how the fire started."</i> • Learn about characters by looking at what they say and do. 	<ul style="list-style-type: none"> • Comment on language choices e.g. <i>"slinky" is a good word for a cat.</i> • Recognise patterns of literary language e.g. <i>once upon a time, first, next, last.</i> • Work out meanings of new vocabulary from context e.g. <i>squashed and squeezed</i> and knowledge of e.g. <i>prefixes, unhappy</i> • Track a character through a story and see how they change. • Analyse pieces of dialogue for what it shows about characters. Look at the verbs used for speech and work out how characters are feeling.

Progression	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 Narrative Writing	To write a three part story with a key character.	To re-tell a traditional tale using typical settings, characters and events. To innovate a traditional tale, changing some aspects of the setting, characters and events.	Plan and tell a story based on your own experience, using expanded noun phrases to expand and specify.	To plan and write a story based on a familiar character, using the structure of opening, something happens, events to sort it out and an ending.	To plan and write your own story or re-tell a known story, using a range of sentence types and language to add detail.	To plan and write your own story with a logical sequence of events, with the introduction of some dialogue.
	Sentence Structure and Punctuation		Text Structure and Organisation		Vocabulary	
	<ul style="list-style-type: none"> Vary sentences using subordination (<i>when, if, that, because</i>) e.g. <i>Jack needed to sell the cow because he needed to get some money...</i> Vary sentences using co-ordination (<i>and, but, so, then</i>). For example simple use of co-ordination and repetition e.g. <i>All the animals laughed and laughed and laughed <u>but</u> the lion was upset.... We tried to press the button <u>but</u> that didn't work <u>so</u> we tried to find the weapons...</i> Use different types of sentences e.g. statement, command, question, exclamation e.g. <ul style="list-style-type: none"> Statements used to move the story forward <i>So all the animals trained and the tortoise won.</i> Commands e.g. <i>please gather all the animals</i> (polite request) <i>Animals come to me</i>(authoritative command) ... <i>Let's have a training competition</i> (suggestion). <i>On your marks, get set, go</i> (order) Exclamation e.g. <i>What a nightmare it was!</i> Question e.g. <i>Where are we?</i> Apostrophes – some use of possession e.g. <i>dragon's cave</i> Capital letters, full stops, question marks and exclamation marks usually used accurately. Use commas to separate items in a list e.g. <i>Badger looked at the sandwich covered in golden sand, slimy green seaweed, hundreds of ants, tickly feathers and slugs.</i> 		<ul style="list-style-type: none"> Consistent use of tenses, present and past e.g. <i>They fell down and zoomed, zoomed and zoomed all the way to the bottom. The house <u>crashed</u> and there <u>were</u> two boys.</i> Pupils' writing shows language and structural features of narrative e.g. <i>typical settings, character and events.</i> Pupils' writing shows an awareness of purpose, form and audience of the narrative. Basic sequencing of ideas e.g. <i>time related words or phrases e.g. Then all the animals...</i> Opening / closing signalled e.g. <i>.beginning, middle and end e.g. Once upon a time,.... they all lived happily ever after</i> Related points next to each other. Narrative includes setting, character and plot. 		<ul style="list-style-type: none"> Use adventurous vocabulary in narrative writing e.g. adjectives, verbs and adverbs e.g. <i>The dragon thundered furiously down the pat.</i> 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. <i>The green dragon.... The biggest midnight feast in their life....</i> Use of the progressive form of verbs in the present and past tense to mark actions in progress e.g. <i>The lion was in the lead and everyone <u>was cheering</u> for the lion but the tortoise <u>ran</u> past.</i> 	

Year 3 Narrative	<ul style="list-style-type: none"> • 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 including 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 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Identify author viewpoint with reference to text e.g. <i>"The writer wants us to be afraid of him by saying he has a scar across his face."</i> • Identify common features and themes in stories with familiar settings; analyse plots and suggest reasons for actions and events. • Identify with characters and make links with own experience when making judgements about their actions. • Discuss the role of the narrator in stories and play-scripts. Take part in dramatised readings. • Identify common features and themes in different types of traditional story: fables, myths, legends, fairy and folk tales. Analyse and compare plot structure and identify formal elements in story openings and endings • Recognise stock characters in particular types of story and typical settings. 	<ul style="list-style-type: none"> • Express personal responses to fiction • Be able to explain the meaning of words in context e.g. using dictionaries or knowledge of spelling conventions • Ask questions to improve understanding • Make predictions based on what is stated and implied • Identify the main ideas from more than one paragraph • Discuss and identify how structure and presentation contribute to meaning. • Infer characters' feelings, thoughts and motives from their actions e.g. <i>"He wasn't happy there – that's why he ran away."</i> • Comment on the effect of scene changes, e.g. moving from a safe to a dangerous place to build tension. • Begin to understand what the writer is implying in a text e.g. <i>"It doesn't say that she doesn't like her brother but there are clues."</i> 	<ul style="list-style-type: none"> • Understand how language in different texts appeals to readers. • Identify features that writers use to provoke readers' reactions e.g. <i>descriptive and emotive language.</i> • Understand how writers use figurative and expressive language to create images and atmosphere. • Discuss how language is used to create emphasis, humour, atmosphere or suspense. • Compare settings in different stories and analyse words and phrases used for description. • Identify conventions for punctuation and presentation of dialogue. Discuss what it reveals about characters' feelings, motives and relationships. • Identify the range of conjunctions used to link events and change scenes. • Discuss the author's techniques, e.g. using cliff-hangers at the end of chapters. Read and compare books by the same author and express a personal response, commenting on elements of style.

Progression	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Narrative Writing	To write a story in four parts, in the first person, with a definite ending.	To write story in the third person, organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included.	Re-tell or write their own story varying voice and intonation to create effects and sustain interest. Include dialogue to set the scene and present characters.	To write a five part story with a strong dilemma, using conventions of written dialogue to show the relationship between two characters and move the action forward.	Write stories that have a problem and a resolution and organise into paragraphs that include adverbs of time. Include detailed description of setting and characters.	To write a story where dialogue is the drive to move the story on.
	Sentence Structure and Punctuation		Text Structure and Organisation		Vocabulary	
	<ul style="list-style-type: none"> Sentence openings – vary sentences for clarity e.g. <i>Slowly, the wolf crept into the house ...</i>, <i>The green scaly dragon roared furiously</i> Express time, place and cause using conjunctions e.g. <i>when, before, after, while, so, because</i> e.g. <i>When she arrived, her mum was furious...</i> Express time, place and cause using adverbs e.g. then, next, soon, therefore e.g. <i>Soon he reached the top of the beanstalk...</i> Express time and place using prepositions e.g. before, after, during, in, because of e.g. <i>There was a girl nearby on a dark red slide ...</i> Use present perfect verbs in addition to the past tense e.g. <i>He has gone out to play</i> rather than <i>He went out to play</i> Begins to use inverted commas to punctuate direct speech. 		<ul style="list-style-type: none"> 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>I have written it down so we can check what he said</i> Use rhetorical questions to draw the reader in. 		<ul style="list-style-type: none"> 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. <i>They lived in a rickety, old and wooden house ... the top of the massive beanstalk...The starving, tremendously hungry badger...</i> Begin to experiment with figurative language e.g. <i>He walked like a lion...</i> Use words and phrases that capture the reader’s interest and imagination. For example, use of repetition e.g. <i>Up...Up...Up. It got colder and colder and colder...</i> Select verbs carefully to describe actions, thoughts and feelings e.g. <i>His heart was pounding and sweat was pouring from his brow...</i> 	

Year 4 Narrative	<ul style="list-style-type: none"> 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. 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> Express personal opinion of writer’s viewpoint and effect on the reader e.g. <i>“The writer thinks families care about each other but sometimes they don’t.”</i> Identify themes in a wide range of texts e.g. <i>triumph of good over evil.</i> Recognise the stages in a story and identify the introduction, build-up, climax or conflict and resolution. Notice how the passing of time is conveyed and key words and phrases used to introduce paragraphs or chapters. Identify the events that are presented in more detail and those that are skimmed over. Comment on how writers use conventions to engage the reader. Identify and discuss the narrative voice. 	<ul style="list-style-type: none"> Express personal responses to fiction. Be able to explain the meaning of words in context e.g. <i>using dictionaries or knowledge of spelling conventions.</i> Ask questions to improve their understanding of a text e.g. <i>pupils ask questions linked to author purpose/themes/broader learning, “What happened to the girl after the story ended?”</i> Identify main ideas drawn from more than one paragraph and summarise these. Infer characters’ feelings , thoughts and motives from their actions and justifying inferences with evidence e.g. <i>“There are clues that tell us he wasn’t happy there – that’s why he ran away.”</i> Understand the difference between what is written and what is implied in a text e.g. <i>What I know ... what I think I know</i> Predict what might happen from both details stated and those implied 	<ul style="list-style-type: none"> Identify words or phrases that capture their interest and imagination e.g. <i>“I like ‘maze of hills’; it makes me think of a mysterious place.”</i> Discuss how shades of meaning can affect understanding e.g. <i>‘Desperately fast’ might mean they are running from something</i> Explore the origins of words within texts read Demonstrate understanding of figurative language e.g. <i>in discussion, children find examples and comment on impact</i> Express responses to particular characters and identify techniques used by the author to persuade the reader to feel sympathy or dislike.

Progression	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4 Narrative Writing	To plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures.	Plan complete stories by identifying stages in the telling; introduction- build up- climax or conflict – resolution. Organise paragraphs around a theme and include descriptive detail to evoke the setting and make it more vivid.	Plan a complete story focusing on organisation devices, e.g. times of day, repeated words and phrases, adverbial phrases and use of pronouns.	Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.	Write in role as a character from a story. Include character descriptions designed to provoke sympathy or dislike in the reader.	Plan and write a story where the main character faces a problem that needs to be resolved. Use different ways to introduce characters and connect paragraphs. Develop settings using adjectives and figurative language to evoke time, place and mood.
	Sentence Structure and Punctuation		Text Structure and Organisation		Vocabulary	
	<ul style="list-style-type: none"> Use fronted adverbials including correct use of commas e.g. <ul style="list-style-type: none"> 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. <i>the girls' names, the boys' boots.</i> Secure use of direct speech punctuation within and surrounding inverted commas. Develop the use of relative clauses beginning with <i>who, which, where, that.</i> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> 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... 		<ul style="list-style-type: none"> 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. <i>times of day, repeated words, phrases, adverbial phrases and linear structures.</i> 		<ul style="list-style-type: none"> 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. 	

Year 5 Narrative	<ul style="list-style-type: none"> Plan and tell stories demonstrating awareness of audience by using techniques such as recap, repetition of a catchphrase, humour. Write in the style of a particular author to complete a section of a story, add scenes, characters or dialogue to a familiar story. Experiment with different ways to open a story, e.g. dialogue, an important event. Plan and write a complete short story with an interesting story opening. Organise into chapters for build-up, climax or conflict, resolution and ending. Plan and tell stories to explore narrative viewpoint (e.g.) re-tell a familiar story from the point of view of another character. Try adapting oral story-telling for a different audience, e.g. younger children. Reflect on the changes. Use similar writing as a model for their own. Plan and re-write a familiar story from an alternative point of view. Adapt writing for a particular audience; aim for consistency in character and style. E.g. a new version of a traditional tale for a younger audience. Reflect an understanding of the audience and purpose of writing by selecting appropriate grammar and vocabulary. Organise into paragraphs. Adapt sentence length and vocabulary to meet the needs of the reader. Use improvisation and role-play to explore different characters' points of view. Re-tell a familiar story from the point of view of another character, using spoken language imaginatively to entertain and engage the listener. Plan and write complete stories; organise more complex chronological narratives into several paragraph or chapter units relating to story structure; adapt for narratives that do not have linear chronology, e.g. flashbacks, parallel narratives. (e.g.) portray events happening simultaneously (Meanwhile...); extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases. Experiment with the order of chapters or paragraphs to achieve different effects. Try varying pace by using direct and reported speech. Use dialogue to build character. Develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Check for consistency in narrative voice when telling each part of the story. 		
Reading	Themes and Conventions <ul style="list-style-type: none"> Make comparisons within and across texts identifying some themes and conventions <i>e.g. "These authors explore friendship but this text shows the unhappiness of one friend whereas in this text both characters are ..."</i> Identify purpose and viewpoint of texts. Analyse the structure of complex narrative with non-linear chronology. Look at the way that the author signals changes in time and place, reality to unreality, e.g. paragraphs and cohesive devices. 	Comprehension and Inference <ul style="list-style-type: none"> Express personal opinions about a wide range of texts. Make comparisons within and across texts. Ask questions in order to interrogate the text. Summarise main ideas from more than one paragraph, identifying key details that support ideas. Make inferences based on textual evidence <i>e.g. read between the lines and find evidence for the interpretation.</i> Explain inferred meanings drawing on evidence across the text. Predict from details stated and implied and modify predictions in the light of new Evidence. 	Language for Effect <ul style="list-style-type: none"> Understand how writers use language for comic and dramatic effect. Review different ways to build and present a character, (e.g.) using dialogue, action or description and discuss children's response to particular characters. Understand how word meanings change when used in different contexts. Recognise nuances in vocabulary choices. Identify examples of effective description which evoke time or place. Explore author's use of language, e.g. literal and figurative language when describing settings.

Progression	Autumn 1	Autumn 2	Spring 1		Spring 2	Summer 1	Summer 2
Year 5 Narrative Writing	Write a five part story using language to evoke mood and atmosphere and develop characterisation.	Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.	Write in the style or particular author, organised into chapters. Extend ways to link paragraphs using adverbs and adverbial phrases.	Try adapting a story for a different audience aiming for consistency in character and style, adapting sentence length and vocabulary to meet the needs of the reader.	Plan and tell a story to explore narrative view point, e.g. retell a familiar story from the point of view of another character.	Plan and write a non-linear story, e.g. flashbacks and parallel narratives, where events are portrayed simultaneously.	Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.
	Sentence Structure and Punctuation		Text Structure and Organisation			Vocabulary	
	<ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause <i>e.g. She has downloaded some songs, ...I had eaten my lunch...</i> Use modal verbs or adverbs, indicating possibility <i>e.g You should look for your little brother; she couldn't run; what could she do now?</i> Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <i>e.g. It was the ice cream van which could be heard from the bottom of the street.</i> Use commas to clarify meaning or avoid ambiguity in writing. For example, use commas to list separate a list of actions <i>e.g. They got their ice cream, raced home, burst through the front door and screamed!</i> Commas for clarity <i>e.g. I gave a little smile, and began to dance.</i> Commas to avoid ambiguity <i>e.g. Let's eat Grandpa... Let's eat, Grandpa.</i> Use semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use brackets, dashes, to indicate parenthesis. 		<ul style="list-style-type: none"> Use devices to build cohesion such as adverbs and adverbial phrases, use of pronouns, conjunctions and reference chains <i>e.g.</i> <ul style="list-style-type: none"> ➤ Adverbials : <i>For a long time; That night; when I walked into the hall; Firstly, During break, After lunch</i> ➤ Pronouns : <i>everyone, the children, it was, I knew this by, He told us</i> ➤ Repetition of vocabulary ➤ Reference chains : <i>the village; houses; street</i> Use a wide range of presentational and organisational devices to structure text. Use flashbacks and non-linear text structure <i>e.g.</i> parallel stories Use mixed text types in writing for a variety of purposes <i>e.g. instructions written for a giant.</i> Link ideas across paragraphs <i>e.g. use of adverbial phrases for time, place , number or tense choices.</i> Use dialogue to convey character and advance the action <i>e.g "Lauren, I have just received a phone call from work, because we need to go to Antarctica so I can report the weather!"</i> 			<ul style="list-style-type: none"> Select appropriate vocabulary to enhance meaning or emphasis in narrative <i>e.g. The dragon trundled down the path.</i> Use descriptive language in order to create setting and create a particular comic or dramatic effect <i>e.g. It was a glorious sunny day; the birds were signing sweetly and everyone was playing outside their houses.</i> Use expanded noun phrases to convey complicated information concisely <i>e.g. Underneath the dense forest canopy...</i> Take an interest in, enjoy and explore new vocabulary in order to support their writing. Use figurative language to develop setting, character and atmosphere <i>e.g. Bernie's eyes were as brown as bark, his hair was as black as the midnight sky and he had shiny white teeth as white as polished pearls.</i> 	

Year 6 Narrative	<ul style="list-style-type: none"> Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience. Transform narrative writing into a script and perform as a short dramatised scene. Plan and write a short story, e.g. modern re-telling of a classic play. Plan the plot, characters and structure quickly and effectively. Use paragraphs to vary pace and emphasis. Describe a setting by referring to all the senses; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Reflect an understanding of how the selection of appropriate grammar and vocabulary can change and enhance meaning. Use improvisation to explore typical characters, setting and events in a particular fiction genre. Plan and write a complete story in a particular genre with non-linear chronology, e.g. using flashbacks. Select features of narrative structure typical of the genre, e.g. starting an adventure story with a dramatic event and then providing background information. Arrange paragraphs carefully and use a range of connecting devices to signal that the narrative is moving back or forward in time e.g. use two narrators to tell the story from different perspectives. Create a typical setting and characters for the genre using expressive language and building up small details. Plan and write a parody of a familiar story in a particular genre. Manipulate typical characters, settings and events to surprise and amuse the reader. Plan and write an extended story. Use techniques learned from reading, e.g. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds; create mood and atmosphere by describing a character's response to a particular setting; use changes of scene to move the plot on or to create a break in the action; vary the pace by using sentences of different length and direct or reported speech. Create convincing characters and gradually reveal more as the story unfolds, through the way that they talk, act and interact with others. 		
Reading	Themes and Conventions <ul style="list-style-type: none"> Make comparisons within and across texts. Comment on the differences in author viewpoint of the same event. Identify and comment on features common to different texts or versions of the same text e.g. <i>characters, settings, presentational features</i>; <i>"In these texts the characters have no positive attributes"</i>; <i>"The writers use openings that imply the character is driving the narrative"</i> Analyse dialogue at particular points in a story and summarise its purpose, e.g. to explain plot, show character or relationships, move plot forward Identify story structures typical to particular fiction genres and explore differences in paragraph organisation and cohesive devices. Review more complex narrative structures and those with non-linear chronology. 	Comprehension and Inference <ul style="list-style-type: none"> Clearly identify the most relevant points, including those selected from different places in the text Make comments generally supported by relevant textual reference or quotation. Clearly identify various features relating to organisation at text level, including form, with some explanation e.g. <i>"Each section starts with a question as if he's answering the crowd"</i> Make inferences based on textual evidence e.g. <i>read between the lines and find evidence for the interpretation.</i> Provide explanations of inferred meanings drawing on evidence across the text. Drawing on a range of evidence from different parts of the text, confidently predict in detail using information stated and implied. Make structured responses by stating the point, finding evidence and explaining ideas. Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them. 	Language for Effect <ul style="list-style-type: none"> Evaluate how authors use language and its effect on the reader. Evaluate the impact of figurative language including its effect on the reader. Understand and use appropriate terminology to discuss texts e.g. <i>metaphor, simile, analogy, imagery, style and effect.</i> Identify ways to manipulate narrative viewpoint, e.g. by having a different character taking over the story-telling, and discuss the effect of this.

Progression	Autumn 1	Autumn 2	Spring 1	Spring 2		Summer 1	Summer 2
Year 6 Narrative Writing	Plan and write a story, where dialogue is used to develop characterisation and move the action forward.	Write a short story with a distinct atmosphere e.g. suspense, panic, humour etc.	Transform a play into a narrative. Use paragraphs to vary pace and emphasis. Describe the setting referring to all of the senses and vary sentence length to achieve a particular effect. Use dialogue at key points to move the story on and reveal new information.	Plan and write a non-linear story, arranging paragraphs carefully, using a range of connecting devices to signal that the narrative is moving back or forward in time.	Plan and write a story with two narrators, to tell the story from different perspectives, demonstrating shifts in formality.	1) Plan and write a variety of parodies, manipulating typical characters, settings and events to surprise and amuse the reader. 2) Plan and write an extended short story using expressive and figurative language, describing how characters feel; adding detail of sights and sounds; create mood and atmosphere describing a character's response to a particular setting; use changes of scene to move the on, or create a break in the action; vary the pace by using sentences of different length and direct or reported speech to move the action on.	Transition Project
	Sentence Structure and Punctuation		Text Structure and Organisation			Vocabulary	
	<ul style="list-style-type: none"> Use passive verbs to affect the presentation of information in a sentence e.g. As soon as all the bags <u>were packed</u> they <u>ran</u> extremely fast to where Lauren's mum's BMW <u>was parked</u> and they <u>set off</u> Use of modal verbs and adverbs to indicate degrees of possibility, probability and certainty e.g. "We should be there by midnight," she whispered... "We really ought to tell her the truth," Ana urged.... She turned round with fear and legs ready to run, but she couldn't run, she was planted in squelching mud, they wouldn't budge. Use a wide range of clause structures, varying their position within the sentence e.g. use a multi-clause sentence deploying a range of clause structures, including a relative clause : <ul style="list-style-type: none"> Fronted subordinate clause: Before she knew it, there were millions of... ING verb to introduce subordination: Anabeth sat next to her father, thinking about the picture and where it would be Relative clause: who had very long hair Subordination: although Coordination : but Fronted adverbial: One spooky midnight Narrator's comment: Has she climbed into my mind? Subordinating conjunction: while other people Use semi-colons, colons or dashes to mark boundaries between independent clauses e.g. As his heart raced he stared into the darkness; he could hear the fridge urging him on – willing him to move... Everything was fine; it all seemed so calm.... I wasn't just physically lost: had no one – I had nothing. 		<ul style="list-style-type: none"> Some shaping of paragraphs evident e.g. highlight or prioritise information, build tension or interject comment Secure use of narrative, including incorporation of additional non-fiction genres e.g. character writes a postcard/ set of instructions Use devices to build cohesion e.g. repetition of a word/phrase, positioning of a pronoun prior to the noun, adverbials, clause structure e.g. <ul style="list-style-type: none"> Adverbials : Suddenly; Soon; All of a sudden; Slowly Pronouns : The girl stared at the <u>present</u>... She knew <u>what it was</u> ...<u>as soon as she opened the <u>surprise</u></u> Repetition of a concept : ocean blue eyes... tears like raindrops... deep blue eyes... sea of tears Repetition in clause structure : everything started to shake... everything started to disappear...everything was gone Use a range of presentational and organisational devices to structure text and guide the reader e.g. use of flashbacks, single line paragraph for effect Use a hyphen e.g. human-eating fridge; perfect-looking 			<ul style="list-style-type: none"> Understand nuances in vocabulary choice Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision. E.g. <ul style="list-style-type: none"> Expanded noun phrase : The excited mother was holding a rectangular box wrapped in brown crusty paper.... The soldier's shot-gun wound Preposition phrase: under the covers; out of bed; towards the door; in the darkness Select appropriate grammar and vocabulary to enhance meaning and for emphasis e.g. use of subordinate clauses and adverbial phrases to enhance meaning, use of expanded noun phrases to convey complicated information concisely e.g. She put some winter clothing in a suitcase and two tatty-looking passports in her bag.... Her mother, now whimpering, placed it gently in Anabeth's cold peach hands.. Use figurative language to develop setting, character and atmosphere e.g. . Barnie's eyes were as brown as bark, his hair was as black as the midnight sky and he had shiny white teeth as white as polished pearls. Integrate dialogue to convey character and advance the action. Select verb forms for meaning and effect. For example past to present tense e.g. He raced down the creaking stairs – even the seventh one makes an earsplitting creak. 	

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.

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
<p>In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes:</p> <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ➢ 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 ...). 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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.

Progression in Non-chronological Reports

Reception	<ul style="list-style-type: none"> 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. <p>Grammar Focus :</p> <ul style="list-style-type: none"> Break the flow of speech into words Write simple sentences in meaningful contexts that can be read by themselves and others 		
Year 1 Non-chronological Reports	<ul style="list-style-type: none"> 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. 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> Identify factual texts e.g. <i>"This tells you about animals/houses"</i> 	<ul style="list-style-type: none"> Express personal responses, including likes and dislikes; give some reasons linked to own experiences. Simple points from familiar texts are identified and discussed. Discuss new vocabulary and link meanings to what is already known. Check that the text makes sense as they read e.g. self- correction. Discuss the significance of simple text features e.g. title, events. Link what they read or hear read to their own experiences. Draw on what they already know or on background information and vocabulary provided by the teacher e.g. <i>"The mother stays by the nest to protect the eggs."</i> 	<ul style="list-style-type: none"> Discuss word meanings, linking new meanings to those already known e.g. <i>"Enormous means big."</i> Begin to understand how written language can be structured in order e.g. <i>to present facts in non-fiction.</i>

	1) Describe something or someone, developing description to prompts and questions.	2) Assemble information about a subject from their own experience, writing sentences to describe different aspects of the subject.	
Year 1 Non-chronological Report Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> • Some use of past and present tenses. • Joining words and clauses using 'and' e.g. <i>Dogs have four legs and a tail.</i> • Spaces are left between words. • Use capital letters and full stops to demarcate sentences. • Use capital letters for names e.g. <i>My pet dog is called Poppy.</i> 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Use new vocabulary from their reading and research. • Use vocabulary collected from cross curricular learning.

Year 2 Non- chronological Reports	<ul style="list-style-type: none"> • 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. 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Recognise the main purpose of text e.g. "It tells you how to ..."; "It tells you where animals live". • Identify similarities and differences within non-fiction e.g. "This book tells you about the young of all cats but this one tells you about each cat separately. This one has lots of little pictures but this one has more writing." 	<p>Recall straightforward information e.g. main ingredients; important facts.</p> <ul style="list-style-type: none"> • Be able to answer and ask questions by locating information in texts. • Simple, most obvious points identified e.g. about information from different places in the text. • Understand that non-fiction texts are structured in different ways e.g. this part tells about different things you can do at the zoo. • Work out meanings of some new vocabulary from context and knowledge. <p>Make plausible inferences based on a single point of reference in the text e.g. give reasons for why things happen e.g. "Children had to work all day in the mine – that's why they were scared and tired."</p>	<ul style="list-style-type: none"> • Work out meanings of new vocabulary from context e.g. <i>squashed and squeezed</i> and knowledge of e.g. <i>prefixes, unhappy</i>

Year 2 Non-chronological Report Writing	1) Use information from research to group and assemble information into a short non-chronological report.	2) Expand information using subordination and co-ordination and expanded noun phrases, to describe and specify information.	3) Use language and structural features of a non-chronological report e.g. a direct question, an opening statement, subheadings and line breaks. Ensure writing is in the third person.
	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> • Vary sentences using subordination (<i>when, if, that, because</i>) e.g. <i>The Grasslands are very hot because they are near the equator and are in Africa.</i> • Vary sentences using co-ordination (<i>and, but, or</i>) e.g. <i>Lions have big furry manes but male lions have even bigger furry manes.</i> • Use different types of sentences e.g. statement, exclamation and question e.g. <ul style="list-style-type: none"> ➢ 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. <i>Have you ever heard of a Hammerhead shark?</i> ➢ Use an exclamation sentence e.g. <i>What an incredible animal the shark is!</i> • Capital letters, full stops, question marks used accurately e.g. explore the use of capitalisation for common and proper nouns in the context of reports for example, <i>Bees belong to a larger family of insects known as Apoidea.</i> • Use commas to separate items in a list. 	<ul style="list-style-type: none"> • Consistent use of tenses, present and past. • Pupils' writing shows language and structural features of given text – e.g. <i>opening statement followed by a more detailed or technical classification, written in third person, focus on generic subjects rather than specific ones.</i> • Pupils' writing shows an awareness of purpose, form and audience. • Basic sequencing of ideas e.g. <i>line-breaks, sub-headings and headings.</i> • Opening / closing signalled e.g. <i>'Introduction/development/ conclusion</i> • Related points next to each other. 	<ul style="list-style-type: none"> • Use technical vocabulary, e.g. <i>the forest canopy</i> • Use new vocabulary and patterned phrases from their reading and research. • Use expanded noun phrases to describe and specify e.g. <ul style="list-style-type: none"> ➢ 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. <i>scaly bodies, long swishy tails, black hair at the end of their tail</i> ➢ Explore the inappropriateness of empty adjectives which do not help the reader to learn more about the topic e.g. <i>pretty wings</i> ➢ Collect and use examples of noun phrases to generalise e.g. <i>most</i> butterflies, <i>some</i> insects, <i>all</i> hedgehogs and consider their meaning.

Year 3 Non- chronological Reports	<ul style="list-style-type: none"> 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. <i>they hibernate just like other bears / All bees sting apart from the</i> Turn notes into sentences, grouping information. 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> Identify the main purpose of texts e.g. <i>"This book will help us learn about", "I can use this to find out about...."</i> 	<ul style="list-style-type: none"> Express personal responses to non-fiction Be able to explain the meaning of words in context e.g. using dictionaries or knowledge of spelling convention Be able to locate key information for a purpose Ask questions to improve understanding Discuss and identify how structure and presentation contribute to meaning Identify main ideas from more than one paragraph e.g. use evidence from across a text to explain events and/or ideas 	<ul style="list-style-type: none"> Understand how language in different texts appeals to readers

	1) Write in an impersonal style using paragraphs to organise ideas.		2) Begin to incorporate the language of comparison and contrast.	
Year 3 Non-chronological Report Writing	Sentence Structure and Punctuation		Text Structure and Organisation	
	<ul style="list-style-type: none"> Express place and cause using conjunctions (when, before, after, while, so, because) e.g. <i>Hedgehogs hibernate just like other animals because they cannot generate body heat to stay warm...</i> Express place and cause using adverbs e.g. then, next, soon, therefore <i>Lions are great predators therefore their hunting is usually successful...</i> Express time and place using prepositions (before, after, during, in, because of) e.g. <i>You can see different types of animals across the world...</i> <ul style="list-style-type: none"> ➤ Collect and use examples of prepositional phrases to clarify physical features, for example, <i>Ants do not have lungs. They have tiny holes all over their body which they breathe through.</i> ➤ Include exploration of prepositions to clarify position, for example, <i>Ants build their mounds in sand or soil.</i> 		<ul style="list-style-type: none"> With support begin to use paragraphs to organise ideas, for example, appearance, feeding habits etc. Use simple, organisational devices e.g. <i>sub-headings, bullet points, headings</i> Use rhetorical questions to draw the reader in e.g. <i>Are dogs a man's best friend? Why is it endangered?</i> Turn notes into sentences. Written in the third person and present tense e.g. <i>They like to build their nests ... It is a cold and dangerous place to live.</i> 	
			Vocabulary	
			<ul style="list-style-type: none"> Use technical vocabulary related to the subject e.g. <i>hibernate, habitat, rodent, temperature, reptile, mammal</i> Select appropriate vocabulary to move writing from general to more specific, e.g. <i>Dogs are a popular choice for many families. The Labrador is a particular choice for people with young children.</i> Explore and begin to incorporate into their own writing the language of comparison and contrast, e.g. <i>They hibernate just like other bears / All bees sting apart from the</i> 	

Year 4 Non-chronological Reports	<ul style="list-style-type: none"> 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. <i>Children as young as seven worked in factories, they were poorly fed and clothed and they did dangerous work.</i> 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 comparative reports based on notes from several sources, helping the reader to understand what is being described by organising or categorising. 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> Identify and explain the main purpose of texts in relation to the reader e.g. "This book is just to give facts but this one tells us what people think as well.", "It tells us not to be taken in by how things look." Comment on how writers use conventions to engage the reader e.g. bold, italics, rhetorical questions, diagrams, photographs, quotes, statistics. 	<ul style="list-style-type: none"> Express personal responses to non-fiction read. Be able to explain the meaning of words in context e.g. using dictionaries or knowledge of spelling conventions. Be able to locate key information efficiently, for a purpose. Ask questions to improve their understanding of a text e.g. "What was the largest dinosaur that ever lived?" Identify how structure and presentation contribute to meaning e.g. pupils comment upon the usefulness of diagrams, photos, subheadings. Identify main ideas drawn from more than one paragraph and summarise these e.g. use evidence from across a text to explain events and/or ideas such as, "We know that girls weren't treated fairly." 	<ul style="list-style-type: none"> Identify words or phrases that capture their interest and imagination of the reader.

Year 4 Non-chronological Report Writing	1) Write a comparative report based on their own notes taken from several sources.		2) Write a non-comparative report in a particular form, e.g. web page.		
	Sentence Structure and Punctuation		Text Structure and Organisation		Vocabulary
	<ul style="list-style-type: none"> 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., <i>Like most birds, swallows like to, As well as honeybees, ... On the whole, ... Just like honey bees, bumblebees like to, ...</i> Develop the use of relative clauses beginning with <i>who, which, where, that</i> e.g. <i>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</i> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although, or</i> e.g. <i>If an animal lives in an area where the winter is mild, it may hibernate only briefly, or not at all.</i> 		<ul style="list-style-type: none"> 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. <i>use of sub-headings and topic sentences.</i> Use a range of organisational devices e.g. <i>sub-headings, bullet points, text layout, possible links to ICT and graphic organisers. A brief glossary used to explain key words.</i> Use rhetorical questions to lay emphasis on a point <i>How do animals know when it is time hibernate? Why was Tutankhamun known as the boy King?</i> 		<ul style="list-style-type: none"> Vary vocabulary including technical vocabulary related to the subject e.g. <i>ancient, tomb, pyramid, hieroglyphs, sarcophagus</i> 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. <i>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...</i> Choose pronouns appropriately for clarity and cohesion (<i>this, that, these, those, he, she, it, they</i>) e.g. <i>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.</i> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. <i>A large river called the River Nile flows through Egypt into the Mediterranean Sea.</i>

Year 5 Non- chronological Reports	<ul style="list-style-type: none"> • Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information. • Use a question in the title to interest the reader e.g. <i>Vitamins – why are they so important?</i> • Plan, compose, edit and refine a non-chronological comparative report focusing on clarity, conciseness and impersonal style. 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Make comparisons within and across texts • Identify purpose and viewpoint of texts including web-based texts and IT texts <ul style="list-style-type: none"> • Explore features of multimedia texts 	<ul style="list-style-type: none"> • Express personal opinions about a wide range of texts • Identify and discuss the significance of texts that are structured in different ways and for different purposes • Ask questions in order to interrogate the text • Summarise main ideas from more than one paragraph, identifying key details that support the main ideas • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Make inferences based on textual evidence e.g. read between the lines and find evidence for the interpretation • Explain inferred meanings drawing on evidence across the text/s e.g. “They both show dads in different ways; Sarah’s dad told lies to cover up what he’d done and the dad in the other story was the opposite; he always told the truth even though he’d go to jail.” 	<ul style="list-style-type: none"> • Understand how writers develop an impersonal style • Understand how word meanings change when used in different contexts

Year 5 Non-chronological Reports Writing	1) Collect and write a report in which two or more subjects are compared. Pupils must make their own decisions on form and layout.		2) Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness
	Sentence Structure & Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> Use adverbs, indicating possibility e.g. explore the use of adverbs and adverbials to provide generalised information (these can provide a “get-out clause” for the writer, for example, usually, commonly, mostly) Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun e.g. <ul style="list-style-type: none"> Explore how noun phrases are most commonly expanded using the pronouns “which” and “that” in non-chronological reports, for example, They have a long thin proboscis which is inserted into small flowers, such as Primroses, to drink nectar... Explore the impact on clarity when these relative clauses are omitted. Use commas and dashes to indicate parenthesis e.g. <ul style="list-style-type: none"> Explore when commas are used to parenthesise relative clauses and when they are not Begin to consider the difference between “restrictive” (parenthesised) and “non-restrictive” (non-parenthesised) clauses e.g. which contain information that is essential to meaning and information that is non-essential Brackets e.g. explore when the author chooses to parenthesise information using brackets and when the author uses a dash / comma instead and draw generalisations from this. 	<ul style="list-style-type: none"> Build cohesion within a paragraph e.g. <i>through repetition of key words and phrases, pronouns, using synonyms, transitional words e.g. however, therefore, in addition, also, but, moreover</i> Use a logical structure, grouping information from the general to more specific detail with examples and elaborations Link ideas across paragraphs e.g. <i>use of adverbial phrases for time, place, number or tense choices</i> Writing is effectively controlled across texts e.g. <i>closings refer back to openings</i> Use a wide range of presentational and organisational devices to structure text e.g. <i>hyperlinks, tables, diagrams and images</i> Make links with the reader e.g. asking questions Have you ever heard of a Hammerhead shark? or adding a personal touch to the text, So next time you choose a pet, think about getting a dog. 	<ul style="list-style-type: none"> Select appropriate vocabulary to create a more personal style in some reports and use this in their writing when appropriate e.g. So next time you choose a pet, why not consider getting a dog. After all, everyone knows that a dog is a man’s best friend. Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs Use technical language e.g. In 1066 William became King of England ...the forest canopy Use fronted adverbials e.g. collect and use a range of adverbials that be can be used to draw similarities and differences, e.g. Unlike other insects, ..., Whereas bumble bees..., honey bees..., As well as honeybees, ... Use language of comparison and contrast e.g. Polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear’s nose is as black as a piece of coal.

Year 6 Non-chronological Reports	<ul style="list-style-type: none"> Secure understanding of the form, language conventions and grammatical features of non-chronological reports. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. Plan how information will be organised, e.g. choosing to use paragraph headings, a spidergram or a grid, depending on the nature of the information Approach the subjects and compose an opening, subsequent paragraphs and a conclusion that will attract the reader and capture their interest throughout. 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> Identify the main purpose and viewpoint within non-chronological reports and the overall effect on the reader Comment on the differences in author viewpoint of the same event e.g. fictional and factual accounts of the Spanish Armada Comment on structural choices showing some general awareness of authors' craft e.g. "It tells you all the things burglars can do to a house and then the last section explains how the alarm protects you" 	<ul style="list-style-type: none"> Clearly identify the most relevant points, including those selected from different places in the text Make comments generally supported by relevant textual reference or quotation Clearly identify various features relating to organisation at text level, including form, with some explanation e.g. "Each section starts with a question" Provide explanations of inferred meanings drawing on evidence across the text/s e.g. "Eagles are predators because in every chapter it tells you how animals hide and how small animals get caught" Make structured responses by stating the point, finding evidence and explaining ideas Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them 	<ul style="list-style-type: none"> Evaluate how authors use language and its effect on the reader Understand and use appropriate terminology to discuss texts

Year 6 Non-chronological Report Writing	1) Write a report in a formal style, selecting correct vocabulary and grammatical structures that reflect the level of formality required.		2) Write a report in an informal style, selecting correct vocabulary and grammatical structures that reflect the level of formality required.		
	Sentence Structure and Punctuation		Text Structure and Organisation		Vocabulary
	<ul style="list-style-type: none"> • Use passive verbs to affect the presentation of information in a sentence <i>e.g.</i> <ul style="list-style-type: none"> ➤ Explore how the passive can be used to: avoid personalisation; avoid naming the agent of the verb; add variety to sentences or to maintain an appropriate level of formality for the context and purpose of the report, <i>e.g. Sparrows are found in Sharks are hunted Gold is highly valued</i> • Use a wide range of clause structures, varying their position within the sentence <i>e.g.</i> <i>Frank Matchan, who was the owner of the Kings theatre, built it in 1907 when it was opened to please both rich and poor.</i> • Use of modal verbs and adverbs to indicate degrees of possibility, probability and certainty <i>e.g.</i> <i>When it snows it must be very cold outside....</i> • Use semi-colons to mark boundaries between independent clauses. For example, use a semicolon before a conjunction <i>e.g.</i> <i>In fact, rather surprisingly, the majestic pike is hardly used in cooking today; but in Victorian times, pastry-topped pike was a very common dish.</i> • Punctuate bullet points consistently. 		<ul style="list-style-type: none"> • Use an appropriate form, audience and register to match purpose of the writing. • Use a range of presentational and organisational devices to structure text and guide the reader <i>e.g.</i> headings, sub-headings, columns, bullets, or tables to structure texts. • Structure text using an opening, subsequent paragraphs and a conclusion that will attract the reader and capture their interest throughout. • Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs. • Link ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrases, grammatical connections ,<i>e.g. the use of adverbials such as, on the other hand, in contrast or as a consequence and ellipses.</i> • Shape paragraphs by highlighting or prioritising information. • Secure use of mixed-genres <i>e.g.</i> use other text types within the report if they will make it more effective for the purpose and audience. 		<ul style="list-style-type: none"> • Select vocabulary and grammatical structures that reflect the level of formality required • Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision <i>e.g.</i> <i>Unfortunately, World War II was the most destructive conflict in history. It cost more money, damaged more property, killed more people, and caused more far-reaching changes than any other war in history.</i> • Use description for precision rather than to create an emotional response <i>e.g.</i> <i>Television started in 1936, but very few people had a TV set. Instead, families listened to the radio or “wireless”.</i> • Use comparative adjectives to support the expression of comparisons <i>e.g.</i> <i>The book was more interesting than the film, it made the reader feel sadder...</i>

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:

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
<ul style="list-style-type: none"> ▪ 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.) 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ➤ 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.

Progression in Persuasive Texts

Reception	<ul style="list-style-type: none"> • 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 <p>Grammar Focus :</p> <ul style="list-style-type: none"> • 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 Persuasion	<ul style="list-style-type: none"> • 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. 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Identify and discuss the significance of simple text features 	<ul style="list-style-type: none"> • Express personal responses, including likes and dislikes; give some reasons linked to own experiences • Link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> • Discuss word meanings, linking new meanings to those already known e.g. <i>"Enormous means big."</i> • Begin to understand how written language can be structured in order to persuade • Comment on obvious features of language e.g. <i>repeated phrases simple alliteration and rhyme</i>

Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> • Joining words and clauses using 'and' e.g. <i>Please come back to my house and eat a feast with me.</i> • Spaces are left between words. • Use capital letters and full stops to demarcate sentences. • Use capital letters for names e.g. <i>Gruffalo</i> • Use and experiment with sentences using question marks and exclamation marks e.g. <i>Do you want to eat a delicious feast with me?</i> 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Use new vocabulary from their reading and research. • Use vocabulary collected from cross curricular learning.

Year 2 Persuasion	<ul style="list-style-type: none"> • 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 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Recognise the main purpose of a text as persuasive • Show some awareness that writers have viewpoints • Identify similarities and differences between different types of persuasive texts e.g. adverts, posters, letters. 	<ul style="list-style-type: none"> • Express personal responses, including likes and dislikes with reasons • Use evidence including quotations from or references to text • Recall straightforward information • Be able to answer and ask questions by locating information in persuasive texts. • Understand how persuasive texts can be structured in different ways <i>e.g. this part tells about different things you can do at the zoo</i> 	<ul style="list-style-type: none"> • Comment on language choices e.g. exaggerated words, use of strong adjectives and verbs • Work out meanings of new vocabulary from context

	1) Write a simple persuasion based on a fictional book, e.g. in the form of a letter to a character in a book.	2) Write a simple persuasive piece based on research or topic of interest	
Year 2 Persuasive Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> • Vary sentences using subordination (<i>when, if, that, because</i>) e.g. <i>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...</i> • Vary sentences using co-ordination (<i>and, but, or</i>) e.g. <i>If you want to save the cheetah you could raise money or adopt an animal at the zoo.</i> • Use different types of sentences e.g. statement, question, exclamation. For example, <ul style="list-style-type: none"> ➢ Statements provide information e.g. <i>I really want to save cheetahs because there are only 7500 left</i> ➢ Questions directly address the reader e.g. <i>Did you know that cheetahs are cute and they have yellowish fur with black spots?</i> ➢ Exclamations provide a strong personal comment e.g. <i>How funny they look!</i> ➢ A command e.g. <i>Save cheetahs now.</i> • Use commas to separate items in a list e.g. list persuasive arguments, e.g. <i>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.</i> 	<ul style="list-style-type: none"> • Consistent use of tenses, present and past • Pupils' writing shows structural features of persuasive text – e.g. <i>opening statement that presents the persuasive point of view, for example, The big bad mouse is the scariest creature in the wood.</i> Followed by persuasive information presented in the best order • Pupils' writing shows an awareness of purpose and audience. • Basic sequencing of ideas e.g. <i>line-breaks, and headings.</i> • Opening / closing signalled e.g. <i>Introduction/development/ conclusion</i> • Related points next to each other. 	<ul style="list-style-type: none"> • Use persuasive vocabulary, e.g. <i>strong, positive words and phrases</i> • Use new vocabulary and patterned phrases from their reading and research • Use expanded noun phrases to describe and specify e.g. <i>Vote for me because I am a confident, helpful and kind boy...., Cheetahs are cute and they have yellowish fur with black spots.</i>

Year 3 Persuasion	<ul style="list-style-type: none"> • 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. 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Identify the main purpose of texts e.g. “<i>This persuades the reader to</i>” • Identify author viewpoint with reference to text e.g. “<i>The writer wants us to....</i>” 	<ul style="list-style-type: none"> • Be able to explain the meaning of words in context e.g. using dictionaries or knowledge of spelling conventions • Be able to locate key information for a purpose • Ask questions to improve understanding • Identify the main ideas from more than one paragraph • Discuss and identify how structure and presentation contribute to meaning 	<ul style="list-style-type: none"> • Understand how language used to persuade appeals to readers • Identify features that writers use to provoke readers’ reactions e.g. <i>emotive language</i> • Discuss how language is used to create emphasis and persuade the reader
Year 3 Persuasive Writing	Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader.		
	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> • Use conjunctions - so, because, e.g. <i>You should buy this product <u>so that</u> you are the envy of all your friends...., I think that we should be allowed to keep the dragon as a pet <u>because</u>.....</i> • Use short sentences for emphasis. 	<ul style="list-style-type: none"> • With support begin to use paragraphs to organise ideas e.g. <ul style="list-style-type: none"> ➢ Generate several reasons for a point of view ➢ Group related persuasive points together • Use rhetorical questions to draw the reader in e.g. <i>Do you want to be left behind in the race to be fashionable?.... Want to be the most relaxed person in town?</i> 	<ul style="list-style-type: none"> • Use technical vocabulary related to the subject e.g. <i>flexible, waterproof, hard-wearing, thermal</i> • 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. <i>The hotel is comfortable. The beds are soft, the chairs are specifically made to support your back and all rooms have a thick carpet.</i> • Choose strong, positive and exaggerated words and phrases and avoid sounding negative e.g. <i>amazing, fabulous, genuine, fantastic, clean, best in the world, cheapest</i>

Year 4 Persuasion	<ul style="list-style-type: none"> • 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 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Identify and explain the main purpose of the persuasive text. • Express personal opinion of writer's viewpoint and effect on the reader. • Comment on how writers use conventions to persuade the reader. 	<ul style="list-style-type: none"> • Be able to explain the meaning of words in context e.g. using dictionaries or knowledge of spelling conventions • Be able to locate key information efficiently, for a purpose • Ask questions to improve their understanding of a text • Identify main ideas drawn from more than one paragraph and summarise these • Identify how structure and presentation contribute to the persuasive purpose of the text. • Understand the difference between what is written and what is implied in a text e.g. What I know ... what I think I know 	<ul style="list-style-type: none"> • Identify words or phrases that capture their interest and imagination • Explore the origins of words within texts read • Demonstrate understanding of how alliteration, exaggerated language and the power of three can be persuasive.

Year 4 Persuasive Writing	Write advertisements focusing on how information should best be presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices.		
	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> 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 <i>who, which, where, that</i> 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 <i>when, if, because, although</i> 	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> 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..

Year 5 Persuasion	<ul style="list-style-type: none"> • Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate • Read other examples e.g. newspaper comment, headlines, adverts, fliers, to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact • Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information • Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state • Understand how persuasive writing can be adapted for different audiences and purposes, e.g. a protest aimed at an audience who are already backing your cause, compared with a speech aimed at a neutral audience where greater justification of your point of view is required. 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Make comparisons within and across different persuasive texts identifying some themes and conventions • Identify viewpoint of different persuasive texts. • Identify and discuss the significance of persuasive texts that are structured in different ways. 	<ul style="list-style-type: none"> • Make comparisons within and across texts • Ask questions in order to interrogate the text • Summarise main ideas from more than one paragraph, identifying key details that support the main ideas • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Summarise the main ideas drawn from more than one paragraph, identifying some key details that support them • Make inferences based on textual evidence e.g. read between the lines and find evidence for the interpretation. 	<ul style="list-style-type: none"> • Understand how writers use language for persuasive and dramatic effect • Understand how word meanings change when used in different contexts • Recognise rhetorical devices e.g. those used to argue, persuade, mislead and sway the reader • Recognise nuances in vocabulary choices

Year 5 Persuasive Writing	1) Adapt a piece of writing for different audiences, shifting levels of formality, e.g. a formal speech and an informal speech.		2) Draft and write a persuasive letter for a real purpose, e.g. to comment on an emotive issue.		
	Sentence Structure & Punctuation		Text Structure and Organisation		Vocabulary
	<ul style="list-style-type: none"> Use modal verbs or adverbs, indicating possibility <i>e.g.</i> <ul style="list-style-type: none"> Explore the use of adverbs of possibility and modal verbs in forming rhetorical questions e.g. <i>Surely you would not want...? Can you imagine...?</i> Explore which modal verbs are most commonly used in persuasive writing for example, those that express certainty and offer a promise or commitment (<i>must can, will</i>) e.g. <i>Not only can you enjoy the beautiful view but you can feed the ducks or do a spot of fishing...</i> Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun <i>e.g.</i> <ul style="list-style-type: none"> Investigate examples of complex sentences, where information is layered up to add additional persuasive detail, and use in own writing, for example, <i>The exquisite silk, which has been hand-stitched by expert weavers from India, glows with rainbow colours.</i> Experiment with removing relative clauses from example texts and consider the effect Use dashes to mark the boundary between independent clauses e.g. <i>It has four parts to it – a learning pool, a diving pool, a baby pool and two slides – the big slide is awesome for older children...</i> 		<ul style="list-style-type: none"> Build cohesion within a paragraph e.g. use of pronouns and conjunctions e.g., <i>then after that, this, firstly</i> Use a wide range of presentational and organisational devices to structure text. Use mixed text types e.g. combine persuasion with other text types such as instructions, discussion and explanation. Link ideas across paragraphs <i>e.g. use of adverbial phrases for time, place, number or tense choices.</i> Writing is effectively controlled across texts e.g. <i>closings refer back to openings.</i> 		<ul style="list-style-type: none"> Select appropriate vocabulary to persuade e.g. <ul style="list-style-type: none"> use of deliberate ambiguities e.g. <i>probably the best ... in the world, ...believed to cure all known illnesses..., the professional's choice...(through the use of vague nouns)</i> words and phrases, e.g. <i>surely, it wouldn't be very difficult...</i> persuasive definitions, e.g. <i>no one but a complete idiot...</i> rhetorical questions, e.g. <i>are we expected to...?, where will future audiences come from...'</i> Use techniques such as pandering, condescension, concession, e.g. <i>Naturally, it takes time for local residents...</i> Use expanded noun phrases to convey persuasive information concisely e.g. <i>not a single person..., every right-thinking person would The real truth is</i>

Year 6 Persuasion	Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: <ul style="list-style-type: none"> ➤ the expression, sequence and linking of points ➤ providing persuasive examples, illustration and evidence ➤ pre-empting or answering potential objections ➤ appealing to the known views and feelings of the audience 		Orally and in writing, construct effective persuasive arguments: <ul style="list-style-type: none"> ➤ using persuasive language techniques to deliberately influence the listener. ➤ developing a point logically and effectively ➤ supporting and illustrating points persuasively ➤ anticipating possible objections ➤ harnessing the known views, interests and feelings of the audience ➤ tailoring the writing to formal presentation where appropriate
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Make comparisons within and across persuasive texts discussing themes, conventions and techniques . • Identify the main purpose and viewpoint within and across texts and identify the overall effect on the reader. • Comment on the differences in author viewpoint of the same event from different perspectives. • Identify and comment on features common to different texts. 	<ul style="list-style-type: none"> • Clearly identify the most relevant points, including those selected from different places in the text. • Make comments generally supported by relevant textual reference or quotation. • Comment on structural choices showing some general awareness of authors' craft. • Clearly identify various features relating to organisation at text level, including form, with some explanation. • Distinguish between fact and opinion • Summarise the main ideas and, drawing from more than one paragraph, identifying key details. • Provide explanations of inferred meanings drawing on evidence across the text/s. • Make structured responses by stating the point, finding evidence and explaining ideas. 	<ul style="list-style-type: none"> • Evaluate how authors use language in persuasive texts and its effect on the reader. • Evaluate the impact of figurative language including its effect on the reader. • Understand and use appropriate terminology to discuss texts e.g. metaphor, simile, analogy, imagery, alliteration, hyperbole, style and effect.

Year 6 Persuasive Writing	1) Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.		2) Adapt a piece of writing for different audiences and in different forms, shifting levels of formality, e.g. a formal speech and an informal speech.			
	Sentence Structure and Punctuation		Text Structure and Organisation		Vocabulary	
	<ul style="list-style-type: none"> Use passive verbs to affect the presentation of information in a sentence <i>e.g.</i> <ul style="list-style-type: none"> Explore how the passive can be used to gain support of an audience without dictating who should be responsible for making that action happen, therefore making the action seem less daunting <i>e.g. the invaders must be stopped...</i> Consider how the alternative (in the active voice) might not be so effective in harnessing the support of the audience, for example, <i>we (or you) must stop the invaders...</i> Use a wide range of clause structures and multi-clause structures, varying their position within the sentence <i>e.g. If you are going to the cinema late at night and you want a feast, don't worry, there are numerous delicious restaurants to eat at...</i> Use dashes to mark boundaries between independent clauses, exploring how much additional information can be added to a sentence, without compromising meaning, and how these sentences can be used to overwhelm the reader's senses, <i>e.g. This decadent chocolate treat, flavoured with bitter-sweet cherry liquor – which is made with care in the Alps – will not only satisfy your hunger will no doubt wake up your taste buds, giving them a well-earned break from their usual boring flavours.</i> 		<ul style="list-style-type: none"> Use an appropriate form, audience and register to match purpose of the writing. Use a range of presentational and organisational devices to structure text and guide the reader <i>e.g.</i> headings, sub-heading, columns, bullets, or tables to structure texts. Use a range of cohesive devices, within and across sentences and paragraphs <i>e.g.</i> <ul style="list-style-type: none"> Use a question to open paragraphs, linking of interrogative structures <i>e.g. Bored?... Why not take a break?...</i> Use of adverbials <i>e.g. Not only... Recently... Within the centre...</i> Subject reference chains <i>e.g. our town; the centre, the market square...</i> Link ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrases, grammatical connections, for example, the use of adverbials such as, on the other hand, in contrast or as a consequence and ellipses <i>e.g.</i> collect examples of counter-argument statements and practise writing their own, for example <i>although there are many would argue that, there are a growing number of critics that think that ...</i> Vary and manage paragraphs in a way that supports the whole structure of the text, <i>e.g.</i> single sentence paragraphs to secure an argument, movement of focus from the general to the more specific. 		<ul style="list-style-type: none"> Select vocabulary and grammatical structures that reflect the level of formality required <i>e.g. an occasion to draw visitors... stalls selling local produce</i> Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision <i>e.g. the tranquil river; the beautiful view; numerous delicious restaurants</i> Investigate conditionals, <i>e.g.</i> using <i>if...then</i>, <i>might</i>, <i>could</i>, <i>would</i>, and their persuasive uses, <i>e.g.</i> in deduction, speculation, supposition Build a bank of useful terms and phrases for persuasive argument, <i>e.g. similarly... whereas...</i> Use of subjunctive forms <i>such as If I were prime minister, I would..., If we were to take collective responsibility...</i> Use of modal verbs and adverbs to indicate degrees of possibility, probability and certainty, for example <i>immediate action must be taken ..., this could the single greatest opportunity...you will be missing out on a lot</i> 	

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.

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
<ul style="list-style-type: none"> ▪ 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.) 	<ul style="list-style-type: none"> ▪ 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.). 	<ul style="list-style-type: none"> ▪ 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.

Progression in Instructional / Procedural Texts

Reception	<ul style="list-style-type: none">• 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 <p>Grammar Focus :</p> <ul style="list-style-type: none">• Write simple sentences which can be read by themselves and others following a practical activity e.g. <i>How to get ready for Red Nose Day or How to look after a mini beast.</i>• Use imperative verbs in both talk and writing e.g. <i>put, get</i>
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Year 1 Instructions	<ul style="list-style-type: none"> • 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 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Identify basic features of instructional texts • Make connections between texts e.g. <i>“These texts all tell us how to make something”</i> 	<ul style="list-style-type: none"> • Express personal responses, including likes and dislikes; give some reasons linked to own experiences. • Simple points from the instructional texts are identified and discussed. • Discuss new vocabulary and link meanings to what is already known. • Check that the text makes sense as they read and follow instructions e.g. self- correction. 	<ul style="list-style-type: none"> • Discuss word meanings, linking new meanings to those already known e.g. “spread means the same as coat” • Begin to understand how written language can be structured in order to give instructions in order • Try out the language they have listened to e.g. through following a recipe • Comment on obvious features of language e.g. imperative verbs
Year 1 Instructions Writing	1) Write instructions on labels around the learning area.		2) Write a simple set of instructions including a numbered list, title and a simple list of equipment
	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 ...

Year 2 Instructions	<ul style="list-style-type: none"> • 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 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Recognise the main purpose of text e.g. "It tells you how to make a cake ..." • Identify typical features of instructional texts and note their purpose • Discuss and identify how writer sequence instructions • Understand that instruction texts are structured in different ways from other non-fiction texts. 	<ul style="list-style-type: none"> • Recall straightforward information e.g. <i>main ingredients</i> • Be able to answer and ask questions by locating information in texts • Simple, most obvious points identified e.g. <i>about information from different places in the text</i> • Identify some familiar patterns of language e.g. <i>first, next</i> 	<ul style="list-style-type: none"> • Comment on language choices e.g. <i>imperative verbs.</i> • Discuss precision of language choices

Year 2 Instructions Writing	1) Write instructions with some expansion about something they know well, e.g. getting to school or playing a game. Use imperative verbs and precise language choices.		2) Extend and clarify instructions using subordination and co-ordination. Use expanded nouns to expand and specify.		
	Sentence Structure and Punctuation		Text Structure and Organisation		Vocabulary
	<ul style="list-style-type: none"> Clarify instructions using subordination (<i>when, if, that, because</i>) e.g. Take the cake out of the oven <u>when</u> the top looks golden brown. Vary sentences using co-ordination (<i>and, but, or</i>) e.g. Spread the icing all over the top <u>but</u> 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. <ul style="list-style-type: none"> ➤ 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! Use commas to separate items in a list e.g. <i>list of materials or ingredients.</i> 		<ul style="list-style-type: none"> 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. <i>numbered lists.</i> 		<ul style="list-style-type: none"> 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 Explore and generate negative commands, for example, Do not open the oven door; Do not use any glue at this stage.

Year 3 Instructions	<ul style="list-style-type: none"> • 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. 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Identify the main purpose of the texts • Read and follow increasingly complex instructions • Read and compare examples of instructional texts, evaluating their effectiveness 	<ul style="list-style-type: none"> • Be able to locate key information for a purpose • Ask questions to improve understanding • Identify the main points from more than one paragraph • Discuss and identify how structure and presentation contribute to meaning and make instructions easier to follow 	<ul style="list-style-type: none"> • Discuss how language and organisational devices make instructions easier to follow e.g. lists, numbers, bullet points, diagrams etc • Discuss precision in language choices.

Year 3 Instructions Writing	Write increasingly complicated instructions using a range of devices to make them easier to follow.		
	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> Express time, place and cause using conjunctions for example, <i>when, before, after, while, so, because</i> e.g. <i>Put a pin in the middle so the bits that you fold don't flap open and you have to do it again.</i> Express time and place using prepositions, for example e.g. <i>before, after, during, in, because of</i> 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, <i>under the bridge, around the pond, through the deep, dark woods.</i> 	<ul style="list-style-type: none"> 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. <i>headings, sub-headings, bullet points, text layout, possible links to ICT.</i> Include additional advice e.g. <i>It's a good idea to leave it overnight if you have time</i> or suggested alternatives <i>If you would like to make a bigger decoration, you could either double the dimensions of the base or just draw bigger flowers.</i> 	<ul style="list-style-type: none"> 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. <i>You will really enjoy this game...Why not try out this delicious recipe on your friends? ...Only one more thing left to do now.</i> Use rhetorical questions to draw the reader in e.g. <i>Do you want to learn how to make a kite?</i>

Year 4 Instructions Procedural	<ul style="list-style-type: none"> • 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. 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Identify and explain the main purpose of different instructional and procedural texts. • Identify the purpose of different features of instructional an procedural texts. 	<ul style="list-style-type: none"> • Be able to locate key information efficiently, for a purpose. • Identify how structure and presentation contribute to meaning <i>e.g. comment upon the usefulness of diagrams, photos, subheadings</i> • Research a topic and make notes, summarising key information. 	<ul style="list-style-type: none"> • Evaluate the effectiveness of instructions. • Evaluate the use of vocabulary and sentence structure to provide detailed and precise instructions.

Year 4 Instructions Writing	Write a <i>procedural</i> text using a range of organisational devices and language to support clarity and cohesion.		
	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> • Use fronted adverbials including correct use of commas e.g. <ul style="list-style-type: none"> ➤ Use the conjunction “if” to start complex sentences which give additional advice, e.g. <i>If the mixture separates...</i> ➤ Compare the clarity of the instruction when the adverbial or subordinate clause is fronted, for example, <i>Remove the cake from the oven when it turns golden brown</i> compared with <i>When the cake turns golden brown, remove it from the oven.</i> • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> 	<ul style="list-style-type: none"> • 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. <i>headings, sub-headings, bullet points, text layout, possible links to ICT, diagrams with arrows, keys</i> • Use rhetorical questions to lay emphasis on a point . • Include negative commands e.g. <i>Do not use any glue at this stage.</i> 	<ul style="list-style-type: none"> • Use technical vocabulary related to the subject e.g. <i>slice, fold, measure, apply, rotate...</i> • Use standard English forms for verb inflections instead of local spoken forms, for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i> e.g. investigate instructions with differing levels of formality and decide on an appropriate register when writing their own, for example, <i>Cook for 20mins</i> compared with <i>Pop the cheesecake in the oven for 20 minutes.</i> • 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.

Year 5 Instructions Procedural	<ul style="list-style-type: none"> • Give clear oral instructions to achieve the completion of a complex task. • Follow oral instructions of increased complexity • Evaluate sets of instruction for purpose, organisation, and layout, clarity and usefulness • Identify sets of instructions which are for more complex procedures, or are combined with other text types • Compare these in terms of audience/purpose and form, structure and language features • Write a set of instructions, using appropriate form and features 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Make comparisons within and across different procedural texts identifying some themes, features and conventions. • Comment on the purpose of different features and how they impact on the reader. • Compare instructions in terms of audience, purpose, form, structure and language features. 	<ul style="list-style-type: none"> • Make comparisons within and across texts. • Identify and discuss the significance of instructional texts that are structured in different ways. • Ask questions in order to interrogate the text. • Summarise main ideas from more than one paragraph, identifying key details that support the main ideas. 	<ul style="list-style-type: none"> • Understand how writers use language to instruct. • Recognise rhetorical devices <i>in instructional texts</i> • Evaluate sets of instruction for purpose, organisation, and layout, clarity and usefulness.

Year 5 Instructions	Write a non-linear procedural manual with choices for the reader. Interweave the use of diagrams and illustrations to make them easier to follow.		
Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> • Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun e.g. Use a relative clause that modifies the noun phrase <i>Before starting, collect all the utensils, making sure that the Canopic jars don't drop because they are valuable jars that can give severe injuries.</i> • Use commas to clarify meaning or avoid ambiguity in writing e.g. <ul style="list-style-type: none"> ➤ Identify effective examples of instructions and use these to study the nature of the sentence construction used ➤ Note the use of relatively simple sentence constructions, which include a limited number of additional clauses and phrases ➤ Note where sentences could have been combined to create a more sophisticated, complex construction, but where the author has chosen a more simplistic construction to aid the reader in following the steps ➤ Practise simplifying overly complicated instructions by reducing the complexity of the sentence construction • Use semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. • Use brackets, dashes, to indicate parenthesis. 	<ul style="list-style-type: none"> • Build cohesion within a paragraph e.g. <i>use of pronouns and conjunctions, repetition of key words and phrases, transitional word.</i> • Use a wide range of presentational and organisational devices to structure text e.g. make diagrams or illustrations integral and take the place of some text e.g. <i>Diagram B shows you how to connect the wires...</i> • Use mixed text types in writing for a variety of purposes e.g. <i>instructions written for a giant</i>, 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. • Link ideas across paragraphs e.g. <i>use of adverbial phrases for time, place, number or tense choices</i> • Use non-linear text structures e.g. enable the reader to make choices on which instruction they need to follow next depending on purpose. • Include a final evaluative statement to wrap up the process. <i>E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat.</i> 	<ul style="list-style-type: none"> • Use technical language linked to the context of the instructions e.g. <i>caponic jar; natron salt; amulets</i> • Carefully select vocabulary for clarity. For example use adverbs to qualify the imperative verb advising the reader on how to undertake the actions e.g. <i>carefully place the body on a sacred tablethoroughly wash the body</i> • Use language to appeal directly to the reader's interest and enthusiasm e.g. <i>You will really enjoy this game. Why not try out this delicious recipe on your friends? Only one more thing left to do now...</i> • Use expanded noun phrases to convey complicated information concisely and to add detail e.g. <i>a coffin painted with a face.....</i>

Year 6 Instructions Procedural	<ul style="list-style-type: none"> • Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different instructional / procedural texts • Interweave the use of diagrams and illustrations, using these to take the place of text where a visual would make the instructions easier to follow • Use the language conventions and grammatical features of different types of text as appropriate 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Make comparisons within and across texts • Identify and discuss instructions within mixed genres identifying the purpose and effect • Identify and comment on features common to different <i>procedural texts and those which are different</i> • Make structured responses by stating the point, finding evidence and explaining ideas 	<ul style="list-style-type: none"> • Clearly identify the most relevant points, including those selected from different places in the text • Make comments generally supported by relevant textual reference or quotation • Comment on structural choices showing some general awareness of authors' craft • Clearly identify various features relating to organisation at text level, including form, with some explanation • Summarise the main ideas and, drawing from more than one paragraph, identifying key details 	<ul style="list-style-type: none"> • Evaluate how authors use language and its effect on the reader • Understand and use appropriate terminology to discuss texts • Evaluate the use of diagrams and illustrations and how this supports meaning.

Year 6 Instructions Writing	Interweave instructions and procedures into another text type.		
	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> Use a wide range of clause structures, varying their position within the sentence. For example, use a range of fronted adverbials, including single adverbs, phrases and clauses to delay the use of the imperative verb e.g. <i>When completed, dry the body with salt....</i> Use semi-colons, colons or dashes to mark boundaries between independent clauses. Use a colon to introduce a list and use of semi-colons within lists. Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty e.g. <i>After that take out the heart so that it can be scaled with a feather if it should go to the afterlife.... Carefully fold the paper, it ought to fit neatly to the edges if folded correctly.</i> 	<ul style="list-style-type: none"> Use a range of presentational and organisational devices to structure text and guide the reader e.g. <i>headings, sub-headings, columns, bullets, or tables, to structure text.</i> Experiment with using different layout devices and evaluate the effectiveness. Use mixed text types in writing for a variety of purposes e.g. <i>instructions written for a giant</i>, 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. Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, synonyms, use of transitional words for addition, comparison, contrast and exemplification, time and sequence. 	<ul style="list-style-type: none"> Select vocabulary and grammatical structures that reflect the level of formality required. Accurately use technical vocabulary related to the subject of the instructions e.g. <i>Pharaoh, canopic, natron salt</i> Use adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision e.g. use prepositional phrases to advise the reader of the appropriate placement of items e.g. <i>After bandaging the Pharaoh, wrap amulets and scrolls inside the strips so that the dead Pharaoh is protected</i> Use an appropriate form, audience and register to match purpose of the writing, e.g. Use the language conventions and grammatical features of instructional texts.

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.

<p>Purpose: The primary purpose of recounts is to retell events. Their most common intentions are to inform and/or entertain.</p>		
Generic structure	Language features	Knowledge for the writer
<p>Structure often includes:</p> <ul style="list-style-type: none"> ▪ orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...); ▪ an account of the events that took place, often in chronological order (The first person to arrive was ...); ▪ Some additional detail about each event (He was surprised to see me.); ▪ Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) <p>Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts.</p>	<ul style="list-style-type: none"> ▪ 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). 	<ul style="list-style-type: none"> ▪ 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.)

Progression in Recounts

Reception	<ul style="list-style-type: none">• 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. <p>Grammar focus</p> <ul style="list-style-type: none">• 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
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Year 1 Recounts	<ul style="list-style-type: none"> 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. 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> Identify features of basic recounts 	<ul style="list-style-type: none"> Express personal responses, including likes and dislikes; give some reasons linked to own experiences Sequence simple recounts Discuss new vocabulary and link meanings to what is already known Check that the text makes sense as they read e.g. self- correction 	<ul style="list-style-type: none"> Comment on language choices Recognise patterns of literary language e.g. first, next, last. Begin to understand how written language can be structured in order
Year 1 Recount Writing	1) To write sentences to match pictures, or sequences of pictures, illustrating an event.		2) Write a simple first person recount linked to a topic of interest or personal experience, incorporating at least three chronological events in order, whilst maintaining the past tense with consistent.
	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> 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 Use/ experiment with sentences using exclamation marks 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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

Year 2 Recounts	<ul style="list-style-type: none"> • 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) 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Recognise the main purpose of text • Show some awareness that writers have viewpoints e.g. <i>"She thinks it was a great day"</i> • Identify similarities and differences between stories and recounts 	<ul style="list-style-type: none"> • Use personal experience to connect with texts e.g. <i>a response based on what they personally would be feeling</i> • Use evidence including quotations from or references to text • Recall straightforward information e.g. <i>names, key events</i> • Be able to answer and ask questions by locating information in texts • Discuss sequence of events in recounts • Identify some familiar patterns of language e.g. <i>first, next</i> 	<ul style="list-style-type: none"> • Comment on language choices • Recognise patterns of literary language e.g. <i>first, next, last.</i>

Year 2 Recount Writing	1) Write a simple first person recount linked to a topic of interest or personal experience, incorporating at least three chronological events in order, maintaining past tense and consistent use of the first person		2) Write a narrative about a personal experience and those of others, in role.		
	Sentence Structure and Punctuation		Text Structure and Organisation		Vocabulary
	<ul style="list-style-type: none"> • Vary and extend sentences using co-ordination (<i>and, but, or</i>) e.g. <i>We enjoyed the trip but the weather was awful ...</i> • Vary sentences using subordination (<i>when, if, that, because</i>) e.g. <i>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...</i> • Use capital letters and full stops accurately, e.g. explore the use of capitalisation for proper nouns used in recount texts e.g. <i>Butterfly World, Beamish, Sunderland Museum</i> • Use different types of sentences e.g. exclamation <i>How I wished you were there !</i> • Use apostrophes to show possession e.g. <i>The museum's best feature was</i> • Features of written Standard English evident in writing e.g. <i>We saw the exhibition</i>, rather than <i>We seen the exhibition</i> • Use commas to separate items in a list e.g. <i>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.</i> Explore how commas are used to separate adjectives in lists, for example, <i>a tall, grand building</i> 		<ul style="list-style-type: none"> • 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. <i>time related words or phrases</i>. Collect a wider range of words and phrases to support chronology e.g. <i>next, when, after, before, finally, at the end of the day</i> • Opening / closing signalled related to timeline of events. • Related points next to each other. 		<ul style="list-style-type: none"> • 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, <i>old toys, large room, enormous machines, pretend wooden drawbridge</i> • Explore and collect commonly used pronouns e.g. <i>I, we, our</i> • Use of the progressive form of verbs in the present and past tense to mark actions in progress e.g. <i>It was a great view, I was clapping with excitement...</i>

Year 3 Recounts	<ul style="list-style-type: none"> • 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. 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Identify the main purpose of different recounts texts • Identify author viewpoint with reference to text 	<ul style="list-style-type: none"> • Be able to locate key information for a purpose • Ask questions to improve understanding • Identify the main ideas from more than one Paragraph • Discuss and identify how structure and presentation contribute to meaning • Identify main ideas from more than one paragraph e.g. <i>use evidence from across a text to explain events and/or ideas</i> 	<ul style="list-style-type: none"> • Understand how language in different recounts appeals to readers • Identify features that writers use to provoke readers' reactions e.g. <i>descriptive and emotive language</i> • Understand how writers use figurative and expressive language to create images and atmosphere • Discuss how language is used to create emphasis, humour and atmosphere.

Year 3 Recount Writing	Write the same event in a variety of ways in the third person, such as, in the form of a story, a letter or a diary.		
	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> • Express time, place and cause using conjunctions e.g. <i>when, before, after, while, so, because</i> • Express time, place and cause using adverbs e.g. <i>then, next, soon, therefore.</i> <ul style="list-style-type: none"> ➤ Express time and place using prepositions e.g. before, after, during, in, because of... ➤ Guide the reader round the site e.g. <i>At the outer walls; Up the spiral staircase; At the top of the keep...</i> ➤ Provide further detail through giving examples beginning with “such as”, “like”. E.g. <i>The class learned lots about the Victorians such as how they dressed and were educated.</i> 	<ul style="list-style-type: none"> • With support, begin to use paragraphs to organise ideas and group related material e.g. <ul style="list-style-type: none"> ➤ Explore the content of introductory paragraphs, identifying answers to questions: What? Who? When? Where? Include this information concisely in own recounts e.g. <i>Last week, Class 3 travelled to Beamish to find out more about the fascinating Victorians.</i> ➤ Write finishing lines for a final paragraph that indicate the conclusion of the recount, and include a simple summary e.g. <i>The day ended with a talk by a Victorian expert. The whole class enjoyed a great day out.</i> • Write newspaper style recounts, e.g. about school events or an incident from a story including relevant, additional detail to add interest. 	<ul style="list-style-type: none"> • Build banks of words supporting chronology, noting those that indicate specific timings e.g. <i>at 3pm, after two hours</i> • 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. <i>The most exciting experience I have ever had ... A really funny thing happened when It nearly turned into a disaster when</i> • Use rhetorical questions to draw the reader in e.g. <i>Have you ever had a better day than a trip to Beamish?</i>

Year 4 Recounts	<ul style="list-style-type: none"> 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 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> 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. Identify and explain the main purpose of recount texts in relation to the reader Express personal opinion of writer's viewpoint and effect on the reader Comment on how writers use conventions to engage the reader in <i>letters, postcards and diaries</i> 	<ul style="list-style-type: none"> Be able to locate key information efficiently, for a purpose Ask questions to improve understanding of a text Identify main ideas drawn from more than one paragraph and summarise these Identify how structure and presentation contribute to meaning <i>e.g. comment upon the usefulness of diagrams, photos, subheadings</i> 	<ul style="list-style-type: none"> Identify words or phrases that capture the reader's interest and imagination Demonstrate understanding of figurative language <i>e.g. in discussion, children find examples and comment on impact</i>

Year 4 Recount Writing	Write the same event in a variety of ways, (in the third person), such as, in the form of a story, a letter, diary or a news report.		
	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> • 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 (<i>Who? What? Where? When?</i>) 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. <ul style="list-style-type: none"> ➢ 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 <i>who, which, where, that</i> 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 <i>when, if, because, although</i> 	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ➢ 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. 	<ul style="list-style-type: none"> • 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.

Year 5 Recounts	<ul style="list-style-type: none"> • Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader, reflecting on the level of formality required. • Practise writing recounts with word limits so that pupils are forced to consider the conciseness of their writing, whilst still trying to maintain the engagement of the reader 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Make comparisons within and across different recount texts identifying some themes, features and conventions • Identify purpose and viewpoint of different recount texts 	<ul style="list-style-type: none"> • Express personal opinions about a wide range of texts • Make comparisons within and across texts • Identify and discuss the significance of recount texts that are structured in different ways and for different purposes • Ask questions in order to interrogate the text • Summarise main ideas from more than one paragraph, identifying key details that support the main ideas • Make inferences based on textual evidence <i>e.g. read between the lines and find evidence for the interpretation</i> • Explain inferred meanings drawing on evidence across the text • Predict from details stated and implied and modify predictions in the light of new evidence 	<ul style="list-style-type: none"> • Identify and comment on formal and informal language • Understand how writers use language for comic and dramatic effect • Understand how word meanings change when used in different contexts • Recognise nuances in vocabulary choices

Year 5 Recount Writing	1) Write a recount based on the same subject such as a historical event, for two contrasting audiences, shifting levels of formality.		2) Practice writing a recount with word limits, so that the pupils are forced to consider the precise level of formality required.		
	Sentence Structure and Punctuation		Text Structure and Organisation		Vocabulary
	<ul style="list-style-type: none"> • Explore the use of reported versus direct speech and compare the effect e.g. reported – for summing up opinions and glossing over detail; direct speech – for impact e.g. sharing a pertinent view of influential quote. • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. For example, experiment with omitting the additional, non-restrictive detail (in the form of a relative clause) from recounts and consider the effect on engaging the reader e.g. we were allowed to use.... • Use semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma • Use brackets, dashes, and commas to indicate parenthesis, for example <ul style="list-style-type: none"> ➢ Explore how dashes are less commonly used in more formal texts ➢ Experiment with moving clauses and phrases around in the text, considering the impact on engaging the reader • Explore the balance of long, complicated sentence constructions within recounts, compared with shorter, simple sentence constructions, noting the need for both e.g. <ul style="list-style-type: none"> ➢ Explore the use of short, simple sentences to summarise; orientate the reader; dramatic effect ➢ Explore the use of longer, complex sentences to convey complex information. 		<ul style="list-style-type: none"> • Write recounts where the chronology is indicated by layout, paragraphing and ordering, rather than more obvious chronology words and phrases • Build cohesion within a paragraph, for example, <i>then, after that, this firstly</i>. Use pronouns to create cohesion e.g. a man dressed in linen; Gary; the man; he • Use a wide range of presentational and organisational devices to structure text e.g. Use the opening paragraph to engage the reader and create a sense of intrigue e.g. When I walked into the hall, I turned my head and saw the most peculiar sight... • Use mixed text types in writing for a variety of purposes e.g. <i>a persuasive letter, instructions written for a giant</i> • Link ideas across paragraphs e.g. <i>use of adverbial phrases for time, place, number or tense choices</i> e.g. When I walked into the hall.. During the break... At the very end... • Writing is effectively controlled across texts e.g. <i>closings refer back to openings and the reader is engaged.</i> 		<ul style="list-style-type: none"> • Explore the use of personal versus impersonal writing and decide when each is appropriate. For example, use adverbs to emphasise the writer's voice and opinions e.g. Fortunately, I was chosen to read out one of the scripts..... • Consistently use words and phrases that support the overall theme or viewpoint of the recount e.g. a positive event will use positive imagery throughout e.g. definitely worth a visit... a thrill...interesting stroll.... • Use expanded noun phrases to convey complicated information concisely e.g. I came across a dirty skeleton in a cage in public view..... such a horrifying object in a local busy street.... • Use modal verbs or adverbs, indicating possibility e.g. The ride may be too scary for little children....

Year 6 Recounts	<ul style="list-style-type: none"> • Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ. • Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary. • When planning writing, select the appropriate style and form to suit a specific purpose and audience. 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Make comparisons within and across a range of recount texts, in different forms. • Identify the main purpose and viewpoint within different recounts and discuss the overall effect on the reader • Comment on the differences in author viewpoint of the same event • Identify and comment on features common to different texts or versions of the same text. 	<ul style="list-style-type: none"> • Clearly identify the most relevant points, including those selected from different places in the text • Make comments generally supported by relevant textual reference or quotation • Comment on structural choices showing some general awareness of authors' craft • Clearly identify various features relating to organisation at text level, including form, with some explanation • Summarise the main ideas and, drawing from more than one paragraph, identifying key details • Provide explanations of inferred meanings drawing on evidence across the text • Drawing on a range of evidence from different parts of the text, confidently predict in detail using information stated and implied • Make structured responses by stating the point, finding evidence and explaining ideas 	<ul style="list-style-type: none"> • Evaluate how authors use language and its effect on the reader • Evaluate the impact of language including its effect on the reader • Understand and use appropriate terminology to discuss

Year 6 Recount Writing	1) Write a biography. Select a specific style and form to suit a specific audience		2) To write an autobiography. Select a specific style and form to suit a specific audience.		
	Sentence Structure and Punctuation		Text Structure and Organisation		Vocabulary
	<ul style="list-style-type: none"> Use passive verbs to affect the presentation of information in a sentence e.g. <i>A visit was arranged by the school...Our lunch was eaten by the dog.</i> Explore how passives can be used to create dramatic cliff hangers e.g. <i>It was at this point that his life was thrown out of control...</i> Use a wide range of clause structures, varying their position within the sentence. For example use a wide range of clause structures within a single sentence with layers of subordination e.g. <i>Even though the journey was long, it was definitely worth it because last Friday I had an interesting day learning lots of new things about William Shakespeare, and the Globe theatre.</i> Use semi-colons, colons or dashes to mark boundaries between independent clauses. Explore how colons can be used to increase the impact of key quotations which give an insight into a person's motives and life choices e.g. <i>Throughout her life, her father's words remained with her: "Reach for the stars!"</i> Explore how colons can be used to lead to a "big reveal" of a person's actions e.g. <i>It was then that she made her most important decision: she quit university and established her own company.</i> 		<ul style="list-style-type: none"> Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrases, grammatical connections, for example, use conjunctions to create contrast concisely summarising the complexity of certain situations (e.g. of a negative experience with a positive) e.g. <i>His life was sent into turmoil, yet despite all the uncertainty and danger surrounding him, he managed to stay positive.</i> Reform notes into prose that provides, fluid, engaging accounts of key events in lives of notable figures across the curriculum Opening and closing lines of paragraphs support movement across the text e.g. <i>The encounter affected him deeply and so he decided to focus his efforts on helping destitute children. In 1870, Barnardo opened his first shelter for homeless boys in</i> Some paragraphs e.g. highlight or prioritise information, build tension or interject comment Use a range of presentational and organisational devices to structure text and guide the reader e.g. <i>use of illustrations, hyperlinks, flashbacks, single line paragraph for effect</i> 		<ul style="list-style-type: none"> Select vocabulary and grammatical structures that reflect the level of formality required . Use technical vocabulary related to the subject. Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision e.g. <i>After lunch we did a load of activities including making oil lamps out of clay, learning to fight with a spear and drawing a board game on a piece of cloth with charcoal...</i> Use of modal verbs and adverbs to indicate degrees of possibility, probability and certainty e.g. <i>Standing where the poorest people would go, made me feel small and diminutive but sadly if you were a poor person you would be called a "penny stinker".</i>

Discussion Texts

<p>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.</p>		
Generic structure	Language features	Knowledge for the writer
<ul style="list-style-type: none"> ▪ The most common structure includes: <ul style="list-style-type: none"> ▪ a statement of the issues involved and a preview of the main arguments; ▪ arguments for, with supporting evidence/examples; ▪ arguments against or alternative views, with supporting evidence/examples. ▪ Another common structure 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. 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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.

Progression in Discussion Texts

Reception	<ul style="list-style-type: none">• 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. <p>Grammar focus</p> <ul style="list-style-type: none">• Communicate opinions through simple written sentences e.g. <i>I hope....I like.....I wish...</i>• Show awareness of the listener• Use the personal pronoun 'I' in discussions e.g. during a discussion about their age Matilda said, <i>'I'm 6 years old!'</i>• In discussions, use joining words such as and, but, because to begin exploring thinking further e.g. <i>'She's not 6, because she is younger than me and I'm only 5'.</i>
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Year 1 Discussion	<ul style="list-style-type: none"> • 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>I think that he should give the toy back. James thinks that he should keep the toy.</i> 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Explore how different characters might think, feel and react differently from themselves and from each other. • Identify factual texts 	<ul style="list-style-type: none"> • Express personal responses, including likes and dislikes; give some reasons linked to own experiences • Simple points from familiar texts are identified and discussed • Discuss the significance of simple text features e.g. title, events • Link what they read or hear read to their own experiences • Draw on what they already know or on background information and vocabulary provided by the teacher • Use role play to identify with characters and make inferences on the basis of what is being said and done. 	<ul style="list-style-type: none"> • Discuss word meanings, linking new meanings to those already known e.g. <i>"Enormous means big."</i> • Use language to express an opinion.

Year 1 Discussion Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> • Joining words and clauses using 'and' e.g. use "and" to begin exploring thinking further, for example, <i>I would give the toy back and say sorry to the little girl.</i> • Spaces are left between words. • Use capital letters and full stops to demarcate sentences. • Use capital letters for the personal pronoun I 	<ul style="list-style-type: none"> • Structure writing using some of the features of discussion. • Basic sequencing of ideas. • Consistent use of first person . 	<ul style="list-style-type: none"> • Use new vocabulary from their reading and research. • Use vocabulary collected from cross curricular learning. • Explore opinion stems e.g. <i>I think..., I feel...</i>

Year 2 Discussion	<ul style="list-style-type: none"> • 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 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Show some awareness that writers have viewpoints e.g. <i>"She thinks it's not fair."</i> • 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 	<ul style="list-style-type: none"> • Express personal responses, including likes and dislikes with reasons, e.g. <i>"She was just horrible like my Gran is sometimes."</i> • Recall straightforward information e.g. <i>key facts</i>. Use evidence including quotations from or references to text • Use personal experience to connect with texts e.g. <i>a response based on what they personally would be feeling rather than feelings of character in the text</i> 	<ul style="list-style-type: none"> • Identify how language is used to show character's thoughts and feelings • Explore vocabulary to express feelings.

Year 2 Discussion Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> • Explore and collect commonly used pronouns e.g. <i>I, we, our</i> • Vary and extend sentences using co-ordination (<i>and, but, or</i>) e.g. <i>Little Red Riding Hood liked walking in the woods but her mother did not like her to.</i> • Vary sentences using subordination (<i>when, if, that, because</i>) e.g. use <i>“because”</i> to extend reasoning, for example, <i>I think the wolf is naughty because he scares the little pigs.</i> • Use different types of sentences e.g. statement, command, question, exclamation. E.g. <i>Children generate questions for discussions following reading e.g. Should the boy give the toy back?</i> • Use commas to separate items in a list e.g. <i>I think the wolf is greedy, naughty and sly.</i> 	<ul style="list-style-type: none"> • Consistent use of simple present tense. • Pupils’ writing shows language and structural features of discussions. • Opening / closing signalled e.g. <i>‘Introduction/development/ conclusion</i> • Related points next to each other. 	<ul style="list-style-type: none"> • 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, <i>some people, everyone in the class, all the boys, most of the girls, all the readers</i>

Year 3 Discussion	<ul style="list-style-type: none"> • 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 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Identify author viewpoint with reference to text. • Through reading explore how different views might be expressed and explained. 	<ul style="list-style-type: none"> • Draw inferences such as inferring character’s feelings, thoughts and motives from their actions, and justifying inferences with evidence • Identify the main ideas from more than one paragraph • Begin to understand what the writer is implying in a text • Predict what might happen from details stated and attempt to predict from details implied • Identify main ideas from more than one paragraph e.g. <i>use evidence from across a text to explain events and/or ideas</i> 	<ul style="list-style-type: none"> • Explore how different views might be expressed/explained/justified
Year 3 Discussion Writing	Write a traditional tale or a scene from a narrative from two key characters perspectives in viewpoints.		
	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
<ul style="list-style-type: none"> • 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. <i>“The class hold different opinions such as”</i> 	<ul style="list-style-type: none"> • With support, begin to use paragraphs to organise ideas and group related material e.g. <ul style="list-style-type: none"> ➢ Write an introduction to show why you are debating the issue, for example, <i>There is always a lot of disagreement about fox hunting and people’s views vary a lot.</i> ➢ Group arguments for and against in separate paragraphs. • Use simple, organisational devices e.g. <i>headings, sub-headings</i> to aid presentation e.g. <i>use headings to present arguments “for” and arguments “against”</i> 	<ul style="list-style-type: none"> • Use technical vocabulary related to the subject. • Use words and phrases that capture the reader’s interest and imagination. 	

Year 4 Discussion	<ul style="list-style-type: none"> • 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 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Express personal opinion of writer's viewpoint and effect on the reader 	<ul style="list-style-type: none"> • Recognise texts which present a single (biased) viewpoint and which try to be more objective and balanced viewpoint • Identify main ideas drawn from more than one paragraph and summarise these • Identify how structure and presentation contribute to meaning 	<ul style="list-style-type: none"> • Identify words or phrases that capture their interest • Discuss how shades of meaning can affect understanding <i>e.g.</i> <i>'Desperately fast' might mean they are running from something</i> • Explore the origins of words within texts read
Year 4 Discussion Writing	Write a book review that explores the different viewpoints of a book read.		
	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> • Use fronted adverbials including correct use of commas <i>e.g. Use connecting adverbs/ adverbials to present further justification of a point of view, for example, furthermore, in addition, also</i> • Develop the use of relative clauses beginning with <i>who, which, where, that</i> • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> 	<ul style="list-style-type: none"> • Secure the use of paragraphs to organise ideas around a theme <i>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.</i> • Some attempt to link paragraphs together across a text . • Use 1st and 3rd person appropriately and consistently throughout the text. 	<ul style="list-style-type: none"> • Use technical vocabulary related to the subject • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases <i>e.g. most people with a reasonable knowledge of the subject..., all dogs with a history of violence..., all the sporty girls in class...</i> • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <i>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 ...</i> • Make appropriate vocabulary choice depending on the style and context of the discussion.

Year 5 Discussion	<ul style="list-style-type: none"> • In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), distinguish and discuss any texts which seems to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue • Experiment with the presentation of various views (own and others, biased and balanced) though discussion, debate and drama • Consider and evaluate different viewpoints, noting when justifications for a particular viewpoint are strong or weak • Through reading, identify the language , grammar, organisational and stylistic features of balanced written discussions which: <ul style="list-style-type: none"> ➤ summarise different sides of an argument ➤ clarify the strengths and weaknesses of different positions ➤ signal personal opinion clearly ➤ draw reasoned conclusions based on available evidence • Plan, compose, edit and refine a balanced discussion presenting two sides of an argument following a debate 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Make comparisons within and across different discussion texts • Identify viewpoint across texts • In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), distinguish and discuss any texts which seems to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue • Through reading, identify the language , grammar, organisational and stylistic features of balanced written discussion 	<ul style="list-style-type: none"> • Identify and discuss the significance of texts that are structured in different ways and for different purposes • Ask questions in order to interrogate the text • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Summarise the main ideas drawn from more than one paragraph, identifying some key details that support them 	<ul style="list-style-type: none"> • Recognise rhetorical devices <i>e.g. those used to argue, persuade, mislead and sway the reader</i> • Recognise nuances in vocabulary choices

Year 5 Discussion Writing	Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument.		
	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. E.g. follow generic statements with more specific examples, for example, <i>“There are those however who disagree. Mr T Rexus, who is a well-respected palaeontologist, has argued instead that...”</i> Use semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma 	<ul style="list-style-type: none"> Build cohesion within a paragraph ,for example, <i>then, after that, this firstly</i> e.g. build on the range of connecting adverbs / adverbials used in year 4 to present further justification of a point of view, for example, <i>moreover, besides which, additionally, similarly</i> Use a wide range of presentational and organisational devices to structure text. Structure includes :statement of the issues plus a preview of the main arguments; arguments for, plus supporting evidence; arguments against [or alternative view(s)], plus supporting evidence [a variant would be arguments and counter-arguments presented alternatively, one point at a time]; recommendation – summary and conclusion Use mixed text types in writing for a variety of purposes <i>e.g.</i> recognise that discussion texts can be adapted or combined with other text types depending on the audience and purpose Writing is effectively controlled across texts <i>e.g. closings refer back to openings</i> 	<ul style="list-style-type: none"> Explore the use of personal versus impersonal writing and decide when each is appropriate Consistently use words and phrases that support the overall viewpoints of the discussion e.g. a positive viewpoint will use positive vocabulary, negative viewpoint will use negative vocabulary Use modal verbs or adverbs, indicating possibility <i>perhaps, surely e.g. use adverbs of possibility to help express a personal opinion in the final paragraph, for example, With the growing amount of evidence in this area, perhaps now is the time to accept the argument that...</i> Make views sound more reasonable through use of modal verbs and words such as <i>often, usually</i>

Year 6	<ul style="list-style-type: none"> • Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument • First explore orally and then write a balanced report of a controversial issue: <ul style="list-style-type: none"> ➤ summarising fairly the competing views ➤ analysing strengths and weaknesses of different positions ➤ drawing reasoned conclusions where appropriate ➤ using formal language and presentation as appropriate • Experiment with setting out opposing views in separate paragraphs or as alternate points within a paragraph and consider impact • Choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate. Sometimes diagrams, illustrations, moving images and sound may be used to provide additional information or give evidence 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Make comparisons within and across different discussion texts e.g. in letters, newspapers, debate, documentary • Identify the main purpose and viewpoints within and across texts • Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument 	<ul style="list-style-type: none"> • Clearly identify the most relevant points, including those selected from different places in the text • Make comments generally supported by relevant textual reference or quotation • Comment on structural choices showing some general awareness of authors' craft • Clearly identify various features relating to organisation at text level, including form, with some explanation • Distinguish between fact and opinion • Make inferences based on textual evidence <i>e.g. read between the lines and find evidence for the interpretation</i> • Make structured responses by stating the point, finding evidence and explaining ideas • Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them 	<ul style="list-style-type: none"> • Evaluate how authors use language and its effect on the reader • Understand and use appropriate terminology to discuss texts

Year 6 Discussion Writing	Combine a discussion text within another text type, e.g. within a newspaper report.		
	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> • Use a wide range of clause structures, varying their position within the sentence • Use semi-colons, colons or dashes to mark boundaries between independent clauses e.g. use colons to: <ul style="list-style-type: none"> ➤ Introduce questions for discussion, for example, <i>“the pressing issue now is: what should happen to...?”</i> ➤ Introduce a quotation to support a viewpoint, for example, <i>supporters of this view often refer to the well-known proverb: treat others as you would wish to be treated.</i> ➤ To prepare the reader for a revelation of the author’s opinion in the final paragraph, for example, <i>The final conclusion is therefore clear in my mind: animal testing must be banned immediately.</i> 	<ul style="list-style-type: none"> • Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrases, grammatical connections, for example, build and use a range of connecting adverbs to move between opposing views, for example, <i>on the other hand, in contrast, alternatively, conversely, on the contrary, in opposition.</i> • Shape paragraphs e.g. highlight or prioritise information, build tension or interject comment. • Use a range of presentational and organisational devices to structure text and guide the reader e.g. <i>headings, sub-headings, columns, bullets, or tables. E.g. end with a summary paragraph, using bullet points to present recommendations</i> 	<ul style="list-style-type: none"> • Select vocabulary and grammatical structures that reflect the level of formality required. • Use technical vocabulary related to the subject. • Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision. • Use of the subjunctive mood to establish formality and an authoritative stance, for example, <i>if we were to believe everything we read about young people..., Opponents suggest that this be done without delay.</i>

Non-fiction – Explanatory texts

<p>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.</p>		
Generic structure	Language features	Knowledge for the writer
<ul style="list-style-type: none"> ▪ 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.) 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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.

**Reception
Explanation**

- 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 Explanations	<ul style="list-style-type: none"> • 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 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Identify simple features of captions, pictures and diagrams that explain a simple process • Discuss the significance of simple text features e.g. title 	<ul style="list-style-type: none"> • Simple points from explanation text identified and discussed • Discuss new vocabulary and link meanings to what is already known • Check that the text makes sense as they read e.g. self- correction 	<ul style="list-style-type: none"> • Discuss word meanings, linking new meanings to those already known • Begin to understand how written language can be structured in order
Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> • 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 / 	<ul style="list-style-type: none"> • Sequence sentences to form short narratives e.g. <i>Chicks have a spike on their beak. This is called the egg tooth.</i> • Basic sequencing of ideas to explain a simple process based on a first-hand experience. 	<ul style="list-style-type: none"> • Use new vocabulary from their reading and research • Use vocabulary collected from cross curricular learning

Year 2 Explanation	<ul style="list-style-type: none"> • 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 or 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. 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Recognise the main purpose of text • Read flowcharts or cyclical diagrams explaining other processes 	<ul style="list-style-type: none"> • Use evidence including quotations from or references to text • Recall straightforward information • Be able to answer and ask questions by locating information in texts • Understand that explanation texts are structured in different ways. • Identify some familiar patterns of language <i>e.g. first, next</i> 	<ul style="list-style-type: none"> • Gather vocabulary explored in reading to use in writing

Year 2 Explanation Writing	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> • Vary and extend sentences using co-ordination (<i>and, but, or</i>) e.g. build word banks of commonly used conjunctions for explanations : <i>Hedgehogs wake up in March <u>or</u> April.</i> • Vary sentences using subordination (<i>when, if, that, because</i>) e.g. <i>Hedgehogs wake up in March or April when the weather is warmer and food is easier to find.</i> • 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. <i>In the winter some animals hibernate.</i> • 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, <i>How do hedgehogs survive the winter? Why do we use bricks to build houses?</i> 	<ul style="list-style-type: none"> • Consistent use of present and past tense throughout writing e.g. know that explanations are usually written in the simple present tense, for example, <i>Hedgehogs usually wake up again in the spring.</i> • Basic sequencing of ideas e.g. <i>time related words or phrases, line-breaks, headings, numbers</i> • Use some presentational features specific to explanation texts e.g. produce a flowchart or cyclical diagram ensuring the content is sequenced. 	<ul style="list-style-type: none"> • Use technical vocabulary related to the context of the explanation. • Use expanded noun phrases to describe and specify e.g. <i>collect noun phrases from reading and use these to generate own examples e.g. <i>some hibernating animals, the adult male frog</i></i>

Year 3 Explanation	<ul style="list-style-type: none"> • 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 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • 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) • 	<ul style="list-style-type: none"> • Create diagrams such as flow charts to summarise or make notes of stages in a process • Be able to explain the meaning of words in context e.g. using dictionaries or knowledge of spelling conventions • Be able to locate key information for a purpose • Ask questions to improve understanding • Discuss and identify how structure and presentation contribute to meaning 	<ul style="list-style-type: none"> • Understand how language in different explanation texts appeals to readers

Year 3 Explanation Writing	To write a series of extended sentences to explain a process, ensuring relevant items are groups together and sufficient details are grouped together. Create diagrams such as flow charts to support the explanation.		
	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> Express time, place and cause using conjunctions e.g. <i>when, before, after, while, so, because</i>, for example use a developing range of connecting adverbs to express cause e.g. <i>because the temperature begins to drop..., ...so the hedgehog looks for a safe place to sleep.</i> Express time, place and cause using adverbs e.g. then, next, soon, therefore. For example, use adverbs to express sequence, <i>first, then, after that, finally</i> Express time and place using prepositions e.g. before, after, during, in, because of. For example, <i>Hedgehogs make their nests under hedges and at the base of tree trunks. Hedgehogs build up their stores of fat during autumn.</i> 	<ul style="list-style-type: none"> With support begins to use paragraphs to organise ideas and group related material. Use simple, organisational devices e.g. <i>headings, sub-headings</i> 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) 	<ul style="list-style-type: none"> Use technical vocabulary related to the subject Select suitable vocabulary to ensure relevant and sufficient detail

Year 4 Explanation	<ul style="list-style-type: none"> • 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. 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Comment on, and justify views about, a range of explanatory texts • Discuss new vocabulary and link meanings to what is already known • Check that the text makes sense as they read e.g. self- correction • Discuss the significance of simple text features e.g. title, events, diagrams etc • Begin to understand how written language can be structured in order to present facts 	<ul style="list-style-type: none"> • Discuss word meanings, linking new meanings to those already known

Year 4 Explanation Writing	Write an explanation text in a personal and an impersonal style, adapting the use of language and grammar appropriately.		
	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> Use fronted adverbials, including correct use of commas. Note how these are usually used to specify 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 <i>who, which, where, that</i> 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 <i>when, if, because, although</i> 	<ul style="list-style-type: none"> 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. <i>sub-headings, bullet points, text layout, possible links to ICT, flowcharts, diagrams</i> 	<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases e.g. When an animal dies, the <u>soft part of the animal</u> rots away. Millions of years later, <u>the rock surrounding the skeleton</u> 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...

Year 5 Explanation	<ul style="list-style-type: none"> • Read and analyse a range of explanatory texts linked to other curriculum areas e.g. "physical geography, including : climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Research and plan a page for a reference book • In shared writing and independently plan, compose, edit and refine explanatory texts, using shared reading as a resource, focusing on clarity, conciseness and impersonal style. 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
Year 5 Explanation Writing	Plan, compose, edit and refine an explanation text; focusing on clarity, conciseness and impersonal style.		
	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> • Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun e.g. use relative clauses to add an extra layer of information, for example, <i>Darwin, a famous evolutionist, studied the lifecycles of many animals.</i> • Use semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma 	<ul style="list-style-type: none"> • Build cohesion within a paragraph for example, <i>then, after that, this firstly</i> • Link ideas across paragraphs using adverbials of time, place and number or tense choices e.g. <i>When water falls back to earth as precipitation,.....</i> ▪ Use a wide range of presentational and organisational devices to structure text e.g. plan and write a page for a reference book including diagrams, photographs, captions, flowcharts, glossary of terms and use of concise information and facts. • Adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose. 	<ul style="list-style-type: none"> • Use technical language in the context of the explanation e.g. <i>The water cycle involves the exchange of energy, which leads to temperature changes. For instance, when water evaporates, it takes up energy from its surroundings and cools the environment. When it condenses</i> • Use an impersonal style and ensure formality is appropriate.

Year 6 Explanation	<ul style="list-style-type: none"> • Choose the appropriate form of writing and style to suit a specific purpose and audience • Consider the difference between historical explanations (e.g. Roman army tactics) and explanations using the present tense (e.g. the water cycle) • Investigate when a different tense is needed. 		
Reading	Themes and Conventions	Comprehension and Inference	Language for Effect
	<ul style="list-style-type: none"> • Identify and comment on features common to different explanation texts e.g. <i>presentational features</i>. 	<ul style="list-style-type: none"> • Clearly identify the most relevant points, including those selected from different places in the text • Make comments generally supported by relevant textual reference or quotation • Comment on structural choices showing some general awareness of authors' craft • Clearly identify various features relating to organisation at text level, including form, with some explanation • Make structured responses by stating the point, finding evidence and explaining ideas • Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them 	<ul style="list-style-type: none"> • Evaluate how authors use language and its effect on the reader • Understand and use appropriate terminology to discuss texts

Year 6 Explanation Writing	Write two different explanations, one in the present tense and one in the past tense.		Incorporate an explanation within another text type.
	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary
	<ul style="list-style-type: none"> Use a wide range of clause structures, varying their position within the sentence. For example, use embedded phrases and clauses for succinctness e.g. <i>The final stage, to be completed by June, will involve ...</i> Use modal verbs or adverbs, indicating possibility. For example, use modal verbs to recommend and assert e.g. <i>It might be advisable.... It should be relatively easy to There may be an opportunity to</i> 	<ul style="list-style-type: none"> Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrases, grammatical connections, e.g. investigate how the subject noun is used repeatedly in more complex explanations to aid understanding (compare with simpler explanations where the noun is often replaced with a pronoun) Shape paragraphs e.g. highlight or prioritise information, build tension or interject comment. Use a range of presentational and organisational devices to structure text and guide the reader e.g. <i>headings, sub-headings, columns, bullets, or tables.</i> Experiment with the form, for example write explanations of real-life situations that are in process (unfolding events in world news; a fictional project that is at a critical stage) 	<ul style="list-style-type: none"> Select vocabulary and grammatical structures that reflect the level of formality required. Use technical vocabulary related to the subject. Use adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision. For example, use adverbial phrases to link events according to chronology and cause e.g. <i>Once this has happened Leading to ...</i>