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By the end of Year 6, children will not only leave the school being able to write for a variety of purposes, but able to write in a real life situation, essential for the next step in their education. There are 4 types of writing that will be covered in the English curriculum: narrative - writing to entertain; and non-fiction - writing to inform, writing to persuade and writing to discuss. Children will also cover a variety of poetry forms, building up a repertoire.

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

Common forms of narrative text
stories that use predictable and patterned language
traditional / folk stories / fairy tales
stories set in familiar settings
modifying well-known stories (changing a character; amending the ending; changing the setting etc.)
stories set in historical contexts
myths and legends
stories with flashbacks
stories set in fantasy words / science fiction stories
stories from different cultures
adventure stories
mystery stories
scary stories
narratives retold from another perspective (e.g. form the point of view of a different character)
stories with morals or fables
stories with dilemmas
stories told as playscripts
telling a story from a first-person narrative (e.g. diaries and letters)

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to entertain – generic text structure	• Simple narratives are retold. • Simple stories are sequenced/ written • Simple and repetitive story language is used in writing.	• simple narratives and retellings are told/ written in first or third person • simple narratives are told/ written in past tense • events are sequenced to create texts that make sense • main participants are human or animal • simple narratives use typical characters, settings and events whether imagined or real • *'story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing*	As Year 1, plus: • they are simply developed as either good or bad characters • language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc. •	• narratives and retellings written in first or third person • narratives and retellings written in past tense, and occasionally in the present tense • events sequenced to create chronological plots through the use of adverbials and prepositions • descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods… • dialogue begins to be used to convey characters' thoughts and to move the narrative forward *language choices help create realistic sounding narratives e.g. shouted/muttered instead of said etc.*	As Year 3, plus: • dialogue is used to convey characters' thoughts and to move the narrative forward • language choices help create realistic sounding narratives. e.g. adverbs, adjectives precise nouns, expressive verbs and figurative language etc.	As Year 4, plus: • narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use adverbials and preposition • descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language	As Year 5, plus: • *assured and conscious control is used to effectively and accurately convey meaning, particularly through manipulating grammar and vocabulary to achieve this*

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

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Purpose of reports: To provide detailed information about the way things are or were and to help readers/listeners understand what is being described by organising or categorising information. **Common forms of report texts:** Describing aspects of daily life in history (e.g. fashion, transport, buildings) Describing the characteristics of anything (e.g. particular animals or plants; the planets in the solar system, different rocks and materials; mythological creatures) Comparing and describing localities or geographical features Describing the characteristics of religious groups and their lifestyles in re information leaflets tourist guidebooks encyclopaedia entries magazine articles biographies	**General text structure:** In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes: • an opening statement, often a general classification (sparrows are birds) • sometimes followed by a more detailed or technical classification (their Latin name is...) • a description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: • its qualities (like most birds, sparrows have feathers.) • its parts and their functions (the beak is small and strong so that it can ...) • Its habits/behaviour/ uses (sparrows nest in...)

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

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

Common forms of recount texts:

Retelling events in English lessons and other curriculum areas such as RE
Giving accounts of schoolwork, sporting events, science experiments and trips out
Writing historical accounts
letters and postcards
diaries and journals
newspaper reports
magazine articles
obituaries

General text structure:

- orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...)
- an account of the events that took place, often in chronological order (The first person to arrive was ...)
- some additional detail about each event (He was surprised to see me)
- reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun)

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

Writing to inform – recounts

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

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Purpose of instructions / procedural texts: To ensure something is done effectively and/or correctly with a successful outcome for the participant/s **Common forms of instructions / procedural texts:** How to design and make artefacts Technical manuals: how to operate computers, phones, devices How to carry out science experiments or to carry out a mathematical procedure How to play a game Writing rules for behaviour How to cook and prepare food timetables and route-finders posters, notices and signs instructions on packaging	**Generic text structure:** Begin by defining the goal or desired outcome e.g. How to make a board game • an introductory sentence or paragraph • list any material or equipment needed, in order • provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal • diagrams or illustrations are often integral and may even take the place of some text (Diagram B shows you how to connect the wires.) a final evaluative statement can be used to wrap up the process. E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat.

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

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Purpose of explanation texts: To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain a process, such as how a car is made. **Common forms of explanatory text:** Explaining electricity, forces, food chains etc. in science Explaining inventions such as the steam train, the causes of historic events such as wars and revolutions, explaining the role of the Nile in determining the seasons in Ancient Egypt Explaining phenomena such as the water cycle or how a volcano erupts in geography Explaining religious traditions and practices in RE encyclopaedia entries technical manuals question and answer articles and leaflets science write-ups	**Generic text structure:** A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate. • the steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide. specific features that include written in the present tense, text arranged into numbered points, time conjunctions, diagrams with labels and pictures with captions

Writing to inform - explanations			**Basic explanation** • consistent use of present tense • questions used to form titles • question marks used to denote questions (Y1) *conjunctions e.g. so…because to explain*	**Sectioned explanation** • Introduction to paragraphs as a way to group related material • consistent use of present tense • express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • heading and subheadings used to aid presentation	**Explanation text with paragraphs** • fronted adverbials • paragraphs to organise ideas • cohesion through the use of nouns and pronouns	**Developed explanation text** • indicate degrees of possibility using adverbs and modal verbs • layout devices to provide additional information and guide the reader • cohesion within paragraphs using adverbials • relative clauses used to add further information parenthesis to add to the clarification of technical words	**Scientific writing/report** • cohesion through a wider variety of devices • passive voice • appropriate levels of formality demonstrated • features of explanation texts where appropriate • advanced sequential and causal language

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Purpose of persuasive texts: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things. **Common forms of explanatory text:** Publicity materials such as tourist brochures Writing editorials to newspapers about controversial issues Writing letters about topics such as traffic on the high street or deforestations Creating posters and leaflets about issues such as bullying, stranger danger or substance abuse Creating posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition Writing book reviews for other pupils Book blurbs Applying for a job or a position on the school council	**Generic text structure:** • an opening statement (thesis) that sums up the viewpoint being presented: Greentrees Hotel is the best in the world. School uniform is a good idea • strategically organised information presents and then elaborates on the desired viewpoint: Vote for me because I am very experienced. I have been a school councillor three times and I have ... a closing statement repeats and reinforces the original thesis: All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best

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

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

Common forms of discussions texts:
Non-fiction book on an 'issues'
Write-up a debate
Leaflet or article giving balanced account of an issue
Writing letters about pollution, factory farming or smoking
Writing essays giving opinions about literature, music or works of art

General text structure: The most common structure includes:
- a statement of the issues involved and a preview of the main arguments
- arguments for, with supporting evidence/examples
- arguments against or alternative views, with supporting evidence/examples

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

Writing to discuss – balanced arguments					**Basic discussion text** • consistent use of present tense – recap from Y2 • present perfect form of verbs – recap from Y3 • effective use of noun phrases • paragraphs to organise ideas • adverbials e.g. therefore, however… • heading and subheadings used to aid presentation – recap from Y3	**Advanced discussion text** • cohesion within paragraphs using adverbials • layout devices to provide additional information and guide the reader • modal verbs to indicate degrees of possibility •	**Complex discussion text** • cohesion through a wider variety of devices • adverbials for cohesion • modal verbs and adverbs to position the arguments • advanced language chosen to represent both arguments • appropriate levels of formality applied • well-structured arguments • language involved with evaluation and viewpoints included • use of semi-colons and colons to control sentence structure • passive voice • *subjunctive form to hypothesise*

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Poetry

Acrostics

- The first of last letter in each line spell out a word. Most commonly, it is the first letter that spells out the word
- The acrostic links to a given theme, e.g. winter
- Lines usually end with commas

Shape poems / calligrams

- The poem usually describes an object
- The poem is presented in the shape of the object which it is describing
- The layout may either be with the words inside a shape or around the outline of a shape

Riddles

- The poem describes a noun, usually an object, but does not name it, e.g. it might describe a tiger as striped and furry
- The last line usually directly addresses the reader and uses a question: What is it? or Who am I?
- The mood of the poem is light hearted

Diamantes

- The poem is presented in the shape of a diamond
- The line structure is as follows:

Line 1: Beginning subject
Line 2: Two adjectives about line 1
Line 3: Three verbs or words ending '-ing' about line 1
Line 4: A short phrase about line 1, a short phrase about line 7
Line 5: Three verbs or words ending '-ing' about line 7
Line 6: Two adjectives about line 7
Line 7: End subject

- Precise verbs and adjectives are used in the relevant lines indicated above
- Each line starts with a capital letter; commas are used between verbs and adjectives; no punctuation at the end of lines

Haikus

- The mood of a haiku is generally serious and is usually about nature
- There is no rhyming structure
- The line structure is as follows:

Line 1: 5 syllables

Bike
Shiny, quiet,
Pedalling, spinning, weaving
Whizzing round corners, zooming along roads
Racing, roaring, speeding
Fast, loud,
Car

Line 2: 7 syllables Line 3: 5 syllables

- Each line starts with a capital letter

Free verse

- Free verse does not follow a set syllable pattern or rhyme scheme
- It may be written on a range of themes
- Refer to the KS1 key objectives and writing curriculum content for Year 2

Clerihews

- A clerihew is four lines in length, and includes rhyming couplets (AABB)
- The subject of the poem is typically a character who is named on one of the lines
- The mood of this type of poem is comic

Mr Smith wears a wig,
For his head it's rather big,
windy weather he was careless,
Now Mr Smith's head is hairless.

Limericks

- The poem is five lines in length and follows the rhyme scheme AABBA
- The line structure is as follows:

Line 1: 7-10 syllables
Line 2: 7-10 syllables
Line 3: 5-7 syllables
Line 4: 5-7 syllables
Line 5: 7-10 syllables

- The first line usually begins with 'There was a…' and ends with the name of a person or place
- The last line should be rather unusual or far-fetched
- Each line starts with a capital letter
- Lines often end with a comma
- The mood of this type of poem is comic, and it can even be nonsense

An ambitious young fellow named Matt,
Tried to parachute using his hat,
Folks below looked so small,
As he started to fall,
Then got bigger and bigger and SPLAT!

Free verse

- Free verse does not follow a set syllable pattern or rhyme scheme
- It may be written on a range of themes
- Refer to the KS2 key objectives and writing curriculum content for Year 3

Kennings

- A kenning is a two word phrase which describes an object
- Kenning poems are type of riddle
- Each line consists of one kenning. There is no set number of lines in each verse, although 8 lines and 1 verse is expected for this age group
- The kennings should be ordered within the poem with consideration of the impact on the reader

Ball catcher
Muddy scrambler
Fast diver
Long kicker
Expert thrower
Ace defender
Goal saver
Game winner

Tetractys

- The poem is five lines in length
- The line structure is as follows:

Line 1: 1 syllable Line 2: 2 syllables Line 3: 3 syllables
Line 4: 4 syllables Line 5: 10 syllables

- There is no set rhyme scheme
- Each line starts with a capital letter and only the last line ends with a full stop

I
Am four
And I go
To big school where
I learn to read and write and spell my name.

Free verse

- Free verse does not follow a set syllable pattern or rhyme scheme
- It may be written on a range of themes
- Refer to the KS2 key objectives and writing curriculum content for Year 4

Senryus

- The structure is identical to that of a haiku (see Y2)
- Each line starts with a capital letter
- Each line ends with appropriate punctuation
- Where senryus differ from haikus is their subject: senryus are about human nature or emotions
- They can be serious or cynical

First day, new school year,
Backpack harbours a fossil:
Last June's cheese sandwich.

The death of a friend
Can leave one devastated.
Fate is often cruel.

Renga

- Renga poems are written by more than one poet
- Poet A would write three lines following the structure below. Poet B would then write the last two lines of the verse following the given structure. This is repeated within a pair or small group until the poem is complete
- The line structure is as follows:

Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables Line 4: 7 syllables Line 5: 7 syllables

- There is no set rhyme scheme
- The themes within a verse need to be consistent
- Each line starts with a capital letter and the last line of each verse ends with a full stop

The final leaf falls The tree branches are so bare
Autumn has arrived Remember summer's warm kiss
So gentle, it will be missed.

Free verse

- Free verse does not follow a set syllable pattern or rhyme scheme
- It may be written on a range of themes
- Refer to the KS2 key objectives and writing curriculum content for Year 5

Ottava Rima

- An Italian style of poetry
- It is eight lines in length; each line consists of eleven syllables
- The rhyme scheme is ABABABC
- Each line opens with a capital letter
- It is optional whether lines end with commas or not
- A poem may consist of several verses following the structure above, although one verse is sufficient for this age group
- The last line of the poem may end with a question mark or a full stop

Quickly did the tiger begin his fast run,
Over hilly ground you see him fly and leap,
The passive prey laying grazing in the sun,
Suddenly its life that it wanted to keep,
Tiger pounces, quickly getting the job done,
The prey collapsing in a really big heap,
Tiger sleeps as night takes over from the day,
Will we ever see the hunter become prey?

Lambic Pentameter

- Unlike other taught styles, Iambic pentameter refers to the way in which individual lines are constructed
- There are no particular rules about verse length
- It is a sequence of ten alternately unstressed and stressed syllables
- Children should be encouraged to hear the effect of lines being constructed in this style

Two households, both alike in dignity, In fair Verona, where we lay our scene, From ancient grudge break to new mutiny, Where civil blood makes civil hands unclean.
From forth the fatal loins of these two foes
A pair of star-cross'd lovers take their life.

Free verse

- Free verse does not follow a set syllable pattern or rhyme scheme
- It may be written on a range of themes
- *Refer to the KS2 key objectives and writing curriculum content for Year 6*

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