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Progression in Non-Fiction Writing

Recount – Writing to Inform and Entertain	Purpose	Types
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. 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.	To retell events in time order. To give an account of an event or experience To write in chronological order	Retelling stories in English lessons and other curriculum areas such as RE, History etc Write up an event in school Letter/postcards Biography/Autobiography Write up of a trip Newspaper report Diary/Journal

Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Reception	Oral retelling of events using time words and past tense Simple sentence recounting the event spoken and then written	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop

Year 1	Title
	Introductory sentence to show – who, what, when, where and why
	Series of sequences demarcating the passing of time
	Use of a timeline to help planning
	Simple ending
		Use of simple sentence structures.
		Use of time conjunctions at the start
			Noun
			Past tense verbs
			Adjectives
			Time conjunctions to show chronological order
			    e.g then, next, first,
			Coordinating conjunctions to join sentences together
			    e.g. Uses 'and' to join ideas together.
			    May use other coordinating conjunctions
			    e.g. but, or.
			First person
			    e.g. I, me , my
				Spaces to separate words
				Full stops
				Capital letters
				Exclamation marks
				Capital Letter for start of sentence, names, personal pronoun – I

Year 2	Title
	Clear introduction and conclusion
	e.g. I hope I can go to the park again next week. It was fun.
	Ideas organised into chronological sections demonstrating the passing of time
		Subject verb agreement within sentences and throughout
		    e.g. The dog was playing rather than the dogs was playing
		Simple adverbs to express how to do an action
		Noun phrases to describe
		 e.g. some people, most dogs, blue butterfly - can be used to add detail and interest the reader
			Noun and noun phrase
			Simple and Progressive past tense verb form
			e.g. the children were playing, I was hoping…
			Subordination (using when, if, that, because) and **co-ordination** (using or, and, but)
			    • Sometimes uses because, when and if
			
			Consistent use of tense throughout the piece
			Adverbs to show when and how
			Adding 'er' and 'est' to show comparisons in adjectives
			First and Third person
				Full stops
				Capital letters
				Exclamation marks
				Capital Letter for start of sentence, names, personal pronoun – I
				Apostrophe for contraction
				Possessive apostrophe for singular nouns
				Commas in a list

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Year 3	Title	Variation in sentence structures:	Adverbs of time	Commas in a list
	Introduction to give a clear understanding of what they text will be about (5W's)	Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of place Adverbs of manner Adverbs to show how often	Inverted commas if using quotations and to demonstrate excitement e.g. The conductor shouted, "Sit down!"
	Concluding paragraph to summarise the overall impact e.g. I think our school trip to the Science Museum was the best we have ever had.	Use of the forms a or an according to whether the next word begins with a consonant or a vowel	Nouns and pronouns used for clarity and cohesion A wider range of conjunctions First and third person	
	Beginning to use paragraphs organised around key events	Extend range of sentences with more than one clause by using a wider range of conjunctions		
	Some additional detail about each event e.g. There were flags all around the building	• including when, if, because, although		
		Choose appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity e.g. When I read that paragraph back I've used the word 'tigers' six times! I need to change some of them to 'they'		
Year 4	Title	Variation in sentence structures:	Adverbs of time	Use of comma after fronted adverbial
	Introduction to give a clear understanding of what they text will be about (5W's)	Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of place Adverbs of manner Adverbs to show how often	Apostrophes to mark plural possession e.g. the girl's name, the girls' names Use and punctuate direct speech
	Concluding paragraph to summarise the overall impact	Extending the range of sentences with more than one clause by using a wider range of conjunctions	Nouns and pronouns used for clarity and cohesion First and third person Fronted adverbials	e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"
	Links between sentences and paragraphs to navigate the reader e.g. therefore, however to create cohesion within and across paragraphs.	• including as, although, while, after, before, until, since Use conjunctions, adverbs and prepositions to express time and cause Use fronted adverbials		
	Paragraphs organised around key events			
	Elaboration within paragraphs to develop: description, action and feelings			

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Year 5	Fully developed introduction and conclusion to include personal responses Paragraphed events, which are detailed and engaging Clear chronology throughout the piece by directing the reader to time and place Information is prioritised to the reader Is the style right for the genre you are using? 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.	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Correct use of simple past, past progressive and past perfect Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech	Brackets Dashes Colons Semi-colons
Year 6	Fully developed introduction and conclusion to include personal responses Paragraphed events, which are detailed and engaging Clear chronology throughout the piece by directing the reader to time and place Information is prioritised to the reader	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion Past perfect e.g. The children had tried…earlier in the day, the owls had hunted… Past perfect progressive forms e.g. the children had been singing… we had been hoping to go on this trip for a long time… Some forms may use present tense, (informal anecdotal storytelling) e.g. Just imagine – I'm in the park and I suddenly see a giant bat flying towards me! Different levels of formality and informality. Possibility to extend opportunities to writing using the present progressive e.g. I am really hoping…		

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Persuasive – Writing to Persuade and Entertain	Purpose	Types
To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.	To make a case for a particular point of view To motivate, move or convince someone towards a certain opinion	Writing publicity materials such as **tourist brochures** based on trips to places of interest Writing **editorials** to newspapers about controversial issues Writing **letters** about topics such as traffic on the high street or deforestations Creating **posters and leaflets** about issues such as bullying, stranger danger or substance abuse Creating posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition Writing **book reviews** for other pupils **Book blurbs** Applying for a job or a position on the school council

Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Year 2	Posters and Letters using key language features	Simple adverbs to express how to do an action • Noun phrases to describe process e.g. Delicious chocolate, stunning lighthouse Subordinating and Coordinating sentences used to add information and detail e.g. *because, when* and *if.* Rhetorical questions e.g. Are you looking for an adventure?	Noun and noun phrase Simple and Progressive present tense verb form e.g. the children were playing, I was hoping… Subordinating and Coordinating conjunctions e.g. because, when and if. Consistent use of present tense throughout the piece Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives First and Third person Technical vocabulary	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3	Clear introduction Paragraphs organised around key ideas/subject and issue Use of subheading to navigate the reader Topic sentences to navigate the paragraph Leaflets	Variation in sentence structures: Prepositional phrases e.g. Over by the rollercoaster … Expanded noun phrases e.g. the huge, colourful bouncy castle … Extend range of sentences with more than one clause by using a wider range of conjunctions e.g. including when, if, because, although Rhetorical questions e.g. Would you like to do something fun this weekend? Emotive language e.g. fantastic, amazing, beautiful … AFOES (Alliteration, facts, opinion, emotive language and statistics)	Adverbs of time and manner (how) Nouns and pronouns used for clarity and cohesion • When I read that paragraph back I've used the word 'tigers' six times! I need to change some of them to 'they'. A wider range of conjunctions e.g. including when, if, because, although Consistent use of present tense throughout the piece First and third person Requires the writer to make formal and informal vocabulary	Commas in a list Exclamation marks Question marks Inverted commas if using quotations and to demonstrate excitement

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Year 4	Clear introduction Paragraphs organised around key ideas/subject and issue Use of subheading to navigate the reader Topic sentences to navigate the paragraph Radio adverts	Variation in sentence structures: Expanded noun phrases e.g. the delicious, fruity sweets Subordinate Clauses e.g. the sweets, which are fruity, come in packs of 5. Rhetorical questions e.g. Are you tired of driving your kids to schools Turning opinion into fact Emotive language e.g. fantastic, amazing, beautiful … AFOREST (Alliteration, facts, opinion, repetition, emotive language, statistics and rule of three)	Create cohesion through the use of nouns and pronouns e.g. When I read that paragraph back I've used the word 'tigers' six times! I need to change some of them to 'they'. Adverbs of time e.g. recently, now, ever, today etc Adverbs of place e.g. behind, somewhere, down etc Adverbs of manner e.g. quietly, softly, quickly Adverbs to show how often e.g. always, occasionally, regularly, sometimes A wider range of conjunctions e.g. as, although, while, after, before, until, since Correct use of simple present, present progressive and present perfect Fronted adverbials First and third person Requires the writer to make formal and informal vocabulary	Commas in a list Exclamation marks Question marks Using commas after fronted adverbials Apostrophes to mark plural possession • e.g. the girl's name, the girls' names

Year 5	Introduction and conclusion provide detail and give cohesion to the piece
	Paragraphs organised to prioritise the most important argument
	Arguments are well-constructed
	Viewpoint of the writer is evident throughout
		Uses logical conjunctions, adverbials and prepositions
		 e.g. This proves that ... So it's clear ... Therefore ...
		
		Expanded noun phrases
		 e.g. evil hunters
		
		Subordinate Clauses
		 e.g. The woodland area, where there are trees over two hundred years old, is due to be chopped down.
		
		Relative Clauses
		 e.g. beginning with who, which, where, when, whose, that or with an implied relative pronoun
		
		Variation in sentence length to support cohesion
		
		Use of passive and active
		e.g. It can be said…it cannot be overstated…
		
		Use model verbs or adverbs to indicate degrees of possibility
		e.g. model verbs – might, must, could, would
		 adverbs – rarely, perhaps, generally
			More complex examples of:
			  Adverbs of time
			   e.g. recently, now, ever, today etc
			  Adverbs of place
			   e.g. behind, somewhere, down etc
			  Adverbs of manner
			   e.g. quietly, softly, quickly
			  Adverbs to show how often
			   e.g. always, occasionally, regularly, sometimes
			
			Nouns and pronouns used for clarity and cohesion
			
			Verb forms are controlled and precise
			
			Fronted adverbials
			
			Implied second person
			 e.g. this is just what you've been looking for.
			
			Use of modal verbs
			 e.g. model verbs – might, must, could, would
				Brackets
				Dashes
				Colons

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		Uses adverbials for cohesion. e.g. there might be … it could be … we may be sometimes… possibly… occasionally.	adverbs – rarely, perhaps, generally Tense changes according to the purpose Reported speech as well as direct speech	
Year 6	Introduction and conclusion provide detail and give cohesion to the piece Paragraphs organised to prioritise the most important argument Arguments are well-constructed Viewpoint of the writer is evident throughout	Uses logical conjunctions, adverbials and prepositions e.g. This proves that ... So it's clear ... Therefore ... Expanded noun phrases e.g. evil hunters Subordinate Clauses e.g. The woodland area, where there are trees over two hundred years old, is due to be chopped down. Relative Clauses e.g. beginning with who, which, where, when, whose, that or with an implied relative pronoun Variation in sentence length to support cohesion Use of passive and active e.g. It can be said…it cannot be overstated… Use model verbs or adverbs to indicate degrees of possibility e.g. model verbs – might, must, could, would adverbs – rarely, perhaps, generally Uses adverbials for cohesion. e.g. there might be … it could be … we may be sometimes… possibly… occasionally.	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs of time e.g. recently, now, ever, today etc Adverbs of place e.g. behind, somewhere, down etc Adverbs of manner e.g. quietly, softly, quickly Adverbs to show how often e.g. always, occasionally, regularly, sometimes Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Implied second person e.g. this is just what you've been looking for. Use of modal verbs e.g. model verbs – might, must, could, would adverbs – rarely, perhaps, generally Tense changes according to the purpose Reported speech as well as direct speech	Use of the semi-colon, colon and dash to mark the boundary between independent clauses • e.g. It's raining; I'm fed up Use of the colon to introduce a list • e.g. There are three things every dog needs: food, water and healthcare. Use of semi-colons within lists • e.g. Bread, milk, butter, and cheese from the corner shop; lamb and beef from the market; and onions from your uncle's stall. Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity • man eating shark versus man-eating shark, or recover versus re-cover

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Instructions – Writing to Inform		
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.	To tell how to do or make something To give information on how to complete a task To describe a process in chronological order	Science experiment How to design and make artefacts Technical manuals: how to operate computers, phones, devices 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

Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
FS2	Oral retelling of how to make and do something Simple sentence containing imperative verb at the start spoken and then written	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop
Year 1	Title to show what the instructions are about e.g How to look after goldfish List of Equipment/Materials Numbered Steps Keep sentences as short and simple as possible.	Use of simple sentence structures. Imperative (bossy) verbs to start sentences Lists (numbers or letters)	Imperative verbs Present tense verbs Adjectives Time conjunctions to show chronological order	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Goal – outline statement about what will be achieved Sequenced steps to achieve the goal Diagrams and illustrations to support the process	Imperative verbs used for clarity Simple adverbs to express how to do an action Noun phrases to describe (e.g. plain flour)	Noun and noun phrase Progressive verb form (e.g. she is drumming, he was shouting) Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Third person	Full stops Capital letters Exclamation marks Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list

Year 3	Goal – outline statement about what will be achieved
	Ingredients and equipment lists are outlined clearly
	Tips and suggestions and precautionary advice embedded in the text
	Appeal directly to the reader's interest and enthusiasm.
	E.g. You will really enjoy this game.
	     Why not try out this delicious recipe on
	     Your friends?
		Variation in sentence structures:
		Prepositional phrases
		Expanded noun phrases
		Use of the forms a or an
		Express time, place and cause using conjunctions
		 (e.g. so, because, when)
		 Adverbs
		 Heading and subheadings used to aid presentation
			Adverbs of time
			Adverbs of place
			Adverbs of manner
			Nouns and pronouns used for clarity and cohesion
			A wider range of conjunctions
			Correct use of simple present, present progressive and present perfect
				Apostrophes to mark singular and plural possession
				Commas in a list

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Year 4	Goal – outline statement about what will be achieved Ingredients and equipment lists are outlined clearly Tips and suggestions and precautionary advice embedded in the text Appeal directly to the reader's interest and enthusiasm. E.g. You will really enjoy this game. Why not try out this delicious recipe on Your friends?	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Extending the range of sentences with more than one clause by using a wider range of conjunctions • including as, while, after, before, until, since Begin to use the present perfect form in contrast to the past tense	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion e.g. Add the egg and then beat it with a whisk. A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials
Year 5	Instructions for more complex processes	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length Model verbs e.g. you should…you might want to… Adverbs to indicate degrees of possibility Parenthesis can be used to add additional advice Use layout devices to provide additional information and guide the reader	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion e.g. Add the egg and then beat it with a whisk. Correct use of simple present, present progressive and present perfect Fronted adverbials Use of modal verbs Text changes according to the text type	Brackets Dashes Colons Semi-colons
Year 6	Instructions for more complex processes	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Use of passive and active Model verbs Adverbs to indicate degrees of possibility Adapt degrees of formality and informality to suit the form of the instructions e.g. Cook for 20 minutes/Pop your cheesecake in the oven for 20 minutes Create cohesion across the text using a wide of cohesive Devices including layout features	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion e.g. Add the egg and then beat it with a whisk. Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type	Use of the colon to introduce a list e.g. There are three things every dog needs: food, water and healthcare. Use of semi-colons within lists e.g. Bread, milk, butter, and cheese from the corner shop; lamb and beef from the market; and onions from your uncle's stall. Punctuation of bullet points to list information Brackets Dashes

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Non-chronological Report – Writing to Inform	Purpose	Types
This form of writing provides detailed information to the reader and is structured under clear categories.	To describe what things are like (were like) To inform the reader of a specific subject content	Describing aspects of daily life in history (e.g. fashion, transport, buildings) Describing the characteristics of anything (e.g. particular animals or plants; the planets I the solar system, different rocks and materials; mythological creatures) Comparing and describing localities or geographical features Describing the characteristics of religious groups and their lifestyles in RE Information leaflets Tourist guidebooks

Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
FS2	Oral description of an object/person/place or thing Simple sentence containing an adjective	Use of simple sentence structures. Caption Writing – Creating Facts	Nouns and verbs correct	Capital letter and full stop Spaces to separate words
Year 1	Introduction Ideas grouped into similarities Simple sentence with a capital letter and full stop. Fact Files	Use of simple sentence structures. Use of time conjunctions at the start e.g. first, next, after Begin to co-ordinate ideas in sentences e.g. using the conjunction 'and' May use other coordinating conjunctions e.g. but, or.	Noun Past tense verbs e.g. helped, worked Adjectives Time conjunctions to show chronological order e.g. first, next, after Coordinating conjunctions to join sentences together e.g. but, or.	Spaces to separate words Full stops Capital letters Capital Letter for start of sentence, names,
Year 2	Clear introduction to classify the subject of the report e.g. Many people have dogs at home. There are lots of different breeds of dog but they all need the same to be happy. Grouping Information into specific sections Pictures Captions Text in boxes	Use present and past tense throughout writing (Past only when writing about an historical event) Questions can be used to form titles e.g. How do we look after dogs? Simple adverbs to express how to do an action e.g. fast, slowly, carefully Noun phrases to describe e.g. The orange Clown fish … Use adjectives including comparative adjectives to create description e.g. Polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal.	Noun and noun phrase Subordinating conjunctions - When, if, that, because Coordinating conjunctions - or, and, but Consistent use of tense throughout the piece Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives Third person Use of subject specific vocabulary e.g. carnivores, habitat, astronaut, planet	Full stops Capital letters Question marks Capital Letter for start of sentence, names, Apostrophe for contraction Possessive apostrophes for singular nouns Commas in a list

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Year 3	Clear introduction Paragraphs/sections organised correctly into key ideas Headings and Subheadings used to aid presentation Pictures with captions	Variation in sentence structures: Expanded noun phrases e.g. the blistering hot rocks under the desert sun Subordinate Clauses e.g. **Because** sticklebacks need to attract a mate, they develop a bright red throat and belly. Sentences contain more than one clause using coordination and subordination e.g. It is very important to exercise **because** it is good for our bodies and our mind. (Subordination) It is very important to exercise **so** we keep our bodies and minds healthy. (Co-ordination)	Adverbs to show time, manner and how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions e.g. including when, if, because, although, so Third person (they, theirs)	Apostrophes to mark singular possession e.g. The kingfisher's feathers are orange and blue. Commas in a list
Year 4	Clear introduction Topic Paragraphs Subheadings or topic sentences used to organise information Conclusion	Prepositional phrases e.g. before, after … Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. The Egyptians liked …. they were particularly fond of …. Formal tone (no contractions) Generalisers e.g. large majority, like most, usually, in most cases	Adverbs of time, place, manner and how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions e.g. as, although, while, after, before, until, since Fronted adverbials Third person (they, theirs)	Apostrophes to mark singular possession e.g. The kingfisher's feathers are orange and blue. Apostrophes to mark plural possession e.g. The kingfishers' feathers are orange and blue. Commas after fronted adverbials e.g. In addition, Furthermore, Amazingly, Commas in a list
Year 5	Introduction and conclusion provide detail and give cohesion to the piece Subheadings to enhance text organisation Introductory sentence for each paragraph to explicitly give the main idea (Topic sentence)	Variation in sentence structures and wider range of examples of: Prepositional phrases e.g. **Before the eruption**, the people of Heimaey….. The Magma chamber lies **beneath** the main vent of a volcano. Expanded noun phrases e.g. the **blistering hot rocks** under the desert sun Subordinate Clauses e.g. **Because** sticklebacks need to attract a mate, they develop a bright red throat and belly. Relative Clauses e.g. who, that, which, whose, when, where Christmas day is a day **when** people are happy. Tutankhamun, **who** was the Pharaoh of Egypt, died when he was very young.	More complex examples of: Adverbs of time, place, manner and how often Nouns and pronouns used for clarity and cohesion Fronted adverbials Use of modal verbs	Brackets Dashes Colons Commas to clarify meaning Let's eat Grandma - Implies that Grandma is going to be eaten Let's eat, Grandma - Adding in the comma, clarifies that it's time for Grandma to eat.

		Brackets, dashes and commas can be used to add extra information inside parenthesis. e.g. The narcissus, daffodil, is a spring plant with yellow petals. The narcissus – daffodil – is a spring plant with yellow petals. The narcissus (daffodil) is a spring plant with yellow petals. Indicating degrees of possibility using adverbs (perhaps, surely) Modal verbs (might, should, will, must) Uses adverbials for cohesion. e.g. there might be … it could be … they may be … sometimes… possibly… occasionally. Punctuation of bullet points to list information		
Year 6	Title Introduction and conclusion provide detail and give cohesion to the piece Subheadings to enhance text organisation Introductory sentence for each paragraph to explicitly give the main idea (Topic sentence) Extra details to support the main points Fact box Layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text Glossary	The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing. E.g. Sparrows are found in ... Sharks are Hunted ... children were taught ... Formal tone e.g. the habitat of wood mice rather than where wood mice live. find out – discover; ask for – request; go in – enter Use of the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up Use of the colon to introduce a list semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover	More complex examples of: Adverbs of time, place, manner and how often Nouns and pronouns used for clarity and cohesion Fronted adverbials Use of modal verbs (might, should, will, must) Third person Present tense	Brackets Dashes Colons Semi-colons Colons Bullet Points Hyphens

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Explanation – Writing to Inform	Purpose	Types
Explanatory texts generally go beyond simple 'description' in that they include information about causes, motives or reasons. Explanations and reports are sometimes confused when children are asked to 'explain' and they actually provide a report, e.g. what they did (or what happened) but not how and why.	To explain why or how something happens To explain cause and effect To describe a scientific process sometimes in chronological order	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 Science write-ups

Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation

Year 3	A question for a title
	e.g. How do flowering plants grow?
	    How are mountains formed?
	
	A short introduction which includes a question
	e.g. Have you ever wondered how plants grow? Then, read on… This fascinating leaflet will explain how the plant lifecycle works.
	
	Introduction to paragraphs or section
	
	The stages of the process in chronological order.
	e.g. The beginning
	    Photosynthesis
	    Pollination
	    Seed dispersal
	
	Diagrams and illustrations
		Subject verb agreement within sentences and throughout
		The pig was playing in the mud.' In this case, 'pig' is singular, so we choose the corresponding singular verb 'was'. The plural form of this sentence would be: 'The pigs were playing in the mud.'
		
		Simple adverbs to express how to do an action
		 e.g. then, next, soon, therefore
		
		Noun phrases to describe process
		e.g. Because the flowers' petals are **brightly coloured** they attract insects such as bees.
		
		Subordinating and Coordinating sentences used to add information and detail
		e.g. when, before, after, while, so, because
			Noun and noun phrase
			
			Simple and Progressive present tense verb form
			The present progressive tense is **for anything that is happening right now**. Progressive tense verbs end with "-ing" and have a helping verb ("to be" verb, in the present tense).
			e.g. Ali is swimming in the pool.
			    The team are winning the game.
			
			Subordinating and Coordinating conjunctions
			 e.g. when, if, because, although
			
			Consistent use of tense throughout the piece
			
			Adverbs to show when and how
			 e.g. first, then, after that, finally
			
			Adding 'er' and 'est' to show comparisons in adjectives
			
			First and Third person
			
			Technical vocabulary
			 e.g. photosynthesis, fold mountains
				Full stops
				Capital letters
				Exclamation marks
				Capital Letter for start of sentence, names, personal pronoun – I
				Apostrophe for contraction
				Possessive apostrophe for singular nouns
				Commas in a list

Year 4	A question for a title
	e.g. Why was the River Nile so important to the Ancient Egyptians?
	    Why do earthquakes happen?
	
	Clear introduction and conclusion
	e.g. Have you ever looked up at a cloud filled, murky sky and wondered where the clouds and rain come from? It's all part of the water cycle. Read on to find out how the immeasurable amount of water is constantly moving up, down, around and around.
		Variation in sentence structures:
		Prepositional phrases
		e.g. before, after, during, in, because of
		
		Expanded noun phrases
		 e.g. Have you ever looked up at a grey, murky sky?
		
		Cohesion can be created, and repetition avoided through the use of nouns and pronouns
		e.g. and **they** fall towards the ground.
		    Otherwise, **it** falls as rain.
			Adverbs of time, place, manner and how often
			
			Nouns and pronouns used for clarity and cohesion
			 A wider range of conjunctions
			 e.g. as, although, while, after, before, until, since
			
			Correct use of simple present, present progressive (Y3) and present perfect
			Present perfect
			The present perfect tense refers to an action or state that either happened at an unspecified time in the past
			 e.g 'I have spoken with Jason before.'
				Apostrophes to mark singular and plural possession
				Commas in a list
				Commas after fronted adverbials

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		Paragraphs organised around a topic or process

Description of parts

Explanation of how or why something happens

Further detail of the process

Diagrams and illustrations with captions | Subordinate Clauses
e.g. **Because** sticklebacks need to attract a mate, they develop a bright red throat and belly. | or began in the past and continued into the present
e.g 'She has started to feel ill in the last few hours'.
The present perfect tense is used when talking about experiences from the past, a change or a situation that has happened in the past but is still continuing today.

Fronted adverbials
e.g. When the heat from the sun warms any patch of water,

First and third person

Standard English

Causal conjunctions to explain
e.g. even though, so, yet, as a result, now that | |
| | Year 5 | A question for a title
e.g. Why was the River Nile so important to the Ancient Egyptians?
Why do earthquakes happen?

Clear introduction and conclusion
e.g. Have you ever looked up at a cloud filled, murky sky and wondered where the clouds and rain come from? It's all part of the water cycle. Read on to find out how the immeasurable amount of water is constantly moving up, down, around and around.

Subheadings and bullets points enhance the organisation

Description of the phenomenon is technical and accurate

End with a summary | Variation in sentence structures and wider range of examples of:
Prepositional phrases
e.g. before, after, during, in, because of

Subordinate Clauses
e.g. **Because** sticklebacks need to attract a mate, they develop a bright red throat and belly.

Relative Clauses to add further information
e.g. who, that, which, whose, when, where
Christmas day is a day **when** people are happy.
Tutankhamun, **who** was the Pharaoh of Egypt, died when he was very young.

Indicating degrees of possibility using adverbs
(perhaps, surely)

Modal verbs to express degrees of possibility
(might, should, will, must)

Variation in sentence length to support cohesion | More complex examples of:
Adverbs of time, place, manner and frequency

Nouns and pronouns used for clarity and cohesion

Verbs forms are controlled and precise

Fronted adverbials

Use of modal verbs

Tense changes according to the purpose | **Parenthesis to add clarification of technical words:**
Brackets and Dashes
e.g. oxygen (a gas found in air) |

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Year 6			
A question for a title e.g. Why are National Parks important? What are the effects of Climate Change? Clear introduction and conclusion e.g. Have you ever looked up at a cloud filled, murky sky and wondered where the clouds and rain come from? It's all part of the water cycle. Read on to find out how the immeasurable amount of water is constantly moving up, down, around and around. Subheadings and bullets points enhance the organisation Description of the phenomenon is technical and accurate End with a summary	Use of the semi-colon, colon and dash to mark the boundary between independent clauses • e.g. It's raining; I'm fed up Use of the colon to introduce a list • e.g. There are three things every dog needs: food, water and healthcare. Use of semi-colons within lists • e.g. Bread, milk, butter, and cheese from the corner shop; lamb and beef from the market; and onions from your uncle's stall. Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity • man eating shark versus man-eating shark, or recover versus re-cover Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun Include subjunctive forms in writing - Use the passive voice appropriately e.g. The temperature of the ice was measured at five-minute intervals Use modal verbs to suggest degrees of possibility Degrees of formality and informality can be adapted to suit the form of the discussion, so an informal tone can sometimes be appropriate e.g. You'll be surprised to know that ... Have you ever thought about the way that ...? And a formal, authoritative tone can also be adopted e.g. oxygen is constantly replaced in the bloodstream… The passive voice e.g. gases are carried...	More complex examples of: Adverbs of time, place, manner and frequency Nouns and pronouns used for clarity and cohesion Verbs forms are controlled and precise Fronted adverbials Use of modal verbs Tense changes according to the purpose	Use of the semi-colon, colon and dash to mark the boundary between independent clauses • e.g. It's raining; I'm fed up Use of the colon to introduce a list • e.g. There are three things every dog needs: food, water and healthcare. Use of semi-colons within lists • e.g. Bread, milk, butter, and cheese from the corner shop; lamb and beef from the market; and onions from your uncle's stall. • Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity

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Discursive – Writing to Discuss	Purpose	Types
This form of writing allows for a reasoned and balanced overview to discuss an issue or controversial topic. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.	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.	Non-Fiction book on 'issues' Write up of a debate Newspaper Article Leaflet giving balance argument Essay Letters about pollution, smoking, deforestation

Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Year 5	Questions make good titles Use the introduction to show why you are debating the issue e.g. There is always a lot of disagreement about x and people's views vary a lot 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. presents the - arguments 'for' and 'against' alternatively. Paragraphs organised to prioritise the most important argument Usually end with a summary and a statement of recommendation. Formal language is used throughout to show a balanced viewpoint Heading and subheadings can be used to aid presentation. Paragraphs used to organise the discussion into logical sections. Layout devices such as diagrams, illustrations, moving images and sound can be used to provide additional information or give evidence.	Generalises the participants and things it refers to using: uncountable noun phrases e.g. some people, most dogs nouns that categorise e.g. vehicles, pollution Abstract nouns e.g. power Uses adverbials e.g. therefore, however to create cohesion within and across paragraphs. Degrees of formality and informality can be adapted to suit the form of the discussion. This can include vocabulary choices e.g. choosing habitat rather than home…indicates rather than shows	Present Tense (This can include other forms such as present perfect) e.g. some people have argued…some people have said… Adverbials	Brackets Dashes Commas

Year 6	Questions make good titles Use the introduction to show why you are debating the issue e.g. There is always a lot of disagreement about x and people's views vary a lot 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. presents the - arguments 'for' and 'against' alternatively. Paragraphs organised to prioritise the most important argument Usually end with a summary and a statement of recommendation. Formal language is used throughout to show a balanced viewpoint	Generalises the participants and things it refers to using: uncountable noun phrases e.g. some people, most dogs nouns that categorise e.g. vehicles, pollution Abstract nouns e.g. power Uses adverbials e.g. therefore, however to create cohesion within and across paragraphs. Degrees of formality and informality can be adapted to suit the form of the discussion. This can include vocabulary choices e.g. choosing habitat rather than home…indicates rather than shows Use semi-colons, colons and dashes to make boundaries between clauses Use conditional forms such as the subjunctive form to hypothesise e.g. If people were to stop hunting whales… Passive Voice e.g. It could be claimed that…it is possible that…some could claim that…	Adverbials Present Tense (This can include other forms such as present perfect) e.g. some people have argued…some people have said… Passive Voice Formal and Informal vocabulary Subjunctive form	Colons Semi-colons Dashes Brackets Commas