By the end of Year 6, children will leave the school being able to write for a variety of purposes. There are 4 types of writing that will be covered in the English curriculum: narrative - writing to entertain; and non-fiction - writing to inform, writing to persuade and writing to discuss. Children will also cover a variety of poetry forms, building up a repertoire.

Purpose of writing to entertain (narrative): The purpose of narrative can be defined simply as to tell a story. However, that does not convey the many purposes of stories and the way that they work at different levels. The purpose of a narrator is to make the listener or reader respond in a particular way. Stories are written or told to entertain and enthral an audience. Stories can make us sad, horrify us, make us laugh, make us excited. They create imaginative worlds that can help us understand ourselves and the things around us and take us beyond our own experience. From the earliest times, stories have been a part of the way that people have explained their world, passed on their beliefs and memories and entertained one another. Narrative is central to learning, especially for young children who develop their understanding through making up stories about what has happened and what might happen. Children use narrative to organise their ideas, structure their thinking and, ultimately, their writing. Telling and writing stories is not simply a set of skills for children to learn, but an essential means for them to express themselves in creative and imaginative ways.

Common forms of narrative text	General text structure:
stories that use predictable and patterned language traditional / folk stories / fairy tales stories set in familiar settings modifying well-known stories (changing a character; amending the ending; changing the setting etc.) stories set in historical contexts myths and legends stories with flashbacks stories set in fantasy words / science fiction stories stories from different cultures adventure stories mystery stories scary stories narratives retold from another perspective (e.g. form the point of view of a different character) stories with morals or fables	Orientation 1. This gives the reader an idea of what the text will be about. 2. The main character and sometimes other characters are introduced. 3. The setting, place, and time is introduced. Complication 1. A problem, complication, or dilemma is put onto the main character, which they must find a way to overcome. 2. This prompts more events for the characters to face in order to solve the original problem. Series of Events 1. Paragraphs are used to explain and tell the story by exploring a series of events. 2. The feelings of the main character (and other characters) about the problem and other events are shown throughout this section.

stories with dilemmas
stories told as playscripts
telling a story from a first-person narrative (e.g. diaries and letters)

Resolution
1. The problem, complication, or dilemma is sorted out, and the emotional stress is resolved.
2. The series of events is brought to a close.

Coda
This part of the text is optional.
1. If there is a moral, or a lesson to be learnt from the text, then it is written at the end.
2. We might also find out what happened to other characters in the story.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to entertain – generic text structure	• simple narratives and retellings are told/ written in first or third person • simple narratives are told/ written in past tense • events are sequenced to create texts that make sense • main participants are human or animal	As Year 1, plus: • they are simply developed as either good or bad characters • language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead	• narratives and retellings written in first or third person • narratives and retellings written in past tense, and occasionally in the present tense • events sequenced to create chronological plots through the	As Year 3, plus: • dialogue is used to convey characters' thoughts and to move the narrative forward • language choices help create realistic sounding narratives. e.g. adverbs, adjectives	As Year 4, plus: • narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use adverbials and preposition • descriptions of characters, setting, and atmosphere are developed through precise	As Year 5, plus: • assured and conscious control is used to effectively and accurately convey meaning, particularly through manipulating grammar and vocabulary to achieve this

• simple narratives use typical characters, settings and events whether imagined or real • 'story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing	of top, policeman instead of man) etc.	use of adverbials and prepositions • descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods… • dialogue begins to be used to convey characters' thoughts and to move the narrative forward • language choices help create realistic sounding narratives e.g. shouted/muttered instead of said etc.	precise nouns, expressive verbs and figurative language etc.	vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language	

WRITING SKILL AND KNOWLEDGE PROGRESSION

Writing to entertain – stories, including re-telling; character description; setting description	Retell and invent narrative	Simple narrative and description	Developed narrative with focus on paragraphing	Developed narrative with focus on sequence	Developed narrative with focus on cohesion	Developed narrative with focus on atmosphere and shifts
	• concept of a sentence • basic sequencing of sentences • capital letters and end marks • correct past tense form • written in the third person • conjunctions to join ideas	• past tense and introduction to progressive past tense • adverbs of time to sequence events • adverbs for additional detail • basic noun phrases • singular possessive apostrophe • apostrophe for contraction • simple co-ordinating and subordinating conjunctions • exclamation sentences • comparable adjectives • commas to separate items in a list • verbs chosen for effect	• 5 clear sections (T4W boxing up format) • conjunctions, adverbs and prepositions to sequence events or to mark changes in setting • dialogue including direct speech • past perfect tense • prepositional phrases for settings • noun phrases • verbs and adverbs chosen for effect • cohesion created, and repetition avoided through the use of nouns and pronouns	• sequence organised into paragraphs using fronted adverbials to indicate changes in time or place • different orders of sequences • fronted adverbials as single words, phrases and clauses to create cohesion • expanded noun phrases • dialogue including direct speech to show character • develop characters through dialogue and action • apostrophes for plural possession • past/present perfect	• cohesion through a variety of devices • links within and between paragraphs with adverbials • past perfect tense to link events • action, dialogue and description used to move events forward • relative clauses with commas and dashes used for additional detail • modal verbs to suggest degrees of possibility • adverbs of possibility	• cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis) • sustained register with well-rounded ending • atmosphere and mood created through effective word choice, sentence structure and literary devices • shifts in formality • past perfect tense to link events, including past perfect progressive • action, dialogue and description

						• used to move events forward • colons, semi-colons and dashes used to separate and link ideas

Purpose of reports: To provide detailed information about the way things are or were and to help readers/listeners understand what is being described by organising or categorising information.

Common forms of report texts:

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

Describing the characteristics of anything (e.g. particular animals or plants; the planets in the solar system, different rocks and materials; mythological

creatures)

Comparing and describing localities or geographical features

Describing the characteristics of religious groups and their lifestyles in re

information leaflets

tourist guidebooks

encyclopaedia entries

magazine articles

biographies

General text structure: In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common

structure includes:

- an opening statement, often a general classification (sparrows are birds)
- sometimes followed by a more detailed or technical classification (their Latin name is...)
- a description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example:
- its qualities (like most birds, sparrows have feathers.)
- its parts and their functions (the beak is small and strong so that it can ...)
- Its habits/behaviour/ uses (sparrows nest in...)

Writing to inform – reports	**Fact-file** • concept of a sentence • capital letters and end marks • word choices • labels and captions	**Basic non-chronological report** • present tense • opening questions • concluding exclamatory sentence • subordinating and coordinating conjunctions to join information and give reasons • adverbs	**Sectioned non-chronological report** • planned into sections • headings • sub-headings • conjunctions to join information and give reasons • present perfect tense • word choices to match information texts	**Non-chronological report with paragraphs** • organised into sections with appropriate headings and text type features • range of conjunctions and appropriate word choices • beginning to explore levels of formality and able to demonstrate this through word and sentence choices • appropriate use of pronouns and nouns	**Non-chronological report with cohesion** • cohesion through a variety of devices within and across paragraphs • relative clauses with commas and brackets to add information • structured paragraphs linked with adverbials • indicate degrees of possibility using modal verbs and adverbs	**Detailed information texts** • cohesion through a wider variety of devices • layout devices including headings, sub-headings, columns, bullets and tables to structure texts • semi-colons for items in a list and colons to introduce lists • sustained levels of formality demonstrated through sentence and word choices in difference pieces of different levels of formality • the identification of different structures typical of informal and formal writing e.g. the use of the subjunctive and

						the use of question tags • hyphens used to avoid ambiguity

Purpose of recounts: To give details of an event that has happened

Common forms of recount texts:

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

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

Writing historical accounts

letters and postcards

diaries and journals

newspaper reports

magazine articles

obituaries

General text structure:

• orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...)

• an account of the events that took place, often in chronological order (The first person to arrive was ...)

• some additional detail about each event (He was surprised to see me)

• reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun)

Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts

	Recount of event	**Simple recount**	**Sectioned recount**	**Developed recount with paragraphs**	**Journalistic writing**	**Developed journalistic writing**
Writing to inform – recounts	• concept of a sentence • capital letters and end marks • word choices • correct past tense form • written in the first person	• past tense • progressive forms of verbs • exclamatory sentences to make personal comments • subordinating and coordinating conjunctions to join information and give reasons • use of noun phrases • adverbs of time to sequence events	• planned in sections using conjunctions, adverbs and prepositions to sequence events • word choices and developed sentence structures to match recount texts • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Inverted commas can be used to punctuate direct speech, if appropriate	• developed sequential language organised into paragraphs • adverbs, adverbials and prepositions to sequence events • word choices and developed sentence structures to match recount texts • expanded noun phrases	• focusing on journalistic vocab and sentence structures • cohesion through choice of techniques within and across paragraphs • structural features included in newspaper reports • shifts in formality as writing extension • use of the past perfect • modal verbs can be used to indicate degrees of possibility	• cohesion through a wider variety of devices • passive voice • shifts in formality • control of vocabulary choices to match the language used in journalistic writing • use of semi-colons, colons and dashes to mark boundaries between independent clauses • structural features included in newspaper reports

						• past perfect progressive form of verbs

Purpose of instructions / procedural texts: To ensure something is done effectively and/or correctly with a successful outcome for the participant/s

Common forms of instructions / procedural texts:
How to design and make artefacts
Technical manuals: how to operate computers, phones, devices
How to carry out science experiments or to carry out a mathematical procedure
How to play a game
Writing rules for behaviour
How to cook and prepare food
timetables and route-finders
posters, notices and signs
instructions on packaging

Generic text structure: Begin by defining the goal or desired outcome e.g. How to make a board game
- an introductory sentence or paragraph
- 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.)
- a final evaluative statement can be used to wrap up the process. E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat.

Writing to inform – instructions	Simple instructions	Developed instructions	5 part instructions	Developed 5 part instructions	Complex 5 part instructions	Complex 5 part instructions
	• concept of a sentence • basic sequencing of sentences • capital letters and end marks • word choices • correct past tense form • labels and captions	• developed sequencing with subordinating and coordinating conjunctions to join information and give reasons • adverbs of time to sequence and to add detail	• commas to separate items in a list sequenced parts – title; opening paragraph to introduce instructions; equipment list; method; closing paragraph with 'top tip'	• 5 clearly sequenced parts • cohesion through the use of nouns and pronouns • fronted adverbials	• 5 clearly sequenced parts parenthesis can be used to add additional advice • relative clauses to add further information • modal verbs to suggest degrees of possibility	• 5 clearly sequenced parts parenthesis can be used to add additional advice • relative clauses to add further information • modal verbs to suggest degrees of possibility

| | | • commas to separate items in a list | • headings and subheadings to aid presentation
• time, place and cause expressed using conjunctions, adverbs or prepositions | | • layout devices to provide additional information and guide the reader | • a range of higher-level punctuation e.g. colons and semi colons to expand ideas
layout devices to provide additional information and guide the reader |

Purpose of explanation texts: To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain a process, such as how a car is made.

Common forms of explanatory text:

Explaining electricity, forces, food chains etc. in science

Explaining inventions such as the steam train, the causes of historic events such as wars and revolutions, explaining the role of the Nile in determining

the seasons in Ancient Egypt

Explaining phenomena such as the water cycle or how a volcano erupts in geography

Explaining religious traditions and practices in RE

encyclopaedia entries

technical manuals

question and answer articles and leaflets

science write-ups

Generic text structure: A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate.

• the steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide.

• specific features that include written in the present tense, text arranged into numbered points, time conjunctions, diagrams with labels and pictures with captions

| Writing to | | **Basic explanation**
• consistent use of present tense
• questions used to form titles | **Sectioned explanation**
• Introduction to paragraphs as a | **Explanation text with paragraphs**
• fronted adverbials
• paragraphs to organise ideas | **Developed explanation text**
• indicate degrees of possibility using | **Advanced explanation text**
• cohesion through a wider variety of devices |

		• question marks used to denote questions (Y1) • conjunctions e.g. so…because to explain	way to group related material • consistent use of present tense • express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • heading and subheadings used to aid presentation	• cohesion through the use of nouns and pronouns	adverbs and modal verbs • layout devices to provide additional information and guide the reader • cohesion within paragraphs using adverbials • relative clauses used to add further information • parenthesis to add to the clarification of technical words	• passive voice • appropriate levels of formality demonstrated • features of explanation texts where appropriate • advanced sequential and causal language

Purpose of persuasive texts: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.

Common forms of explanatory text:

Publicity materials such as tourist brochures

Writing editorials to newspapers about controversial issues

Writing letters about topics such as traffic on the high street or deforestations

Creating posters and leaflets about issues such as bullying, stranger danger or substance abuse

Creating posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition

Writing book reviews for other pupils

Book blurbs

Generic text structure:

• 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

Applying for a job or a position on the school council

		Basic persuasive text	**Sectioned persuasive text**	**Persuasive text with paragraphs**	**Developed persuasive text**	**Advanced persuasive text**
Writing to persuade – advertising, letter, speech, poster		• written in present tense • rhetorical questions • effective use of noun phrases	• introduction to paragraphs as a way to group related material • express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • use of present perfect form of verbs	• cohesion through choice of pronouns or nouns within and across sentences, avoiding repetition • expanded noun phrases • persuasive writing features (e.g. DAFOREST) • modal verbs to indicate degrees of possibility	• evaluating the contrast between formal and informal persuasive texts • cohesion through choice of techniques • expanded noun phrases • persuasive writing features (e.g. DAFOREST) • modal verbs and adverbs to position the argument • structured paragraphs linked with adverbials • commas to avoid ambiguity	• adapting degrees of formality and informality, inc. vocabulary choices, to suit the form of the text • passive voice • subjunctive form to hypothesise • cohesion across paragraphs using a wider range of cohesive devices including conjunctive adverbs • persuasive writing features (e.g. DAFOREST) • hyphens to avoid ambiguity

Purpose of discussion texts: To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples.

Common forms of discussions texts:

Non-fiction book on an 'issues'

Write-up a debate

Leaflet or article giving balanced account of an issue

Writing letters about pollution, factory farming or smoking

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

General text structure: The most common structure includes:

- a statement of the issues involved and a preview of the main arguments
- arguments for, with supporting evidence/examples
- arguments against or alternative views, with supporting evidence/examples

Another common structure presents the arguments 'for' and 'against' alternatively. Discussion texts usually end with a summary and a statement of recommendation or conclusion. The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided.

Writing to discuss – balanced arguments				Basic discussion text	Advanced discussion text	Complex discussion text
				• consistent use of present tense – recap from Y2 • present perfect form of verbs – recap from Y3 • effective use of noun phrases • paragraphs to organise ideas • adverbials e.g. therefore, however… • heading and subheadings used to aid presentation – recap from Y3	• cohesion within paragraphs using adverbials • Factual/ formal language • modal verbs to indicate degrees of possibility	• cohesion through a wider variety of devices • adverbials for cohesion • modal verbs and adverbs to position the arguments • advanced language chosen to represent both arguments • appropriate levels of formality applied • well-structured arguments

						• language involved with evaluation and viewpoints included • use of semi-colons and colons to control sentence structure • passive voice • subjunctive form to hypothesise
Poetry				**List Poems** A list poem often has a list of words, phrases or sentences on a subject. They often have a starter word or sentence. E.g. For breakfast I will eat… Things that… Words and phrases are often repeated. It may or may not rhyme **Kennings** • A kenning is a	**Free verse** • Free verse does not follow a set syllable pattern or rhyme scheme • It may be written on a range of themes • Refer to the KS2 key objectives and writing curriculum content for Year 4 **Haikus** • The mood of a haiku is generally serious and is	**Blackout Poems** This is when a poet takes a piece of text and crosses out much of the original text. The words left form a new poem **Limericks** • The poem is five lines in length and follows the rhyme scheme AABBA • The line structure is as follows: Line 1: 7-10 syllables	**Comic Verse** There are no fixed rules for rhyme and rhythm. Comic verse often involves a play on words and focuses on amusing the reader **Cinquain** A cinquain has a 5 line structure. It follows the pattern: Line 1: 2 syllables Line 2: 4 syllables Line 3: 6 syllables Line 4: 8 syllables Line 5: 2 syllables

			two word phrase which describes an object • Kenning poems are type of riddle • Each line consists of one kenning. There is no set number of lines in each verse, although 8 lines and 1 verse is expected for this age group • The kennings should be ordered within the poem with consideration of the impact on the reader **Ball catcher** **Muddy scrambler** **Fast diver** **Long kicker** **Expert thrower** **Ace defender** **Goal saver** **Game winner**	usually about nature • There is no rhyming structure • The line structure is as follows: Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables • Each line starts with a capital letter **Narrative** A narrative poem tells a story. It may be free verse or involve rhythm and rhyme	Line 2: 7-10 syllables Line 3: 5-7 syllables Line 4: 5-7 syllables Line 5: 7-10 syllables • The first line usually begins with 'There was a...' and ends with the name of a person or place • The last line should be rather unusual or far-fetched • Each line starts with a capital letter • Lines often end with a comma • The mood of this type of poem is comic, and it can even be nonsense **An ambitious young fellow named Matt,** **Tried to parachute using his hat,**	**Structured Grammar Poem** A poem that follows a specific grammar structure. Children can then use this structure to create their own poem

			Alliteration Poems This is when words that start with the same sound are used repeatedly in a phrase or sentence		**Folks below looked so small, As he started to fall, Then got bigger and bigger and SPLAT!** **Figurative Language**	
Expectations for each year group (minimum)			• 2/3writing to entertain (narrative/dialogue) and setting/character every 2 weeks • 4 x writing to inform: report, recount, instructions and explanation • 2 x writing to persuade: letter and one other • 3 x poetry	• 2/3 x writing to entertain (narrative/dialogue) and setting/character every 2 weeks • 4 x writing to inform: report, recount, instructions and explanation • 1 x writing to persuade • 1 x writing to discuss • 3 x poetry	• 2/3 x writing to entertain (narrative/dialogue) and setting/character every 2 weeks • 4 x writing to inform: report, recount, instructions and explanation • 1 x writing to persuade • 1 x writing to discuss • 3 x poetry	• 2/3 x writing to entertain (narrative/dialogue) and setting/character every 2 weeks • 5 x writing to inform: report, recount (formal/informal), instructions, explain • 1x writing to persuade • 1 x writing to discuss • 3 x poetry