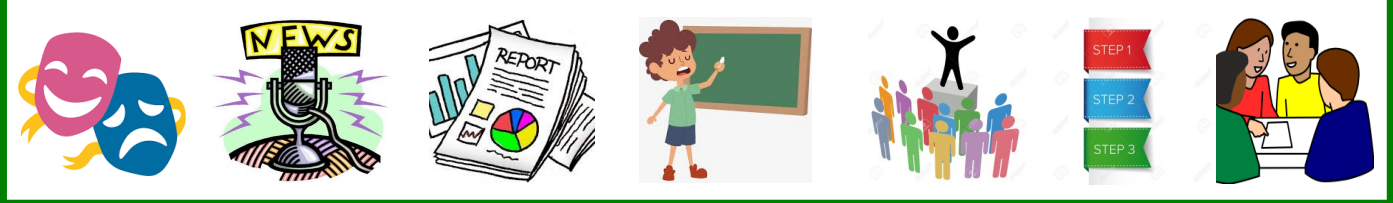


# Writers at Bankwood



Each text type we teach can be categorised into one of the following:

**Writing to Entertain**



**Writing to Explain**



**Writing to Recount**



**Writing to Persuade**



**Writing Non-Chronological**



**Writing to Instruct**



**Writing to Discuss**



The breakdown for which year group teaches what is as follows:

**Y1—Writing to Entertain, Writing to Recount, Writing to Instruct, Writing Non-Chronological.**

**Y2—Writing to Entertain, Writing to Recount, Writing to Instruct, Writing Non-Chronological, Writing to Persuade.**

**Y3—Writing to Entertain, Writing to Recount, Writing to Instruct, Writing Non-Chronological, Writing to Persuade.**

**Y4—Writing to Entertain, Writing to Recount, Writing to Instruct, Writing Non-Chronological, Writing to Persuade, Writing to Explain.**

**Y5—Writing to Entertain, Writing to Recount, Writing to Instruct, Writing Non-Chronological, Writing to Persuade, Writing to Explain, Writing to Discuss.**

**Y6—Writing to Entertain, Writing to Recount, Writing to Instruct, Writing Non-Chronological, Writing to Persuade, Writing to Explain, Writing to Discuss.**



# Writing to Entertain (Y1)



**Text Types**

Story, description, poetry, in-character/role.

**Cross Curricular**

- 

## Vocabulary, Grammar and Punctuation

**Word**

- Noun: What a noun is. Regular plural nouns with 'er'
- Verbs: Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'
- Adjectives: Add 'er' and 'est' to adjectives where no change is needed to root word.
- Conjunctions: Join words and sentences using and/then.

**Sentence**

- Simple sentences, starting with a pronoun and a verb e.g. He went home
- Simple connectives are used to construct simple sentences e.g. and, but, then, so.

**Text**

- Beginning or end of narrative signalled e.g. one day
- Ideas grouped together for similarity.
- Attempts at third person writing. e.g. The wolf was hiding.
- Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...

**Punctuation**

- Use spaces to separate words.
- Begin to use full stops.
- Begin to use exclamation marks.
- Capital letters for the start of a sentence, names and personal pronouns.
- Read words with contractions.

**Terminology**

Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

# Writing to Entertain (Y2)

**Text Types**

Story, description, poetry, in-character/role.

**Cross Curricular**

- 

## Vocabulary, Grammar and Punctuation

**Word**

- Noun: Form using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.
- Verbs: Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.
- Adjectives: Add 'er' and 'est' to adjectives where no change is needed to root word.
- Conjunctions: Subordination – when, if, that, because Coordination – or, and, but.
- Tense: Correct and consistent use of past and present tense.

**Sentence**

- Subject/verb sentences e.g. He was... They were... It happened...
- Simple conjunctions and, but, then, so, when link clauses
- Speech-like expressions in dialogue e.g. Chill out!
- Use simple adverbs e.g. quickly, slowly.
- Use simple noun phrases e.g. massive field

**Text**

- Sentences organised chronologically indicated by time related words e.g. finally Divisions in narrative may be marked by sections/paragraphs
- Connections between sentences make reference to characters e.g. Peter and Jane/ they
- Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting

**Punctuation**

- Use spaces that reflect the size of the letters.
- Use full stops correctly.
- Use question marks correctly.
- Use exclamation marks correctly.
- Use capital letters correctly.
- Possessive apostrophes for singular nouns.
- Commas to separate items in a list.

**Terminology**

Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma.

**Writing to Entertain (Y3)**

**Text Types**

Story, description, poetry, in-character/role.

**Cross Curricular**

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**Vocabulary, Grammar and Punctuation**

**Word**

- Noun: Form nouns using prefixes. Nouns and pronouns used to avoid repetition.
- Verbs: Present perfect forms of verbs instead of 'the'
- Adjectives: Choose appropriate adjectives.
- Conjunctions: Express time and cause (when, so, before, after, while, because)
- Tense: Correct and consistent use of past and present tense.

**Sentence**

- Simple sentences with extra description. Some complex sentences using because, which, where etc.
- Tense consistent e.g. typically past tense for narration, present tense in dialogue
- Dialogue is realistic and conversational in style e.g. Well, I suppose...
- Verbs used are specific for action e.g. rushed, shoved, pushed
- Adverbials e.g. When she reached home...

**Text**

- Time and place are referenced to guide the reader through the text e.g. in the morning
- Organised into paragraphs e.g. When she arrived at the bear's house..
- Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her

**Punctuation**

- Introduce possessive apostrophes for plural nouns.
- Introduce inverted commas.

**Terminology**

Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks).



# Writing to Entertain (Y4)



**Text Types**

Story, description, poetry, in-character/role.

**Cross Curricular**

- 

## Vocabulary, Grammar and Punctuation

**Word**

- Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs.
- Adjectives Choose appropriate adjectives
- Conjunctions Use a wide range of conjunctions.
- Tense Correct use of past and present tense.

**Sentence**

- Variation in sentence structures e.g. while, although, until
- Use embedded/relative clauses e.g. Marcus, who grinned slyly at the teacher,....
- Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously
- Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking

**Text**

- Link between opening and resolution
- Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack
- Paragraphs organised correctly to build up to key event
- Repetition avoided through using different sentence structures and ellipsis

**Punctuation**

- Apostrophe to mark singular and plural possession.
- Commas after fronted adverbials.
- Use inverted commas and other punctuation to indicate direct speech.

**Terminology**

Determiner, pronoun, possessive pronoun, adverbial.

# Writing to Entertain (Y5)

**Text Types**

Story, description, poetry, in-character/role.

**Cross Curricular**

- 

## Vocabulary, Grammar and Punctuation

**Word**

- Noun: Locate and identify expanded noun phrases.
- Verbs: Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.
- Adjectives: Choose appropriate adjectives
- Conjunctions: Use a wide range of conjunctions.
- Adverbs: Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.

**Sentence**

- Sentence length varied e.g short/long.
- Active + passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer
- Wide range of subordinate connectives e.g. whilst, until, despite.
- Embedded subordinate clauses are used for economy or emphasis
- Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls

**Text**

- Sequence of plot may be disrupted for effect e.g. flashback
- Opening and resolution shape the story
- Structural features of narrative are included e.g. repetition for effect
- Paragraphs varied in length and structure.
- Pronouns used to hide the doer of the action e.g. it crept into the woods

**Punctuation**

- Consolidate all previous learning.
- Brackets
- Dashes
- Colons
- Semi-colons

**Terminology**

Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.



# Writing to Entertain (Y6)

**Text Types**

Story, description, poetry, in-character/role.

**Cross Curricular**

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## Vocabulary, Grammar and Punctuation

**Word**

- Noun: Expanded noun phrases to convey complicated information concisely.
- Verbs: Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.
- Adjectives: Choose appropriate adjectives
- Conjunctions: Use a wide range of conjunctions.
- Tense: Change tense according to features of the genre.
- Adverbs: Link ideas across a text using cohesive devices such as adverbials.

**Sentence**

- Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.
- Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally
- Sentence length and type varied according to purpose.
- Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions...
- Figurative language used to build up description e.g. everyone charged like a deer pack under threat
- Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand.
- Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.

**Text**

- The story is well constructed and raises intrigue.
- Dialogue is used to move the action on who heighten empathy for central character
- Deliberate ambiguity is set up in the mind of the reader until later in the text

**Punctuation**

- Ellipsis
- Use a wide range of punctuation throughout writing.

**Terminology**

Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.



**NEWS** **NEWS**

# Writing to Recount (Y1)

**Text Types**

Letter, autobiography, diary or journal, newspaper report, magazine article, science experiment.

**Cross Curricular**

- 

## Vocabulary, Grammar and Punctuation

**Word**

- Noun: What a noun is. Regular plural nouns with 'er'
- Verbs: Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'
- Adjectives: Add 'er' and 'est' to adjectives where no change is needed to root word.
- Conjunctions: Join words and sentences using and/then.

**Sentence**

- Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.

**Text**

- Ideas grouped together in time sequence.
- Written in first person.
- Written in the past tense.
- Focused on individual or group participants e.g. I, we

**Punctuation**

- Use spaces to separate words.
- Begin to use full stops.
- Begin to use exclamation marks.
- Capital letters for the start of a sentence, names and personal pronouns.
- Read words with contractions.

**Terminology**

Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

**NEWS** **NEWS**

# Writing to Recount (Y2)

**Text Types**

Letter, autobiography, diary or journal, newspaper report, magazine article, science experiment.

**Cross Curricular**

- 

## Vocabulary, Grammar and Punctuation

**Word**

- Noun: Form using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.
- Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.
- Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.
- Conjunctions Subordination – when, if, that, because Coordination – or, and, but.
- Tense Correct and consistent use of past and present tense.

**Sentence**

- Subject/verb sentences e.g. He was... They were... It happened...
- Some modal verbs introduced e.g. would, could, should.
- Use simple adverbs e.g. quickly, slowly.
- Use simple noun phrases e.g. large tiger

**Text**

- Brief introduction and conclusion.
- Written in the past tense e.g. I went...
- I saw...
- Main ideas organized in groups.
- Ideas organized in chronological order using conjunctions that signal time.

**Punctuation**

- Use spaces that reflect the size of the letters.
- Use full stops correctly.
- Use question marks correctly.
- Use exclamation marks correctly.
- Use capital letters correctly.
- Possessive apostrophes for singular nouns.
- Commas to separate items in a list.

**Terminology**

Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma.



# Writing to Recount (Y3)



## Text Types

Letter, autobiography, diary or journal, newspaper report, magazine article, science experiment.

## Cross Curricular

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## Vocabulary, Grammar and Punctuation

### Word

- Noun: Form nouns using prefixes. Nouns and pronouns used to avoid repetition.
- Verbs: Present perfect forms of verbs instead of 'the'
- Adjectives: Choose appropriate adjectives.
- Conjunctions: Express time and cause (when, so, before, after, while, because)
- Tense: Correct and consistent use of past and present tense.

### Sentence

- Simple sentences with extra description.
- Some complex sentences using when, if, as etc.
- Tense consistent e.g. modal verbs can/will
- Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.

### Text

- Clear introduction.
- Organised into paragraphs shaped around key events.
- A closing statement to summarise the overall impact.

### Punctuation

- Introduce possessive apostrophes for plural nouns.
- Introduce inverted commas.

### Terminology

Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks).



# Writing to Recount (Y4)



**Text Types**

Letter, autobiography, diary or journal, newspaper report, magazine article, science experiment.

**Cross Curricular**

- 

## Vocabulary, Grammar and Punctuation

**Word**

- Noun: Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.
- Verbs Standard English forms for verbs.
- Adjectives Choose appropriate adjectives
- Conjunctions Use a wide range of connectives.
- Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.

**Sentence**

- Variation in sentence structures e.g. While we watched the sealion show...
- Use embedded/relative clauses e.g. Penguins, which are very agile, ...
- Include adverbs to show how often e.g. additionally, frequently, rarely.
- Sentences build from a general idea to more specific.
- Use emotive language to show personal response e.g. fabulous, showcase inspired me to...

**Text**

- Clear introduction and conclusion.
- Links between sentences help to navigate the reader from one idea to the next.
- Paragraphs organized correctly around key events.
- Elaboration is used to reveal the writer's emotions and responses.

**Punctuation**

- Apostrophe to mark singular and plural possession.
- Commas after fronted adverbials.
- Use inverted commas and other punctuation to indicate direct speech.

**Terminology**

Determiner, pronoun, possessive pronoun, adverbial.



# Writing to Recount (Y5)



## Text Types

Letter, autobiography, diary or journal, newspaper report, magazine article, science experiment.

## Cross Curricular

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## Vocabulary, Grammar and Punctuation

### Word

- Noun: Locate and identify expanded noun phrases.
- Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.
- Adjectives Choose appropriate adjectives
- Conjunctions Use a wide range of conjunctions.
- Tense Change tense according to features of the genre.
- Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.

### Sentence

- Sentence length varied e.g short/long.
- Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure.
- Wide range of subordinate conjunctions e.g. whilst, until, despite.

### Text

- Developed introduction and conclusion including elaborated personal response.
- Description of events are detailed and engaging.
- The information is organised chronologically with clear signals to the reader about time, place and personal response.
- Purpose of the recount an experience revealing the writer's perspective.

### Punctuation

- Consolidate all previous learning.
- Brackets
- Dashes
- Colons
- Semi-colons

### Terminology

Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.

**NEWS** **NEWS**

# Writing to Recount (Y6)

**Text Types**

Letter, autobiography, diary or journal, newspaper report, magazine article, science experiment.

**Cross Curricular**

- 

## Vocabulary, Grammar and Punctuation

**Word**

- Noun: Expanded noun phrases to convey complicated information concisely.
- Verbs: Use modal verbs. Prefixes for verbs; dis, de, mis, over, is, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.
- Adjectives: Choose appropriate adjectives
- Conjunctions: Use a wide range of conjunctions.
- Tense: Change tense according to features of the genre.
- Adverbs: Link ideas across a text using cohesive devices such as adverbials.

**Sentence**

- Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.
- Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally
- Sentence length and type varied according to purpose.
- Fronted adverbials use to clarify writers position e.g. As a consequence of their actions...
- Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.

**Text**

- The report is well constructed and answers the readers questions.
- The writer understands the impact and thinks about the response.
- Information is prioritized according to importance and a frame of response set up for the reply.

**Punctuation**

- Ellipsis
- Use a wide range of punctuation throughout writing.

**Terminology**

Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.



# Writing Non-Chronological (Y1)



## Text Types

Information leaflet, tourist guide, encyclopaedia entry, magazine article, non-fiction book, letter.

## Cross Curricular

- 

## Vocabulary, Grammar and Punctuation

### Word

- Noun: What a noun is. Regular plural nouns with 'er'
- Verbs: Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'
- Adjectives: Add 'er' and 'est' to adjectives where no change is needed to root word.
- Conjunctions: Join words and sentences using and/then.

### Sentence

- Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.

### Text

- Ideas grouped together for similarity.
- Attempts at third person writing. e.g. The man was run over.
- Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...

### Punctuation

- Use spaces to separate words.
- Begin to use full stops.
- Begin to use exclamation marks.
- Capital letters for the start of a sentence, names and personal pronouns.
- Read words with contractions.

### Terminology

Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.





# Writing Non-Chronological (Y2)



**Text Types**

Information leaflet, tourist guide, encyclopaedia entry, magazine article, non-fiction book, letter.

**Cross Curricular**

- 

## Vocabulary, Grammar and Punctuation

**Word**

- Noun: Form using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.
- Verbs: Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.
- Adjectives: Add 'er' and 'est' to adjectives where no change is needed to root word.
- Conjunctions: Subordination – when, if, that, because Coordination – or, and, but.
- Tense: Correct and consistent use of past and present tense.

**Sentence**

- Subject/verb sentences e.g. He was... They were... It happened...
- Some modal verbs introduced e.g. would, could, should.
- Use simple adverbs e.g. quickly, slowly.
- Use simple noun phrases e.g. large tiger

**Text**

- Brief introduction and conclusion.
- Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... .
- Main ideas organised in groups.

**Punctuation**

- Use spaces that reflect the size of the letters.
- Use full stops correctly.
- Use question marks correctly.
- Use exclamation marks correctly.
- Use capital letters correctly.
- Possessive apostrophes for singular nouns.
- Commas to separate items in a list.

**Terminology**

Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma.



# Writing Non-Chronological (Y3)



## Text Types

Information leaflet, tourist guide, encyclopaedia entry, magazine article, non-fiction book, letter.

## Cross Curricular

- 

## Vocabulary, Grammar and Punctuation

### Word

- Noun: Form nouns using prefixes. Nouns and pronouns used to avoid repetition.
- Verbs: Present perfect forms of verbs instead of 'the'
- Adjectives: Choose appropriate adjectives.
- Conjunctions: Express time and cause (when, so, before, after, while, because)
- Tense: Correct and consistent use of past and present tense.

### Sentence

- Simple sentences with extra description.
- Some complex sentences using when, if, as etc.
- Tense consistent e.g. modal verbs can/will
- Adverbials e.g. When the caterpillar makes a cocoon...

### Text

- Clear introduction.
- Organised into paragraphs shaped around a key topic sentence.
- Use of sub-headings

### Punctuation

- Introduce possessive apostrophes for plural nouns.
- Introduce inverted commas.

### Terminology

Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks).



# Writing Non-Chronological (Y4)



## Text Types

Information leaflet, tourist guide, encyclopaedia entry, magazine article, non-fiction book, letter.

## Cross Curricular

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## Vocabulary, Grammar and Punctuation

### Word

- Noun: Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.
- Verbs: Standard English forms for verbs.
- Adjectives: Choose appropriate adjectives
- Conjunctions: Use a wide range of conjunctions.
- Adverbs: Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.

### Sentence

- Variation in sentence structures e.g. While the eggs hatch female penguins ...
- Use embedded/relative clauses e.g. Penguins, which are very agile, ...
- Include adverbs to show how often e.g. additionally, frequently, rarely.
- Sentences build from a general idea to more specific.
- Use technical vocabulary to show the reader the writer's expertise.

### Text

- Clear introduction and conclusion.
- Links between sentences help to navigate the reader from one idea to the next.
- Paragraphs organised correctly into key ideas.
- Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour.

### Punctuation

- Apostrophe to mark singular and plural possession.
- Commas after fronted adverbials.
- Use inverted commas and other punctuation to indicate direct speech.

### Terminology

Determiner, pronoun, possessive pronoun, adverbial.



# Writing Non-Chronological (Y5)



## Text Types

Information leaflet, tourist guide, encyclopaedia entry, magazine article, non-fiction book, letter.

## Cross Curricular

- 

## Vocabulary, Grammar and Punctuation

### Word

- Noun: Locate and identify expanded noun phrases.
- Verbs: Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.
- Adjectives: Choose appropriate adjectives
- Conjunctions: Use a wide range of conjunctions.
- Tense: Change tense according to features of the genre.
- Adverbs: Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.

### Sentence

- Sentence length varied e.g short/long.
- Active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach.
- Wide range of subordinate conjunctions e.g. whilst, until, despite.

### Text

- Developed introduction and conclusion using all the layout features.
- Description of the phenomenon is technical and accurate.
- Generalised sentences are used to categorise and sort information for the reader
- Purpose of the report is to inform the reader and to describe the way things are.
- Formal and technical language used throughout to engage the reader.

### Punctuation

- Consolidate all previous learning.
- Brackets
- Dashes
- Colons
- Semi-colons

### Terminology

Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.



# Writing Non-Chronological (Y6)



**Text Types**

Information leaflet, tourist guide, encyclopaedia entry, magazine article, non-fiction book, letter.

**Cross Curricular**

- 

## Vocabulary, Grammar and Punctuation

**Word**

- Noun: Expanded noun phrases to convey complicated information concisely.
- Verbs: Use modal verbs. Prefixes for verbs; dis, de, mis, over, is, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.
- Adjectives: Choose appropriate adjectives
- Conjunctions: Use a wide range of conjunctions.
- Adverbs: Link ideas across a text using cohesive devices such as adverbials.

**Sentence**

- Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.
- Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally
- Sentence length and type varied according to purpose.
- Fronted adverbials use to clarify writers position e.g. As a consequence of their actions...
- Complex noun phrases used to add detail. The fragile eggs are slowly removed from the large mother hen.

**Text**

- The report is well constructed and answers the reader's questions.
- The writer understands the impact and thinks about the response.
- Information is prioritised according to importance and a frame of response set up for the reply.

**Punctuation**

- Ellipsis
- Use a wide range of punctuation throughout writing.

**Terminology**

Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.



# Writing to Discuss (Y5)



## Text Types

Newspaper editorial, non-fiction book on an issue, debate write up, formal essay, leaflet or article giving a balanced account of an issue.

## Cross Curricular

- 

## Vocabulary, Grammar and Punctuation

### Word

- Noun: Locate and identify expanded noun phrases.
- Verbs: Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.
- Adjectives: Choose appropriate adjectives
- Conjunctions: Use a wide range of conjunctions.
- Adverbs: Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place

### Sentence

- Sentence length varied e.g short/long.
- Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.
- Wide range of subordinate conjunctions e.g. whilst, until, despite.
- Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.

### Text

- Developed introduction and conclusion using all the argument or leaflet layout features.
- Paragraphs developed with prioritised information.
- Both view points are transparent for reader.
- Emotive language used throughout to engage the reader

### Punctuation

- Consolidate all previous learning.
- Brackets
- Dashes
- Colons
- Semi-colons

### Terminology

Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.



# Writing to Discuss (Y6)



## Text Types

Newspaper editorial, non-fiction book on an issue, debate write up, formal essay, leaflet or article giving a balanced account of an issue.

## Cross Curricular

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## Vocabulary, Grammar and Punctuation

### Word

- Noun: Expanded noun phrases to convey complicated information concisely.
- Verbs: Use modal verbs. Prefixes for verbs; dis, de, mis, over, is, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.
- Adjectives: Choose appropriate adjectives
- Conjunctions: Use a wide range of conjunctions.
- Tense: Change tense according to features of the genre.
- Adverbs Link ideas across a text using cohesive devices such as adverbials.

### Sentence

- Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...
- Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally
- Sentence length and type varied according to purpose.
- Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...
- Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...

### Text

- Arguments are well constructed that answer the reader's questions.
- The writer understands the impact or the emotive language and thinks about the response.
- Information is prioritised according to the writer's point of view.

### Punctuation

- Ellipsis
- Use a wide range of punctuation throughout writing.

### Terminology

Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.





# Writing to Explain (Y4)



**Text Types**

Encyclopaedia entry, non-fiction book, manual, question and answer article and leaflet, experiment/investigation write-up.

**Cross Curricular**

## Vocabulary, Grammar and Punctuation

**Word**

- Noun: Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.
- Verbs Standard English forms for verbs.
- Adjectives Choose appropriate adjectives
- Conjunctions Use a wide range of connectives.
- Tense Correct use of past and present tense.
- Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.

**Sentence**

- Variation in sentence structures e.g. While we watched the sealion show...
- Use embedded/relative clauses e.g. Penguins, which are very agile, ...
- Include adverbs to show how often e.g. additionally, frequently, rarely.
- Sentences build from a general idea to more specific.

**Text**

- Clear introduction and conclusion.
- Links between sentences help to navigate the reader from one idea to the next.
- Paragraphs organized correctly around key events.
- Elaboration is used to reveal the writer's emotions and responses.

**Punctuation**

- Apostrophe to mark singular and plural possession.
- Commas after fronted adverbials.
- Use inverted commas and other punctuation to indicate direct speech.

**Terminology**

Determiner, pronoun, possessive pronoun, adverbial.



# Writing to Explain (Y5)



**Text Types**

Encyclopaedia entry, non-fiction book, manual, question and answer article and leaflet, experiment/investigation write-up.

**Cross Curricular**

## Vocabulary, Grammar and Punctuation

**Word**

- Noun: Locate and identify expanded noun phrases.
- Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.
- Adjectives Choose appropriate adjectives
- Conjunctions Use a wide range of conjunctions.
- Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.

**Sentence**

- Sentence length varied e.g short/long.
- Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure.
- Wide range of subordinate conjunctions e.g. whilst, until, despite.

**Text**

- Developed introduction and conclusion including elaborated personal response.
- Description of events are detailed and engaging.
- The information is organised chronologically with clear signals to the reader about time, place and personal response.
- Purpose of the recount an experience revealing the writer's perspective.

**Punctuation**

- Consolidate all previous learning.
- Brackets
- Dashes
- Colons
- Semi-colons

**Terminology**

Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.



# Writing to Explain (Y6)



## Text Types

Encyclopaedia entry, non-fiction book, manual, question and answer article and leaflet, experiment/investigation write-up.

## Cross Curricular

## Vocabulary, Grammar and Punctuation

### Word

- Noun: Expanded noun phrases to convey complicated information concisely.
- Verbs: Use modal verbs. Prefixes for verbs; dis, de, mis, over, is, ify. Convert adjectives in verbs using suffixes; ate, is, ify.
- Adjectives: Choose appropriate adjectives
- Conjunctions: Use a wide range of conjunctions.
- Adverbs: Link ideas across a text using cohesive devices such as adverbials.

### Sentence

- Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.
- Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally
- Sentence length and type varied according to purpose.
- Fronted adverbials use to clarify writers position e.g. As a consequence of their actions...
- Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.

### Text

- The report is well constructed and answers the readers questions.
- The writer understands the impact and thinks about the response.
- Information is prioritized according to importance and a frame of response set up for the reply.

### Punctuation

- Ellipsis
- Use a wide range of punctuation throughout writing.

### Terminology

Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.

# Writing to Persuade (Y2)

**Text Types**

Advertisement, catalogue, brochure, pamphlet, newspaper/magazine article, poster or flier, book blurb, letter.

**Cross Curricular**

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## Vocabulary, Grammar and Punctuation

**Word**

- Noun: Form using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.
- Verbs: Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.
- Adjectives: Add 'er' and 'est' to adjectives where no change is needed to root word.
- Conjunctions: Subordination – when, if, that, because Coordination – or, and, but.
- Tense: Correct and consistent use of past and present tense.

**Sentence**

- Subject/verb sentences e.g. He was... They were... It happened..
- Some modal verbs introduced e.g. would, could, should.
- Use simple adverbs e.g. yesterday, today.
- Use simple noun phrases e.g. red shoes
- Uses rhetorical questions.

**Text**

- Brief introduction and conclusion.
- Written In the present tense.
- Main ideas organised in groups.

**Punctuation**

- Use spaces that reflect the size of the letters.
- Use full stops correctly.
- Use question marks correctly.
- Use exclamation marks correctly.
- Use capital letters correctly.
- Possessive apostrophes for singular nouns.
- Commas to separate items in a list.

**Terminology**

Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma.

# Writing to Persuade (Y3)

**Text Types**

Advertisement, catalogue, brochure, pamphlet, newspaper/magazine article, poster or flier, book blurb, letter.

**Cross Curricular**

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## Vocabulary, Grammar and Punctuation

**Word**

- Noun: Form nouns using prefixes. Nouns and pronouns used to avoid repetition.
- Verbs: Present perfect forms of verbs instead of 'the'
- Adjectives: Choose appropriate adjectives.
- Conjunctions: Express time and cause (when, so, before, after, while, because)
- Tense: Correct and consistent use of past and present tense.

**Sentence**

- Simple sentences with extra description.
- Some complex sentences using when, if, as etc.
- Tense consistent e.g. modal verbs can/will
- Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel.
- Start sentences with verbs e.g. imagine, consider, enjoy.

**Text**

- Clear introduction.
- Points about subject/issue
- Organised into paragraphs
- Sub-heading used to organise texts.

**Punctuation**

- Introduce possessive apostrophes for plural nouns.
- Introduce inverted commas.

**Terminology**

Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks).



# Writing to Persuade (Y4)

**Text Types**

Advertisement, catalogue, brochure, pamphlet, newspaper/magazine article, poster or flier, book blurb, letter.

**Cross Curricular**

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## Vocabulary, Grammar and Punctuation

**Word**

- Noun: Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.
- Verbs: Standard English forms for verbs.
- Adjectives: Choose appropriate adjectives
- Conjunctions: Use a wide range of conjunctions.
- Tense: Correct use of past and present tense.

**Sentence**

- Variation in sentence structures e.g. While we were at the park... As we arrived...
- Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing...
- Include adverbs to show how often e.g. additionally, frequently, rarely.
- More complicated rhetorical questions e.g. haven't you always longed for a...?

**Text**

- Clear introduction and conclusion.
- Links between key ideas in the letter.
- Paragraphs organised correctly into key ideas.
- Subheading
- Topic sentences

**Punctuation**

- Apostrophe to mark singular and plural possession.
- Commas after fronted adverbials.
- Use inverted commas and other punctuation to indicate direct speech.

**Terminology**

Determiner, pronoun, possessive pronoun, adverbial.

# Writing to Persuade (Y5)

**Text Types**

Advertisement, catalogue, brochure, pamphlet, newspaper/magazine article, poster or flier, book blurb, letter.

**Cross Curricular**

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## Vocabulary, Grammar and Punctuation

**Word**

- Noun: Locate and identify expanded noun phrases.
- Verbs: Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.
- Adjectives: Choose appropriate adjectives
- Conjunctions: Use a wide range of conjunctions.
- Tense: Change tense according to features of the genre.
- Adverbs: Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbi-

**Sentence**

- Sentence length varied e.g short/long.
- Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.
- Wide range of subordinate conjunctions e.g. whilst, until, despite.
- Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.

**Text**

- Developed introduction and conclusion using all the argument or leaflet layout features.
- Paragraphs developed with prioritised information.
- View point is transparent for reader.
- Emotive language used throughout to engage the reader.

**Punctuation**

- Consolidate all previous learning.
- Brackets
- Dashes
- Colons
- Semi-colons

**Terminology**

Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.



# Writing to Persuade (Y6)

**Text Types**

Advertisement, catalogue, brochure, pamphlet, newspaper/magazine article, poster or flier, book blurb, letter.

**Cross Curricular**

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## Vocabulary, Grammar and Punctuation

**Word**

- Noun Expanded noun phrases to convey complicated information concisely.
- Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, is, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.
- Adjectives Choose appropriate adjectives
- Conjunctions Use a wide range of conjunctions.
- Tense Change tense according to features of the genre.

**Sentence**

- Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...
- Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally
- Sentence length and type varied according to purpose.
- Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...
- Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...

**Text**

- Arguments are well constructed that answer the reader's questions.
- The writer understands the impact or the emotive language and thinks about the response.
- Information is prioritised according to the writer's point of view.

**Punctuation**

- Ellipsis
- Use a wide range of punctuation throughout writing.

**Terminology**

Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.

STEP 1  
STEP 2  
STEP 3

# Writing to Instruct (Y1)

STEP 1  
STEP 2  
STEP 3

**Text Types**

Recipe, manual, non-fiction book, timetable, route-finder, list of rules, posters, notices, signs, instructions, packaging.

**Cross Curricular**

## Vocabulary, Grammar and Punctuation

**Word**

- Noun: What a noun is. Regular plural nouns with 'er'
- Verbs: Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'
- Adjectives: Add 'er' and 'est' to adjectives where no change is needed to root word.
- Conjunctions: Join words and sentences using and/then.

**Sentence**

- Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.
- Imperative verbs start sentences e.g. spread, slice, cut.
- Sentences do not include pronouns and are written impersonally

**Text**

- Ideas grouped in sentences in time sequence.
- Written in the imperative e.g. sift the flour.
- Use of numbers or bullet points to signal order.

**Punctuation**

- Use spaces to separate words.
- Begin to use full stops.
- Begin to use exclamation marks.
- Capital letters for the start of a sentence, names and personal pronouns.
- Read words with contractions.

**Terminology**

Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

STEP 1  
STEP 2  
STEP 3

# Writing to Instruct (Y2)

STEP 1  
STEP 2  
STEP 3

**Text Types**

Recipe, manual, non-fiction book, timetable, route-finder, list of rules, posters, notices, signs, instructions, packaging.

**Cross Curricular**

- 

## Vocabulary, Grammar and Punctuation

**Word**

- Noun: Form using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.
- Verbs: Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.
- Adjectives: Add 'er' and 'est' to adjectives where no change is needed to root word.
- Conjunctions: Subordination – when, if, that, because Coordination – or, and, but.
- Tense: Correct and consistent use of past and present tense.

**Sentence**

- Imperative verbs are used to begin sentences.
- Use simple adverbs e.g. slowly, quickly.
- Use simple noun phrases e.g. long stick.

**Text**

- A goal is outlined – a statement about what is to be achieved.
- Written in sequenced steps to achieve the goal.
- Diagrams and illustrations are used to make the process clearer.

**Punctuation**

- Use spaces that reflect the size of the letters.
- Use full stops correctly.
- Use question marks correctly.
- Use exclamation marks correctly.
- Use capital letters correctly.
- Possessive apostrophes for singular nouns.
- Commas to separate items in a list.

**Terminology**

Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma.

STEP 1  
STEP 2  
STEP 3

# Writing to Instruct (Y3)

STEP 1  
STEP 2  
STEP 3

**Text Types**

Recipe, manual, non-fiction book, timetable, route-finder, list of rules, posters, notices, signs, instructions, packaging.

**Cross Curricular**

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## Vocabulary, Grammar and Punctuation

**Word**

- Noun: Form nouns using prefixes. Nouns and pronouns used to avoid repetition.
- Verbs: Present perfect forms of verbs instead of 'the'
- Adjectives: Choose appropriate adjectives.
- Conjunctions: Express time and cause (when, so, before, after, while, because)
- Tense: Correct and consistent use of past and present tense.

**Sentence**

- Simple sentences with extra description.
- Some complex sentences using when, if, as etc.
- Adverbials e.g. When the glue dries, attach the paperclip.

**Text**

- A set of ingredients and equipment needed are outlined clearly.
- Organised into clear points denoted by time.

**Punctuation**

- Introduce possessive apostrophes for plural nouns.
- Introduce inverted commas.

**Terminology**

Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks).



# Writing to Instruct (Y4)



**Text Types**

Recipe, manual, non-fiction book, timetable, route-finder, list of rules, posters, notices, signs, instructions, packaging.

**Cross Curricular**

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## Vocabulary, Grammar and Punctuation

**Word**

- Noun: Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.
- Verbs: Standard English forms for verbs.
- Adjectives: Choose appropriate adjectives
- Conjunctions: Use a wide range of conjunctions.
- Tense: Correct use of past and present tense.
- Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials

**Sentence**

- Variation in sentence structures e.g. While the pastry cooks...
- As the sauce thickens... Include adverbs to show how often e.g. additionally, frequently, rarely.

**Text**

- A set of ingredients and equipment needed are outlined clearly.
- Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter.
- Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.

**Punctuation**

- Apostrophe to mark singular and plural possession.
- Commas after fronted adverbials.
- Use inverted commas and other punctuation to indicate direct speech.

**Terminology**

Determiner, pronoun, possessive pronoun, adverbial.

STEP 1  
STEP 2  
STEP 3

# Writing to Instruct (Y5)

STEP 1  
STEP 2  
STEP 3

**Text Types**

Recipe, manual, non-fiction book, timetable, route-finder, list of rules, posters, notices, signs, instructions, packaging.

**Cross Curricular**

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## Vocabulary, Grammar and Punctuation

**Word**

- Noun: Locate and identify expanded noun phrases.
- Verbs: Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.
- Adjectives: Choose appropriate adjectives
- Conjunctions: Use a wide range of connectives.
- Tense: Change tense according to features of the genre.
- Adverbs: Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.

**Sentence**

- Sentence length varied e.g short/long.
- Wide range of subordinate conjunctions e.g. whilst, until, despite.

**Text**

- Consolidate work from previous learning.
- Can write accurate instructions for complicated processes.
- Can write imaginative instructions using flair and humour.

**Punctuation**

- Consolidate all previous learning.
- Brackets
- Dashes
- Colons
- Semi-colons

**Terminology**

Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.

STEP 1  
STEP 2  
STEP 3

# Writing to Instruct (Y6)

STEP 1  
STEP 2  
STEP 3

**Text Types**

Recipe, manual, non-fiction book, timetable, route-finder, list of rules, posters, notices, signs, instructions, packaging.

**Cross Curricular**

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## Vocabulary, Grammar and Punctuation

**Word**

- Noun: Expanded noun phrases to convey complicated information concisely.
- Verbs: Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.
- Adjectives: Choose appropriate adjectives
- Conjunctions: Use a wide range of conjunctions.
- Tense: Change tense according to features of the genre.
- Adverbs Link ideas across a text using cohesive devices such as adverbials.

**Sentence**

- Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally.
- Sentence length and type varied according to purpose.
- Fronted adverbials use to clarify writers position e.g. If the temperature gets too high...
- Complex noun phrases used to add detail e.g. The golden pastry can be decorated with smaller pastry petals.

**Text**

- Consolidate work from previous learning.

**Punctuation**

- Ellipsis
- Use a wide range of punctuation throughout writing.

**Terminology**

Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.