



# Non-Fiction Text Type Plan



	Reception	Year 1	Year 2	Year 3/4	Year 5/6
<b>Composition</b> <b>The Authorial Process</b>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Say aloud what they are going to write about</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>• Compose a sentence orally before they write it</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>• Discuss what they have written with the teacher and other pupils.</li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Jot down key words and new vocabulary on working wall</li> <li>• Say aloud what they are going to write about</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>• Compose a sentence orally before they write it</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>• Re-reading what they have written to check that it makes sense</li> <li>• Discuss what they have written with the teacher and other pupils</li> </ul> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Plan or say aloud what they are going to write</li> <li>• Write down ideas/key words including new vocabulary</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>• Encapsulate what they want to say sentence by sentence</li> <li>• Write narratives about personal experiences and those of others</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>• Evaluate their writing with the teacher and other pupils</li> <li>• Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> </ul> <p>Read aloud what they have written so that the meaning is clear.</p>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>• Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures</li> <li>• Organise paragraphs around a them</li> <li>• Create settings, characters and plots</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and other's writing suggesting improvements</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns</li> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Identify the audience and purpose of the writing and select the appropriate form</li> <li>• Note and develop initial ideas, drawing on reading and research, where necessary</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>• Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning</li> <li>• Precis longer passages</li> <li>• Use a range of devise to build cohesion within and between paragraphs</li> <li>• Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and others' writing</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Ensure that consistent and correct use of tense throughout a piece of writing</li> <li>• Ensure correct subject and very agreement when using singular and plural</li> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</p>

Happy Handwriting Scheme (Collins) – reflects Little Wandle formation and style.

Handwriting

Sit correctly at a table, holding a pencil comfortably and correctly.  
Begin to form lower-case letters in the correct direction, starting and finishing in the right place.  
Begin to form digits 0-9

Sit correctly at a table, holding a pencil comfortably and correctly  
Begin to form lower-case letters in the correct direction, starting and finishing in the right place.  
Form capital letters.  
Form digits 0–9.  
Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

Correctly form all lower-case letter correctly.  
Formation of capitals and digits 0-9 using the correct size and orientation.  
Use consistent spacing between words.  
Begin to use diagonal and horizontal strokes to join letters.

Horizontal and diagonal strokes needed to join letters.  
Increase consistency, legibility and quality of handwriting.

Writing legibly, fluently and with increased speed.  
Choosing writing style for the task.

Text	Instructions – Writing to Inform		Purpose		Suggested Types
	Rules and procedures, whose aim is to ensure that something is done properly. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving.		To tell how to do or make something. To give information on how to complete a task. To describe a process in chronological order		DIY Manual Sewing or Knitting Pattern Recipe Science Experiment Instructions and Packaging
Year	Text Organisation	Sentence Features	Grammatical Features	Punctuation	Key Vocabulary
<b>Rec</b>	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.	Spaces to separate words Capital letter and full stop.	<b>Word</b> <b>Sentence</b> <b>Capital letter</b> <b>Full stop</b> <b>Finger Space</b>
<b>Year 1/2</b>	Title or Goal Goal – outline statement about what will be achieved List of Equipment/Materials Numbered/Sequenced steps to achieve the goal Diagrams and illustrations to support the process	Use of simple sentence structures. Imperative verbs to start sentences and clarity Lists Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Imperative verbs Present tense verbs Adjectives Time conjunctions to show chronological order  Progressive verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Adding ‘er’ and ‘est’ to show comparisons in adjectives 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	<b>Exclamation Marks</b> <b>Nouns</b> <b>Title</b> <b>Imperative verb</b> <b>Time order</b> <b>Noun phrase</b> <b>Verb</b> <b>Adverb</b> <b>Conjunction</b> <b>Comma</b> <b>List</b> <b>Apostrophe</b> <b>Main clause</b> <b>Diagram</b> <b>Chronological order</b>

<b>Year 3</b>	Goal – outline statement about what will be achieved Ingredients and equipment lists are outlined clearly.	Variation in sentence structures: Prepositional phrases	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often	Apostrophes to mark singular and plural possession Commas in a list	<b>Expanded noun phrase</b> <b>Apostrophe</b> <b>Pronoun</b> <b>Fronted adverbial plural</b>
<b>Year 4</b>	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.	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses, Fronted adverbials	Nouns and pronouns used for clarity and cohesion. A wider range of conjunctions. Correct use of simple present, present progressive and present perfect. Fronted adverbials Implied second person	Commas after fronted adverbials. Inverted commas if using quotations Brackets	<b>Quotation</b> <b>Cohesion</b> <b>Implied second person</b> <b>Inverted commas</b> <b>Brackets</b>
<b>Year 5</b>	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	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 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	Brackets Dashes Colons	<b>Modal verbs</b> <b>Relative clause</b> <b>Present progressive tense</b> <b>Dash</b> <b>Colon</b>
<b>Year 6</b>	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 Use of passive and active	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 Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Brackets Dashes Colons Semi-colons	<b>Semi-colon</b> <b>Past progressive tense</b> <b>Active and passive</b> <b>Ambiguity modifier</b>

			Use of modal verbs Text changes according to the text type		
	<b>Recount – Writing to Inform and Entertain</b>	<b>Purpose</b>		<b>Suggested Types</b>	
	This form of writing can be used to inform and entertain but can also be used to persuade. Recounts can be written about the writer or about someone else. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and self-awareness.	To retell events in time order. To give an account of an event or experience. To write in chronological order.		Invitation Postcard Letter Biography/Autobiography Write up of a trip Newspaper report Diary/Journal Monologue	
<b>Year</b>	<b>Text Organisation</b>	<b>Sentence Features</b>	<b>Grammatical Features</b>	<b>Punctuation</b>	<b>Key Vocabulary</b>
<b>Rec</b>	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.	Spaces to separate words. Capital letter and full stop.	<b>Word</b> <b>Sentence</b> <b>Capital letter</b> <b>Full stop</b> <b>Finger Space</b>
<b>Year 1/2</b>	Title Clear introduction and conclusion Ideas organised into chronological paragraphs demonstrating the passing of time.	Use of simple sentence structures. Use of time conjunctions at the start. Subject verb agreement within sentences and throughout. Simple adverbs to express how to do an action. Noun phrases to describe.	Nouns and noun phrases Past tense verbs Adjectives Time conjunctions to show chronological order. Coordinating conjunctions to join sentences together. Noun and noun phrase Simple and Progressive past tense verb form. Subordinating and Coordinating conjunctions. Consistent use of tense throughout the piece. Adverbs to show when and how. Causal conjunctions to explain. Adding 'er' and 'est' to show comparisons in adjectives. First and Third person	Full stops and 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.	<b>Exclamation Marks</b> <b>Nouns</b> <b>Title</b> <b>Imperative verb</b> <b>Time order</b> <b>Introduction</b> <b>Conclusion</b> <b>Noun phrase</b> <b>Verb</b> <b>Adverb</b> <b>Conjunction</b> <b>Comma</b> <b>List</b> <b>Apostrophe</b> <b>Main clause</b>

<b>Year 3</b>	<p>Title Introduction to give a clear understanding of what they text will be about.</p> <p>Concluding paragraph to summarise the overall impact.</p> <p>Paragraphs organised around key events.</p>	<p>Variation in sentence structures: Prepositional phrases</p>	<p>Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often</p>	<p>Apostrophes to mark singular and plural possession Commas in a list</p>	<p><b>Paragraph</b> <b>Expanded noun phrase</b> <b>Apostrophe</b> <b>Pronoun</b> <b>Fronted adverbial plural</b></p>
<b>Year 4</b>	<p>Title Introduction to give a clear understanding of what they text will be about.</p> <p>Concluding paragraph to summarise the overall impact.</p> <p>Links between sentences and paragraphs to navigate the reader.</p> <p>Paragraphs organised around key events.</p> <p>Elaboration within paragraphs to develop: description, action and feelings.</p>	<p>Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses, Fronted adverbials</p>	<p>Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion. A wider range of conjunctions. Correct use of simple past, past progressive and past perfect. Fronted adverbials First and third person.</p>	<p>Commas after fronted adverbials. Inverted commas if using quotations Brackets</p>	<p><b>Quotation</b> <b>Cohesion</b> <b>Implied second person</b> <b>Inverted commas</b> <b>Brackets</b></p>
<b>Year 5</b>	<p>Introduction and conclusion to include personal responses. Paragraphed events, which are detailed and engaging.</p> <p>Clear chronology throughout the piece by directing the reader to time and place.</p> <p>Information is prioritised to the reader.</p>	<p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length</p>	<p>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 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 Direct speech</p>	<p>Brackets Dashes Colons</p>	<p><b>Chronology</b> <b>Modal verbs</b> <b>Relative clause</b> <b>Present progressive tense</b> <b>Dash</b> <b>Colon</b> <b>Direct Speech</b></p>
<b>Year 6</b>	<p>Fully developed introduction and conclusion to include personal responses. Paragraphed events, which are detailed and engaging.</p> <p>Clear chronology throughout the piece by directing the reader to time and place.</p> <p>Information is prioritised to the reader.</p>	<p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length Use of passive and active</p>	<p>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</p>	<p>Brackets Dashes Colons Semi-colons</p>	<p><b>Semi-colon</b> <b>Past progressive tense</b> <b>Active and passive</b> <b>Ambiguity modifier</b> <b>Reported Speech</b></p>

			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.		
	<b>Non-Chronological Report – Writing to Inform</b>	<b>Purpose</b>		<b>Suggested Types</b>	
	This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving.	To describe what things are like (were like) To inform the reader of a specific subject content		Topic based school project Letter Science encyclopaedia Information Leaflet and Magazine Article	
<b>Year</b>	<b>Text Organisation</b>	<b>Sentence Features</b>	<b>Grammatical Features</b>	<b>Punctuation</b>	<b>Key Vocabulary</b>
<b>Rec</b>	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.	Spaces to separate words. Capital letter and full stop.	<b>Word</b> <b>Sentence</b> <b>Capital letter</b> <b>Full stop</b> <b>Finger Space</b>
<b>Year 1/2</b>	Clear introduction to classify the subject of the report. Ideas grouped into similarities. Use of causal conjunctions. Simple sentence with a capital letter and full stop. Grouping Information into specific paragraphs: Classification Description Habitats etc.	Use of simple sentence structures. Use of time conjunctions at the start. Subject verb agreement within sentences and throughout. Simple adverbs to express how to do an action. Noun phrases to describe.	Noun and noun phrase Past tense verbs Adjectives Time conjunctions to show chronological order. Coordinating conjunctions to join sentences together. Simple and Progressive present and past tense verb form. Subordinating and Coordinating conjunctions. Consistent use of tense throughout the piece. Adverbs to show when and how. Causal conjunctions to explain. Adding 'er' and 'est' to show comparisons in adjectives. First and Third person Generalising words – many, most, some. Use of 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	<b>Exclamation Marks</b> <b>Nouns</b> <b>Title</b> <b>Time order</b> <b>Time conjunctions</b> <b>Introduction</b> <b>Conclusion</b> <b>Noun phrase</b> <b>Verb</b> <b>Adverb</b> <b>Conjunction</b> <b>Comma</b> <b>List</b> <b>Apostrophe</b> <b>Main clause</b>

<b>Year 3</b>	Clear introduction and conclusion Paragraphs organised correctly into key ideas Subheadings used to organise information.	Variation in sentence structures: Prepositional phrases	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often	Apostrophes to mark singular and plural possession Commas in a list	<b>Paragraph</b> <b>Expanded noun phrase</b> <b>Apostrophe</b> <b>Pronoun</b> <b>Fronted adverbial</b> <b>Plural</b> <b>Sub headings</b>
<b>Year 4</b>	Clear introduction and conclusion Paragraphs organised correctly into key ideas Subheadings used to organise information	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses, Fronted adverbials	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion. A wider range of conjunctions. Correct use of simple past, past progressive and past perfect. Fronted adverbials First and third person.	Commas after fronted adverbials. Inverted commas if using quotations Brackets	<b>Quotation</b> <b>Cohesion</b> <b>Implied second person</b> <b>Inverted commas</b> <b>Brackets</b> <b>Prepositional phrases</b>
<b>Year 5</b>	Introduction and conclusion provide detail and give cohesion to the piece. Cohesive devices between paragraphs. Subheadings and bullets points enhance the organisation.	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length	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 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 Direct speech	Brackets Dashes Colons	<b>Chronology</b> <b>Modal verbs</b> <b>Relative clause</b> <b>Present progressive tense</b> <b>Dash</b> <b>Colon</b> <b>Bullet points</b>
<b>Year 6</b>	Introduction and conclusion provide detail and give cohesion to the piece. Subheadings and bullets points enhance the organisation. Introductory sentence for each paragraph to explicitly give the main idea.	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length Use of passive and active	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	Brackets Dashes Colons Semi-colons	<b>Semi-colon</b> <b>Past progressive tense</b> <b>Active and passive</b> <b>Ambiguity</b> <b>Modifier</b> <b>Introductory sentence</b>

			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.		
	<b>Explanation – Writing to Inform</b>		<b>Purpose</b>		<b>Suggested Types</b>
	This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: enquiry, evaluation, information processing, reasoning and problem solving.		To explain why or how something happens. To explain cause and effect. To describe a scientific process sometimes in chronological order.		Encyclopaedia entry technical manual science investigation question and answer section
<b>Year</b>	<b>Text Organisation</b>	<b>Sentence Features</b>	<b>Grammatical Features</b>	<b>Punctuation</b>	<b>Key Vocabulary</b>
<b>Year 1/2</b>	Clear introduction explaining the process to be explained. Fully developed process steps using time and causal conjunctions to link ideas. Conclusion	Subject verb agreement within sentences and throughout. Simple adverbs to express how to do an action. Noun phrases to describe process. Subordinating and Coordinating sentences used to add information and detail.	Noun and noun phrase Simple and Progressive present tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain 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	<b>Explain</b> <b>Introduction</b> <b>Conclusion</b> <b>Noun phrase</b> <b>Verb</b> <b>Adverb</b> <b>Conjunction</b> <b>Comma</b> <b>List</b> <b>Apostrophe</b> <b>Main clause</b>
<b>Year 3</b>	Clear introduction and conclusion Paragraphs organised around a topic or process. Description of parts Explanation of how or why something happens. Use of subheading to navigate the reader	Variation in sentence structures: Prepositional phrases	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often	Apostrophes to mark singular and plural possession Commas in a list	<b>Explanation</b> <b>Paragraph</b> <b>Expanded noun phrase</b> <b>Apostrophe</b> <b>Pronoun</b> <b>Fronted adverbial</b> <b>Plural</b> <b>Sub headings</b>
<b>Year 4</b>	Clear introduction and conclusion Paragraphs organised around a topic or process Description of parts	Variation in sentence structures: Prepositional phrases Expanded noun phrases	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often	Commas after fronted adverbials. Inverted commas if using quotations Brackets	<b>Quotation</b> <b>Cohesion</b> <b>Implied second person</b> <b>Inverted commas</b>



	<p>Explanation of how or why something happens  Further detail of the process  Use of subheading to navigate the reader</p>	<p>Subordinate Clauses</p>	<p>Nouns and pronouns used for clarity and cohesion  A wider range of conjunctions  Correct use of simple present, present progressive and present perfect  Fronted adverbials  First and third person  Standard English</p>		<p><b>Brackets</b>  <b>Prepositional phrases</b></p>
<b>Year 5</b>	<p>Introduction and conclusion provide detail and give cohesion to the piece.  Subheadings and bullets points enhance the organisation.  Description of the phenomenon is technical.</p>	<p>Variation in sentence structures and wider range of examples of:  Prepositional phrases  Expanded noun phrases  Subordinate Clauses  Relative Clauses  Variation in sentence length</p>	<p>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  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  Direct speech</p>	<p>Brackets  Dashes  Colons</p>	<p><b>Chronology</b>  <b>Modal verbs</b>  <b>Relative clause</b>  <b>Present progressive tense</b>  <b>Dash</b>  <b>Colon</b>  <b>Bullet points</b>  <b>Technical vocabulary</b></p>
<b>Year 6</b>	<p>Introduction and conclusion provide detail and give cohesion to the piece.  Subheadings and bullets points enhance the organisation.  Description of the phenomenon is technical and accurate.</p>	<p>Variation in sentence structures and wider range of examples of:  Prepositional phrases  Expanded noun phrases  Subordinate Clauses  Relative Clauses  Variation in sentence length  Use of passive and active  Sentences are generalised to categories the information.</p>	<p>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.</p>	<p>Brackets  Dashes  Colons  Semi-colons</p>	<p><b>Semi-colon</b>  <b>Past progressive tense</b>  <b>Active and passive</b>  <b>Ambiguity</b>  <b>Modifier</b>  <b>Introductory sentence</b></p>

<b>Persuasive – Writing to Persuade and Entertain</b>		<b>Purpose</b>		<b>Suggested Types</b>	
This form of writing provides the writer with the opportunity to encourage the reader/listener towards seeing things the same way as them. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.		To make a case for a particular point of view To motivate, move or convince someone towards a certain opinion		Advertisements Travel Brochure Political Pamphlet Complaint Letter Magazine Article	
<b>Year</b>	<b>Text Organisation</b>	<b>Sentence Features</b>	<b>Grammatical Features</b>	<b>Punctuation</b>	<b>Key Vocabulary</b>
<b>Year 1/2</b>	Posters and Letters using key language features.	Subject verb agreement within sentences and throughout. Simple adverbs to express how to do an action. Noun phrases to describe process. Subordinating and Coordinating sentences used to add information and detail.	Noun and noun phrase Simple and Progressive present tense verb form. Subordinating and Coordinating conjunctions. Consistent use of tense throughout the piece. Adverbs to show when and how. Causal conjunctions to explain 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	<b>Poster</b> <b>Introduction</b> <b>Conclusion</b> <b>Noun phrase</b> <b>Verb</b> <b>Adverb</b> <b>Conjunction</b> <b>Comma</b> <b>List</b> <b>Apostrophe</b> <b>Main clause</b>
<b>Year 3</b>	Clear introduction and conclusion Paragraphs organised around key ideas/subject and issue Use of subheading to navigate the reader.	Variation in sentence structures: Prepositional phrases	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often	Apostrophes to mark singular and plural possession Commas in a list	<b>Persuade</b> <b>Paragraph</b> <b>Expanded noun phrase</b> <b>Apostrophe</b> <b>Pronoun</b> <b>Fronted adverbial</b> <b>Plural</b> <b>Sub headings</b>
<b>Year 4</b>	Clear introduction and conclusion Paragraphs organised around key ideas/subject and issue. Use of subheading to navigate the reader. Topic sentences to navigate the paragraph.	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Rhetorical questions Turning opinion into fact Emotive language	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials First and third person Standard English	Commas after fronted adverbials. Inverted commas if using quotations Brackets	<b>Quotation</b> <b>Cohesion</b> <b>Implied second person</b> <b>Inverted commas</b> <b>Brackets</b> <b>Prepositional phrases</b> <b>Rhetorical question</b>

<p><b>Year 5</b></p>	<p>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.</p>	<p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length</p>	<p>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 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 Direct speech</p>	<p>Brackets Dashes Colons</p>	<p><b>Viewpoint</b> <b>Argument</b> <b>Modal verbs</b> <b>Relative clause</b> <b>Present progressive tense</b> <b>Dash</b> <b>Colon</b> <b>Bullet points</b></p>
<p><b>Year 6</b></p>	<p>Introduction and conclusion provide detail and give cohesion to the piece. Paragraphs organised to prioritise the most important argument. Arguments are well-constructed. Counter-arguments are constructed to impact the reader. Viewpoint of the writer is evident throughout.</p>	<p>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 Use of passive and active Concession and condescension are used to impact the reader</p>	<p>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.</p>	<p>Brackets Dashes Colons Semi-colons</p>	<p><b>Semi-colon</b> <b>Past progressive tense</b> <b>Active and passive</b> <b>Ambiguity</b> <b>Modifier</b> <b>Introductory sentence</b> <b>Counter-argument</b></p>

	<b>Discursive – Writing to Discuss</b>		<b>Purpose</b>		<b>Suggested Types</b>	
	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 arguments and information from different viewpoints To show for and against		Write up of a debate Newspaper Article Leaflet giving balance argument Essay	
<b>Year</b>	<b>Text Organisation</b>	<b>Sentence Features</b>	<b>Grammatical Features</b>	<b>Punctuation</b>	<b>Key Vocabulary</b>	
<b>Year 5</b>	Introduction and conclusion provide detail and give cohesion to the piece Paragraphs organised to prioritise the most important argument. Arguments on both sides are evident Formal language is used throughout to show a balanced viewpoint	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length	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 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 Direct speech	Brackets Dashes Colons	<b>Viewpoint</b> <b>Argument</b> <b>Modal verbs</b> <b>Relative clause</b> <b>Present progressive tense</b> <b>Dash</b> <b>Colon</b> <b>Bullet points</b> <b>Formal language</b>	
<b>Year 6</b>	Introduction and conclusion provide detail and give cohesion to the piece Paragraphs organised to prioritise the most important argument Counter-arguments are constructed to impact the reader. Arguments on both sides are well-constructed Formal language is used throughout to show a balanced viewpoint.	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. Abstract nouns	Brackets Dashes Colons Semi-colons	<b>Semi-colon</b> <b>Past progressive tense</b> <b>Active and passive</b> <b>Ambiguity</b> <b>Modifier</b> <b>Introductory sentence</b> <b>Counter-argument</b> <b>Balanced view</b>	