

## Writing Genre Progression Document

At Bursley, we believe in deepening our knowledge of a particular written genre by revisiting key writing genres a number of times across the academic year, as well as the entire school life of a child. The whole school study narratives, recounts and non-chronological reports. These are then embedded and built on by adding a new genre within each key stage.

Genres	
<b>Year 1</b>	<b>Narratives</b> – story writing / descriptive writing <b>Recounts</b> – diary entries / retells / real life events <b>Non-Fiction</b> Non-Chronological reports
<b>Year 2</b>	<b>Narratives</b> – story writing / descriptive writing <b>Recounts</b> – diary entries / retells / real life events <b>Non-Fiction</b> Non-Chronological reports
<b>Year 3</b>	<b>Narratives</b> – story writing / descriptive writing <b>Recounts</b> – diary entries / retells / real life events / blogs / letters <b>Non-Fiction</b> Non-Chronological reports <b>Explanation Texts</b> (leaflets, Websites, cross curricular)
<b>Year 4</b>	<b>Narratives</b> – story writing / descriptive writing <b>Recounts</b> – diary entries / retells / real life events / blogs / letters <b>Non-Fiction</b> Non-Chronological reports <b>Explanation Texts</b> (leaflets, Websites, cross curricular)
<b>Year 5</b>	<b>Narratives</b> – story writing / descriptive writing <b>Recounts</b> – diary entries / retells / real life events / blogs / letters / newspapers <b>Non-Fiction</b> Non-Chronological reports <b>Explanation Texts</b> (leaflets, Websites, cross curricular) <b>Persuasive and Discursive</b>
<b>Year 6</b>	<b>Narratives</b> – story writing / descriptive writing <b>Recounts</b> – diary entries / retells / real life events / blogs / letters / newspapers <b>Non-Fiction</b> Non-Chronological reports <b>Explanation Texts</b> (leaflets, Websites, cross curricular) <b>Persuasive and Discursive</b>

## Writing Genre – Fiction – Narratives

Narrative writing or story writing, is developed across the entire learning journey of a child. Whilst at Bursley, children will learn about a wide range of different narrative genres including: [Adventure](#), [Mystery](#), [Science Fiction](#), [Fantasy](#), [Myths and Legends](#), [Fables and Fairy tales](#).

At Bursley, we believe the genre of a 'Narrative' should include the following, these features will build up over time and experience.

Structure of a Narrative	Language Features	Writing Process	Key Elements
<p>Structure often includes:</p> <ul style="list-style-type: none"><li>• Scene setting and establishing characters</li><li>• <b>Structure in younger children</b> Beginning – Middle – End moving to Opening – build up – Problem – Resolution – Ending as a starting point, with more structure points added as writing develops</li><li>• <b>Structure in older children</b> Orientation – Complication - Series of events – Resolution – Coda (moral etc)</li><li>• Direct speech in KS2</li></ul>	<ul style="list-style-type: none"><li>• Varied sentence openers and sentence lengths to add interest.</li><li>• Using appropriate language for the chosen genre</li></ul>	<ul style="list-style-type: none"><li>➤ Experience a wide range of narrative texts as inspiration within your chosen genre.</li><li>➤ Sequencing of familiar narratives</li><li>➤ Plan your narrative – use of story maps, box ups, spider diagrams,</li><li>➤ Use of innovation in the earlier stages of narrative writing to aid generation of ideas.</li><li>➤ Descriptive details are important when writing a narrative – rehearse descriptive writing (inc characters and settings)</li><li>➤ Decide how you will finish the narrative – this should give equal weighting to the other parts.</li><li>➤ Re-read the narrative to check it will hold the reader's interest</li></ul>	<ul style="list-style-type: none"><li>❖ Speaking and listening preceding reading and writing</li><li>❖ Teacher modelling, scribing and shared writing before children's independent attempt</li><li>❖ Planning stages are important (box ups / story maps / spider diagrams)</li></ul>

## Narratives – Year 1

### Oral Story Telling

- Innovate on patterns from a familiar story orally including some story language
- Retell familiar stories and recount events; including main events in sequence, focusing on who, where and what happens
- Use story language sentence patterns to organise events e.g. then, next,
- Recite stories supported by story boxes
- Check the writing makes sense by proof reading and sharing with an adult

### Writing Opportunities

- Write own version of a familiar story using a series of sentences to sequence events
- Use patterns of language from familiar stories in own writing
- Write complete stories with a simple structure: beginning, middle, end, decide where it is set, include good and bad characters and use ideas from reading for some incidents and events

Word	Sentence	Text	Punctuation	Terminology for pupils
☞ Regular plural noun suffixes – s & es	<ul style="list-style-type: none"> <li>☞ Oral rehearsal of sentences</li> <li>☞ Joining words and joining clauses using 'and' and 'because'</li> <li>☞ How words combine to make sentences</li> </ul>	☞ Attempt to write short sentences within context and sequencing to form narrative	<ul style="list-style-type: none"> <li>☞ Separating words with spaces</li> <li>☞ Use of capital letters and full stops to demarcate sentences</li> <li>☞ Introduction to use of question marks and exclamation marks</li> <li>☞ Use of capital letters for names and the pronoun I</li> </ul>	<b>letter, capital letter</b> <b>word, singular, plural</b> <b>sentence</b> <b>punctuation, full stop,</b> <b>question mark,</b> <b>exclamation mark</b>

## Narrative Crucial Knowledge

- **Character** – people (not necessarily human) in a story
- **Setting** – Where the story takes place
- **Sequence** – The order of a story
- **Beginning** – The start of the story
- **Middle** – The part where the story develops
- **End** – The end of the story (just as important as the other two sections)

## Narratives – Year 2

### Oral Story Telling

- Re-tell familiar stories using narrative structure and dialogue from the text include detail and sustain listeners' interest
- Tell own real and imagined stories
- Dramatise own parts of story for class
- Read aloud with intonation/expression/gesture

### Writing Opportunities

- Plan and write own stories with a logical sequence of events using complete sentences grouped together to tell the different parts of the story (opening, build up, problem, resolution, ending)
- Include descriptions of characters and settings and some dialogue
- Use phrases drawn from story language to add interest e.g. she couldn't believe her eyes...
- Check the writing makes sense by proof-reading

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> <li>☞ Formation of nouns by compounding (suffixes)</li> <li>☞ Contracting and using apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>☞ Function of sentence types: statement, command, exclamation or question</li> <li>☞ Expanded noun phrases to describe and specify</li> <li>☞ Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because)</li> <li>☞ First and third person</li> <li>☞ Progress form of verbs, in past or present</li> </ul>	<ul style="list-style-type: none"> <li>☞ Correct choice and use of present tense or past tense throughout writing</li> <li>☞ Use of present tense in direct speech (not punctuated)</li> <li>☞ Use adverbs of time (Next, Then, After that)</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>☞ Use commas to separate items in a list</li> <li>☞ Apostrophes for singular possession</li> <li>☞ Apostrophes for possession</li> </ul>	<p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>

## Narrative Crucial Knowledge

- **Character** – people (not necessarily human) in a story
- **Setting** – Where the story takes place
- **Sequence** – The order of a story
- **Opening** – The start of the story
- **Build up** – The part where the story develops
- **Problem** – The part where the characters encounter a problem
- **Resolution** – The part where the problem is solved – there is an answer
- **Ending** – The end of the story (just as important as the other two sections)

## Narratives – Year 3

### Oral Story Telling

- Plan and tell stories, varying voice and intonation to create effects and sustain interest
- Role play including dialogue to set the scene and present characters
- Discuss writing models - structure/grammar/vocabulary
- Explore moral dilemmas for characters using drama

### Writing Opportunities

- Write stories that have a problem and resolution and are organised into paragraphs using adverbs of time
- Include description of a typical setting and characters
- Use written dialogue to move the plot on
- Consolidate vocabulary and sentence structures
- Check the writing makes sense and begin to under how to edit work

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> <li>☞ Use of 'a' or 'an' according to whether the next word starts with a vowel</li> <li>☞ Formation of nouns using a range of prefixes (super,- anti,- auto,-)</li> </ul>	<ul style="list-style-type: none"> <li>☞ Function of sentence types: statement, command, exclamation or question</li> <li>☞ Expanded noun phrases to describe and specify</li> <li>☞ Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because)</li> <li>☞ First and third person</li> <li>☞ Progress form of verbs, in past or present</li> </ul>	<ul style="list-style-type: none"> <li>☞ Express time, place and cause using conjunctions e.g. when, before, after, during, in, because, of</li> <li>☞ Introduction to paragraphs as a way to group ideas</li> <li>☞ Introduction to inverted commas to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>☞ Consolidation of all KS1 punctuation</li> <li>☞ Use of inverted commas to punctuate direct quotes</li> </ul>	<p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>

## Narrative Crucial Knowledge

- **Character** – people (not necessarily human) in a story
- **Setting** – Where the story takes place
- **Plot** – The outline of the story
- **Opening** – The start of the story
- **Build up** – The part where the story develops
- **Problem** – The part where the characters encounter a problem
- **Resolution** – The part where the problem is solved – there is an answer
- **Ending** – The end of the story (just as important as the other two sections)
- **Dialogue** – Speech

## Narratives – Year 4

### Oral Story Telling

- Work in role to interview story characters
- Use improvisation to explore alternative actions and outcomes to a particular issue
- Explore dilemmas using dramatic techniques e.g. improvise alternative courses of action for a character

### Writing Opportunities

- Write in role as a character for a story and create a character the reader will have an opinion of
- Plan and write a longer story where the central character faces a problem that needs to be resolved
- Use a clear story structure and begin to develop a more mature structure - Orientation – Complication - Series of events – Resolution – Coda (moral etc)
- Use different ways to introduce and connect paragraphs
- Develop settings using figurative language to evoke time, place and mood.
- Include character descriptions designed to provoke sympathy or dislike in the reader and use language to build detail
- Check the writing makes sense and begin to under how to edit work

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> <li>☞ Standard forms of English verb inflections (we were rather than we was, I did rather than I done)</li> <li>☞ Use of articles a, an, the and possessive pronouns my, his, her, their as determiners</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of a wider range of subordinating conjunctions</li> <li>☞ Use of prepositions (during, in, because of, before, after) adverbs (next, soon, therefore) and conjunctions (when, while, after, because, soon, while) to express time and cause</li> <li>☞ Use of subordinating clause as adverbial</li> <li>☞ Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>☞ Noun phrases expanded by modifying adjectives, nouns and prepositions (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>☞ Fronted adverbials</li> <li>☞ Use of paragraphs</li> <li>☞ Appropriate choice of pronouns or noun within and across sentences to aid cohesion</li> <li>☞ Use of inverted commas and other punctuation to indicate direct speech</li> <li>☞ Apostrophes to mark plural possession</li> <li>☞ Use of commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of commas after fronted adverbials</li> <li>☞ Use of inverted commas</li> <li>☞ Explore how direct speech is used in recount to engage the reader and explore where the speech is used within the text e.g. as the opening line (draw the reader in immediately);</li> <li>☞ Apostrophes for plural possession</li> </ul>	<p>determiner pronoun, possessive pronoun adverbial</p>

## Narrative Crucial Knowledge

- **Character** – people (not necessarily human) in a story
- **Setting** – Where the story takes place

- **Plot** – The outline of the story
- **Orientation** – The main character and setting is introduced
- **Complication** – A problem, complication or dilemma one or more characters' face is introduced
- **Series of events** – Paragraphs are used to explain events, characters feelings, more about the complication etc
- **Resolution** – The problem, complication or dilemma is resolved. The series of events ends
- **Coda** – The end of the story used to explore a possible moral
- **Moral** – A lesson to be learnt from a story
- **Dialogue** – Speech
- **Figurative language** - language that is used non-literally to create a special meaning

## Narratives – Year 5

### Oral Story Telling

- Use improvisation and role play to explore different characters' points of view
- Re-tell a familiar story from the point of view of another character using spoken language imaginatively to entertain and engage in the listener

### Writing Opportunities

- Plan and write complete stories: organise chronological narratives into paragraphs relating to story structure (Orientation – Complication - Series of events – Resolution – Coda (moral etc)
- Plot stories that use accurate genre features
- Extend ways to link paragraphs into cohesive narratives using adverbs and adverbial phrases
- Experiment with the order of chapters or paragraphs to achieve different effects
- Vary pace by using direct and reported speech
- Use dialogue to build character
- Develop characterisation
- Proof-reading and editing work

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> <li>☞ Verb prefixes (dis-de-mis-over-re)</li> <li>☞ Converting nouns or adjective into verbs using suffixes (-ate, -ise, ify)</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative noun</li> <li>☞ Explore the use of personal v impersonal writing</li> <li>☞ Explore the balance of long complicated sentence constructions within this text type, compared with shorter, simple sentences to summarise</li> <li>☞ Explore the use of longer, complex sentences (with multiple clauses)</li> </ul>	<ul style="list-style-type: none"> <li>☞ Adverbs for possibility perhaps, surely or modal verbs might, should, will, must</li> <li>☞ Devices to build cohesion within a paragraph after that, firstly,</li> <li>☞ Linking ideas across paragraphs using adverbials of time, place or tense choices</li> </ul>	<ul style="list-style-type: none"> <li>☞ Brackets, dashes and commas to indicate parenthesis <ul style="list-style-type: none"> <li>▪ Experiment with moving clauses and phrases around in the text, considering the impact on the reader</li> </ul> </li> <li>☞ Use of commas to clarify meaning or avoid ambiguity</li> </ul>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>

## Narrative Crucial Knowledge

- **Character** – people (not necessarily human) in a story
- **Setting** – Where the story takes place
- **Plot** – The outline of the story
- **Orientation** – The main character and setting is introduced
- **Complication** – A problem, complication or dilemma one or more characters' face is introduced

- **Series of events** – Paragraphs are used to explain events, characters feelings, more about the complication etc
- **Resolution** – The problem, complication or dilemma is resolved. The series of events ends
- **Coda** – The end of the story used to explore a possible moral
- **Moral** – A lesson to be learnt from a story
- **Dialogue** – Speech
- **Figurative language** - language that is used non-literally to create a special meaning
- **Onomatopoeia** – words whose sounds suggest, resemble or imitate the sound of what they are describing.
- **Personification** - the writer gives human characteristics or actions to non-human things
- **Hyperbole** – a word to exaggerate something

## Narratives – Year 6

### Oral Story Telling

- Use improvisation and role play to explore typical characters, setting and events in a particular fiction genre
- Tell short stories in a particular genre to engage and entertain the audience

### Writing Opportunities

- Plan and write an extended story
- Use paragraphs to vary pace and emphasis and questions to build tension e.g. in mystery
- Appropriate language used for genre – archaic for historical, slang for modern
- Describe using all the senses
- Vary sentence length to achieve a particular effect and use devices to hint and keep the reader hooked
- Use dialogue at key points to move a story forward
- Use techniques from reading, for example figurative language to add detail to writing
- Create convincing characters that are gradually revealed as the story is written
- Understand nuances in vocabulary choices
- Proof-reading and editing work

Word	Sentence	Text	Punctuation	Terminology for pupils
☞ Difference between formal and informal vocabulary and structures.	☞ The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example the use of question tags. He's your friend isn't he?) ☞ Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].	☞ Informal and formal speech ☞ Linking ideas across paragraphs using cohesive devices ☞ Repetition of words, phrases and adverbials	☞ Use of semi-colon, colon or dash to mark the boundary between independent clauses ☞ Use of the colon ☞ Use of hyphens to avoid ambiguity	<b>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</b>

## Narrative Crucial Knowledge

- **Character** – people (not necessarily human) in a story
- **Setting** – Where the story takes place
- **Plot** – The outline of the story

- **Orientation** – The main character and setting is introduced
- **Complication** – A problem, complication or dilemma one or more characters' face is introduced
- **Series of events** – Paragraphs are used to explain events, characters feelings, more about the complication etc
- **Resolution** – The problem, complication or dilemma is resolved. The series of events ends
- **Coda** – The end of the story used to explore a possible moral
- **Moral** – A lesson to be learnt from a story
- **Dialogue** – Speech
- **Figurative language** - language that is used non-literally to create a special meaning
- **Onomatopoeia** – words whose sounds suggest, resemble or imitate the sound of what they are describing.
- **Personification** - the writer gives human characteristics or actions to non-human things
- **Hyperbole** – a word to exaggerate something
- **Metaphor** – Language that compares common characteristics of two unlikely things by implying that one thing is actually another
- **Idiom** - an expression that doesn't actually mean what the words say

## Writing Genre – Non Fiction – Recounts

Recounts are used to provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of an event often consist of a recount that includes elements of explanation. Recounting or retelling personal events is a good oral skill and an obvious starting point before writing. For most children, sharing recounts and writing them down is a more comfortable and confident way of writing.

At Bursley, we believe the genre of a 'Recount' should include the following, these features will build up over time and experience.

Structure of a Recount	Language Features	Writing Process	Key Elements
<p>Structure often includes:</p> <ul style="list-style-type: none"> <li>• Orientation/introduction – scene setting and establishing context</li> <li>• An account of the events that took place, often but not always, in chronological order. This will often include direct quotes or reported speech;</li> <li>• Some additional detail about each event;</li> <li>• A closing statement/ conclusion that may include elaboration</li> <li>• Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time</li> </ul>	<ul style="list-style-type: none"> <li>• Usually written in the past tense</li> <li>• Some parts may be present tense</li> <li>• Events being recounted may have a chronological order so sequencing adverbs are common (then, next, first, afterwards, just before that, at last, meanwhile)</li> <li>• The subject of a recount tends to focus on individual or groups</li> <li>• Reported speech or direct quotes may be used</li> </ul>	<ul style="list-style-type: none"> <li>➤ Plan your re-telling of events – a timeline may help</li> <li>➤ Details are important to create a recount rather than a simple list.</li> <li>➤ Try using When? Where? Who? What? Why?</li> <li>➤ Decide how you will finish the recount</li> <li>➤ Re-read the recount as if you didn't know anything about it to check the detail</li> <li>➤ Technical/formal language needed if recounting a science experiment, powerful verbs and vivid description to recount an adventure, impersonal when writing a news report, informal personal language to tell your friends about something funny</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speaking and listening preceding reading and writing</li> <li>❖ Teacher modelling, scribing and shared writing before children's independent attempt</li> </ul>

## Recount – Year 1

- Describe incidents from own experience in chronological order using basic sequencing words and phrases, for example, then, after, that
- Listen to other's recounts and ask relevant questions to find out more about the events being recounted.
- Read personal recounts and begin to recognise generic structure e.g. chronologically ordered sequence of events, use of time, words like first, next, after, when
- Write simple first-person recounts linked to events of interest/study or to personal experience, incorporating at least three chronological events in order, maintaining past tense and consistent use of first person

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> <li>☞ Regular plural noun suffixes – s &amp; es</li> </ul>	<ul style="list-style-type: none"> <li>☞ Oral rehearsal of sentences</li> <li>☞ Joining words and joining clauses using 'and' and 'because'</li> <li>☞ First person</li> </ul>	<ul style="list-style-type: none"> <li>☞ Sequencing sentences to form short passages</li> </ul>	<ul style="list-style-type: none"> <li>☞ Separating words with spaces</li> <li>☞ Use of capital letters and full stops to demarcate sentences</li> <li>☞ Introduction to use of question marks and exclamation marks</li> <li>☞ Use of capital letters for names and the pronoun I</li> </ul>	<p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>

## Recounts Crucial Knowledge

- **Recount** – retelling a real event
- **Sequence of events** – events as they happened (one after the other)

## Recount – Year 2

- Discuss the sequence of events recounted in texts at a level beyond which they can read independently
- Collect a wider range of words and phrases to support chronology e.g. next, when, after, before, finally, at the end of the day
- Read recounted information and discuss how information is related e.g. What happened first? What happened after that? What was the final event?
- Create simple timelines to record the order of events
- Write narratives about personal experiences and those of others, in role (real or fictional)

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> <li>☞ Formation of nouns by compounding (suffixes)</li> </ul>	<ul style="list-style-type: none"> <li>☞ Function of sentence types: statement, command, exclamation or question</li> <li>☞ Expanded noun phrases to describe and specify</li> <li>☞ Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because)</li> <li>☞ First and third person</li> <li>☞ Subject agreements</li> </ul>	<ul style="list-style-type: none"> <li>☞ Correct choice and use of present tense or past tense throughout writing</li> <li>☞ Past to report events</li> <li>☞ Use of present tense in direct speech (not punctuated)</li> <li>☞ Use adverbs of time (Next, Then, After that)</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>☞ Use commas to separate items in a list</li> <li>☞ Apostrophes for singular possession</li> </ul>	<p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>

## Recounts Crucial Knowledge

- **Recount** – retelling a real event
- **Sequence of events** – events as they happened (one after the other)
- **Timeline** – order of events

## Recount – Year 3

- Watch or listen to third person recounts such as news or sport reports on television, podcasts or radio and identify the sequence of main events
- Note the inclusion on relevant, but non-essential detail, to interest and engage
- Continue to build banks of words supporting chronology, noting those that indicate specific timings e.g. at 3pm, after two hours
- Build banks of descriptive verbs to add detail and description; use well-chosen verbs in own recounts
- Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a blog post

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> <li>☞ Use of 'a' or 'an' according to whether the next word starts with a vowel</li> <li>☞ Formation of nouns using a range of prefixes (super,- anti,- auto,-)</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of prepositions (during, in, because, of, before, after) e.g. provide further detail through giving examples beginning with 'such as', 'like' e.g. The class learned about lots of new butterflies such as Tortoiseshell and Emperor</li> <li>☞ adverbs (then, next, soon, therefore) and conjunctions (when, while, after, because, soon, while) to express time and cause</li> <li>☞ Use of subordinating conjunctions as adverbials to express time and cause</li> <li>☞ Use of rhetorical questions</li> </ul>	<ul style="list-style-type: none"> <li>☞ Introduction of paragraphs as a way to group related information</li> <li>☞ Explore the content of introductory paragraphs identifying answers to the questions: What? Who? When? Where? Include this information concisely in own recounts e.g. Last week, year 3 travelled to the Roman Village to find out more about this fascinating time in history.</li> <li>☞ Write finishing lines for a final paragraph that indicate the conclusion of the recount and include a simple summary e.g. The day ended with a talk by a Roman expert. The whole class enjoyed a great day.</li> <li>☞ Use of present and past perfect verb forms to report events or quote direct speech</li> <li>☞ Headlines and subheading</li> </ul>	<ul style="list-style-type: none"> <li>☞ Consolidation of all KS1 punctuation</li> <li>☞ Use of inverted commas to punctuate direct quotes</li> </ul>	<p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>

## Recounts Crucial Knowledge

- **Recount** – retelling a real event
- **Sequence of events** – events as they happened (one after the other)

- **Conjunctions to express time, place and cause** (e.g. so, because), adverbs and prepositions (e.g. then, next, first, afterwards, just before that, at last, meanwhile).
- **Inverted commas can be used to punctuate direct speech** e.g. eye-witness reports in newspapers, retelling a conversation in diary or letter....
- **Use of paragraphs to organise ideas**

## Recount – Year 4

- Explore and compare texts that recount the same event: evaluate and identify those that are more effective at engaging the reader; those that convey a specific viewpoint and those that present recounts from different perspectives

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> <li>Standard forms of English verb inflections (we were rather than we was, I did rather than I done)</li> <li>Use of articles a, an, the and possessive pronouns my, his, her, their as determiners</li> </ul>	<ul style="list-style-type: none"> <li>Use of a wider range of subordinating conjunctions</li> <li>Use of prepositions (during, in, because of, before, after) adverbs (next, soon, therefore) and conjunctions (when, while, after, because, soon, while) to express time and cause</li> <li>Use of subordinating clause as adverbial</li> <li>Explore and manage the shift between past and present tense in recounts e.g. present tense to describe on-going events/topics/things, compared with past tense to recount the actual event e.g. Butterfly Village houses a vast array of butterfly species, some of which are rare. (present) Year 4 visited this intriguing attraction last week and were stunned by the number of natural wonders waiting to be discovered there (past)</li> </ul>	<ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas around a theme</li> <li>Develop the final paragraph as a way of summarising the event in greater detail, for example, not simply stating the final event in the timeline, but providing an insight into the impact of the event on participants, or offering an insight into the future e.g. No Doubt, Year 4 children will continue to be amazed by this fascinating attraction for years to come.</li> <li>Support pupils to begin selecting some words and phrases that support the theme of the recount e.g. a positive event will use positive imagery/word choices throughout</li> <li>Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition</li> <li>Headlines and subheadings</li> </ul>	<ul style="list-style-type: none"> <li>Use of commas after fronted adverbials</li> <li>Use of inverted commas</li> <li>Explore how direct speech is used in recount to engage the reader and explore where the speech is used within the text e.g. as the opening line (draw the reader in immediately); in the conclusion to support summarising, for example One year 4 pupil summed up the whole class, 'That was the best school trip ever!'</li> <li>Apostrophes for plural possession</li> </ul>	<p>determiner pronoun, possessive pronoun adverbial</p>

## Recounts Crucial Knowledge

- Recount** – retelling a real event
- Sequence of events** – events as they happened (one after the other)
- Viewpoint** – a person's opinion or point of view

- Conjunctions to express time, place and cause (e.g. so, because)
- Inverted commas can be used to punctuate **direct speech** e.g. eye-witness reports in newspapers, retelling a conversation in diary or letter....
- Use of paragraphs to organise ideas
- Expanded noun phrases
- Fronted adverbials used to sequence events in time order e.g. First, Next, Later that day, Just before that

## Recount – Year 5

- Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader, reflecting on the level of the formality required
- Practise writing recounts with word limits so that pupils are forced to consider the conciseness of their writing, whilst trying to maintain the engagement of the reader i.e. blogs and newspaper reports

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> <li>☞ Verb prefixes (dis-de-mis-over-re)</li> <li>☞ Converting nouns or adjective into verbs using suffixes (-ate, -ise, -ify)</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative noun</li> <li>☞ Explore the use of reported versus direct speech and compare the effects e.g. reported – for summing up opinions and glossing over detail; direct speech - for impact e.g. sharing a pertinent view or influential quote</li> <li>☞ Explore the use of personal v impersonal writing</li> <li>☞ Explore the balance of long complicated sentence constructions within this text type, compared with shorter, simple sentences to summarise</li> <li>☞ Explore the use of longer, complex sentences (with multiple clauses)</li> </ul>	<ul style="list-style-type: none"> <li>☞ Devices to build cohesion within a paragraph – then, after, that, this, firstly</li> <li>☞ Use of adverbs of time (soon, later, after) place (nearby) and number (secondly) to link ideas across paragraphs</li> <li>☞ Tense choice to link ideas (perfect and progressive forms, simple past and present tense)</li> <li>☞ Explore recounts where the chronology is indicated by layout, paragraphing and ordering rather than more obvious chronology words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>☞ Brackets, dashes and commas to indicate parenthesis <ul style="list-style-type: none"> <li>▪ Explore how dashes are less commonly used in more formal texts</li> <li>▪ Experiment with moving clauses and phrases around in the text, considering the impact on the reader</li> </ul> </li> <li>☞ Use of commas to clarify meaning or avoid ambiguity</li> </ul>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>

## Recounts Crucial Knowledge

- **Recount** – retelling a real event
- **Sequence of events** – events as they happened (one after the other)
- **Chronological** – Events happening in time order
- **Viewpoint** – a person's opinion or point of view
- **Conjunctions to express time, place and cause** (e.g. so, because)
- **Inverted commas can be used to punctuate direct speech** e.g. eye-witness reports in newspapers, retelling a conversation in diary or letter....

- Use of paragraphs to organise ideas
- Expanded noun phrases
- Fronted adverbials used to sequence events in time order e.g. First, Next, Later that day, Just before that
- Use of the past perfect e.g. I was walking ... the children had tried.... earlier in the day, the owls had hunted
- Modal verbs can be used to indicate degrees of possibility e.g....I should never have... they must be allowed...
- Adverbials within paragraphs to create cohesion within paragraphs using adverbials e.g. therefore, however.

## Recount – Year 6

- Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact and opinion, distinguishing between implicit and explicit points of view and how these can differ
- Develop the skills of biographical and autobiographical writing, adapting distinguishing voices e.g. of historical characters, with accounts based on research
- Compose accounts of a person from different perspectives e.g. police report, school report, newspaper obituary

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> <li>☞ Difference between formal and informal vocabulary and structures.</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of the passive to affect the presentation of information in a sentence</li> <li>☞ The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example the use of question tags. He's your friend isn't he?)</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of a wider range of cohesive devices to link ideas across paragraphs</li> <li>☞ Repetition of a word or phrase</li> <li>☞ Use of adverbials</li> <li>☞ Ellipsis</li> <li>☞ Apply persuasive skills in a range of contexts/structures</li> <li>☞ Vary and manage paragraphs in a way that support whole structure of the text e.g. single sentence paragraphs to secure an argument</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of semi-colon, colon or dash to mark the boundary between independent clauses</li> <li>☞ Use of bullets, colons &amp; semicolons to punctuate lists</li> <li>☞ Questions for discussion</li> <li>☞ Introducing a quotation to support a viewpoint</li> </ul>	<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>

## Recounts Crucial Knowledge

- **Recount** – retelling a real event
- **Sequence of events** – events as they happened (one after the other)
- **Chronological** – Events happening in time order
- **Viewpoint** – a person's opinion or point of view
- **Conjunctions to express time, place and cause** (e.g. so, because)
- **Inverted commas can be used to punctuate direct speech** e.g. eye-witness reports in newspapers, retelling a conversation in diary or letter....
- **Use of paragraphs to organise ideas**
- **Expanded noun phrases**
- **Fronted adverbials used to sequence events in time order** e.g. First, Next, Later that day, Just before that
- **Use of the past perfect** e.g. I was walking ... the children had tried.... earlier in the day, the owls had hunted
- **Modal verbs can be used to indicate degrees of possibility** e.g....I should never have... they must be allowed...

## Writing Genre – Non Fiction – Non-Chronological Reports

Non-chronological reports describe things the way they are, so they usually present information in an objective way. A text that is essentially a non-chronological report written in the present tense may include other text types such as other types of report e.g. when a specific example is provided to add detail to a statement. (Sharks are often seen around the coasts of Britain but they rarely attack people. In 2006, a man was surfing in Cornwall when he was badly bitten but it was the only incident recorded there for twenty years.)

At Bursley, we believe the genre of a 'Non-Chronological Report' should include the following, these features will build up over time and experience.

Structure of a Non-Chronological Report	Language Features	Writing Process	Key Elements
<p>Non-chronological reports usually have a logical structure. They group information, often moving from general to more specific detail and examples of elaboration.</p> <p>A common structure includes:</p> <ul style="list-style-type: none"> <li>• An opening statement often a general classification (Sparrows are birds).</li> <li>• Sometimes followed by a more detailed or technical classification.</li> <li>• A description of whatever is the subject of the report organised in some way to help the reader make sense of the information.</li> </ul>	<ul style="list-style-type: none"> <li>• Often written in the third person and present tense</li> <li>• Sometimes written in the past tense as in a historical report</li> <li>• The passive voice is frequently used to avoid being personal</li> <li>• Tends to focus on generic subjects rather than specific</li> <li>• Description is usually an important feature, including the language of comparison and contrast</li> </ul>	<ul style="list-style-type: none"> <li>➤ Plan how you will organise the information you want to include e.g. use paragraph headings, a spider gram or a grid</li> <li>➤ Gather information from a wide range of sources and collect under headings</li> <li>➤ Consider using questions in titles to interest the reader</li> <li>➤ Include tables, diagrams or images that add or summarise information</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speaking and listening preceding reading and writing</li> <li>❖ Teacher modelling, scribing and shared writing before children's independent attempt</li> <li>❖ Increasing understanding by the children of the form and features of the text types and then increasing ability to manipulate elements of various text types</li> </ul>

## Non-Chronological Reports – Year 1

- Find out about a subject by listening and following the text as information books are read or by watching clips
- Contribute to a discussion on the subject as information is assembled and the teacher writes the information
- Assemble information on a subject from their own experience e.g. food, pets
- Write a simple non-chronological report by writing sentences to describe aspects of the subject

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> <li>☞ Regular plural noun suffixes – s &amp; es</li> <li>☞ Use of the prefix un to change the meaning of verbs and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>☞ Oral rehearsal of sentences</li> <li>☞ Joining words and joining clauses using 'and' and 'because'</li> <li>☞ Third person</li> </ul>	<ul style="list-style-type: none"> <li>☞ Sequencing sentences to form short passages</li> </ul>	<ul style="list-style-type: none"> <li>☞ Separating words with spaces</li> <li>☞ Use of capital letters and full stops to demarcate sentences</li> <li>☞ Introduction to use of question marks and exclamation marks</li> <li>☞ Use of capital letters for names and the pronoun I</li> </ul>	<p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>

## Non-Chronological Reports Crucial Knowledge

- **Heading / Title** – tells the reader what the text is about
- **Label** – provides extra information on a picture / chart

## Non-Chronological Reports – Year 2

- After a practical activity, or after research, take part in a discussion, generalising from repeated occurrences or observations
- Through reading, recognise that description is generally used for precision rather than to create an emotional response so imagery is not heavily used
- Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general
- Read texts containing information in a simple report format
- Assembly information on another subject and use the text as a template for writing a report on it: using appropriate language to present and categorise ideas

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> <li>☞ Formation of adjectives using suffixes ful/less</li> <li>☞ Use of er and est in adjectives</li> <li>☞ First, second and third person</li> </ul>	<ul style="list-style-type: none"> <li>☞ Function of sentence types: statement, command, or question</li> <li>☞ Expanded noun phrases to describe and specify</li> <li>☞ Collect and use examples of noun phrases to generalise e.g. most butterflies, some insects, all hedgehogs, and consider their meaning</li> <li>☞ Explore the difference between proper nouns and general nouns and explore their use in text types</li> <li>☞ Use of collective nouns</li> </ul>	<ul style="list-style-type: none"> <li>☞ Correct choice and use of present tense or past tense throughout writing</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>☞ Explore the use of capitalisation for common and proper nouns in the context of reports e.g Bees belong to a larger family known as Apoidea</li> <li>☞ Apostrophes for singular possession</li> </ul>	<p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>

## Non-Chronological Reports Crucial Knowledge

- **Heading / Title** – tells the reader what the text is about
- **Label** – provides extra information on a picture / chart
- **Subheading** – give a title to a smaller section of information connected to the main topic
- **Captions** – extra information describing the picture

## Non-Chronological Reports – Year 3

- Analyse a number of report texts and note their function, form and typical language features e.g.
  - ❖ Introduction indicating an overall classification of what is being described
  - ❖ Use of short statement at the start of each paragraph to introduce each new topic
  - ❖ Language to describe and differentiate
  - ❖ Impersonal language
- Explore and begin to incorporate into their own writing, the language of comparison and contrast
- Turn notes into sentences, grouping information
- Note how writing moves from general to specific information
- Write non-chronological reports, independently, including the use of organisational devices to add conciseness such as headings

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> <li>☞ Use of 'a' or 'an' according to whether the next word starts with a vowel</li> <li>☞ Word families based on common words showing how words are related in form and meaning</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of prepositions (during, in, because, of, before, after) adverbs (then, next, soon, therefore) to express cause</li> <li>☞ Use of subordinating conjunctions as adverbials to express time and cause</li> <li>☞ Use of preposition phrases as adverbials to express cause or place</li> <li>☞ Collect and use examples of prepositional phrases to clarify position e.g. Ants build their mounds in soil or sand.</li> <li>☞ Explore similes e.g. Bees have tubes instead of mouths. The tube is like a straw.</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of present perfect verb form – Hedgehogs have lived in this area for many years</li> </ul>	<ul style="list-style-type: none"> <li>☞ Recap all of KS1 Punctuation including:</li> <li>☞ Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>☞ Explore the use of capitalisation for common and proper nouns in the context of reports e.g. Bees belong to a larger family known as Apoidea</li> <li>☞ Apostrophes for singular possession</li> </ul>	<p>preposition, conjunction, word family, prefix clause, subordinate clause, consonant, consonant letter vowel, vowel letter</p>

## Non-Chronological Reports Crucial Knowledge

- Heading / Title** – tells the reader what the text is about
- Label** – provides extra information on a picture / chart
- Subheading** – give a title to a smaller section of information connected to the main topic
- Captions** – extra information describing the picture
- Conjunctions to express time, place and cause** e.g. so, because, adverbs/adverbial phrases e.g. Daffodils start to grow in early February and prepositions e.g. before, after...

## Non-Chronological Reports – Year 4

- Analyse a number of report texts and note their function, form and typical language features recognising that they are often written in the present tense
- Compare with some examples of reports written in the past tense, as in a historical report e.g. Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.
- Develop research and note-taking techniques
- Analyse a comparative and non-comparative report and note the differences e.g. reports that deal with a single topic e.g. Birds and those that deal with two or more e.g. Frogs and Toads
- Write own non-comparative reports, based on notes from several sources, helping the reader to understand what is being described by organising or categorising information.

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> <li>☞ Standard forms of English verb inflections (we were rather than we was, I did rather than I done)</li> <li>☞ Use of articles a, an, the and possessive pronouns my, his, her, their as determiners</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of prepositions (during, in, because, of, before, after) adverbs (then, next, soon, therefore) to express cause</li> <li>☞ Use of subordinating conjunctions as adverbials to express time and cause</li> <li>☞ Use of preposition phrases as adverbials to express cause or place</li> <li>☞ Collect and use examples of prepositional phrases to clarify position e.g. Ants build their mounds in soil or sand.</li> <li>☞ Explore similes e.g. Bees have tubes instead of mouths. The tube is like a straw.</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of paragraphs to organise ideas around a theme.</li> <li>☞ Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of commas after fronted adverbials</li> <li>☞ Apostrophes for plural possession</li> </ul>	<b>Determiner, pronoun, possessive pronoun, adverbial</b>

## Non-Chronological Reports Crucial Knowledge

- **Heading / Title** – tells the reader what the text is about
- **Label** – provides extra information on a picture / chart
- **Subheading** – give a title to a smaller section of information connected to the main topic
- **Captions** – extra information describing the picture
- **Conjunctions to express time, place and cause** e.g. so, because, adverbs/adverbial phrases e.g. Daffodils start to grow in early February and prepositions e.g. before, after...
- **Nouns and pronouns to avoid repetition** e.g. The Victorians liked to visit the seaside. They were also fond of...

## Non-Chronological Reports – Year 5

- Collect information to write a report in which two or more subjects are compared e.g. spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information
- Consider using a question in the title to interest the reader e.g. Vitamins – Why are they so important?
- Write short non-chronological comparative report focusing on clarity, conciseness and impersonal style
- Explore the use of a more personal style in some reports and use this in own writing when appropriate e.g. So, next time you choose a pet, why not consider getting a dog. After all, everyone knows that a dog is a man's best friend.

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> <li>☞ Converting nouns or adjectives into verbs using suffixes -ate-ify-ise</li> <li>☞ Verb prefixes dis-de-mis-over-re</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>☞ Explore how noun phrases are commonly expanded with 'which' [e.g. They have a long, thin proboscis which is inserted into small flowers such as Primroses to drink nectar]</li> <li>☞ Fronted adverbials to draw similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>☞ Devices to build cohesion within a paragraph – then, after, that, this, firstly</li> <li>☞ Linking ideas across paragraphs</li> <li>☞ Using adverbials usually, commonly, mostly as part of writing</li> </ul>	<ul style="list-style-type: none"> <li>☞ Brackets, dashes and commas to indicate parenthesis</li> <li>☞ Use of commas to clarify meaning or avoid ambiguity</li> </ul>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>

## Non-Chronological Reports Crucial Knowledge

- **Heading / Title** – tells the reader what the text is about
- **Label** – provides extra information on a picture / chart
- **Subheading** – give a title to a smaller section of information connected to the main topic
- **Captions** – extra information describing the picture
- **Subject** - the topic of a report
- **Layout Devices** – Structures used to write a non-chronological report inc headings, subheadings etc
- **Conjunctions to express time, place and cause** e.g. so, because, adverbs/adverbial phrases e.g. Daffodils start to grow in early February and prepositions e.g. before, after...
- **Nouns and pronouns to avoid repetition** e.g. The Victorians liked to visit the seaside. They were also fond of...
- **Adverbials to create cohesion within paragraphs** e.g. Shortly afterwards, David Beckham began to play more seriously. Before long, he became professional
- **Parenthesis using brackets, dashes and commas can be used to add additional information.** E.g. Victoria Beckham, David's celebrity wife, also enjoys football.

## Non-Chronological Reports – Year 6

- Write reports as part of a presentation on a non-fiction subject
- Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction types
- Plan how information will be organised e.g. choosing to use paragraph headings, a spidergram or grid, depending on the nature of the information
- Approach the subjects and compose an opening, subsequent paragraphs and a conclusion that will attract the reader and capture their interest throughout

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> <li>☞ Difference between formal and informal vocabulary and structures</li> <li>☞ Formal verb inflections</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of the passive to affect the presentation of information in a sentence [e.g. avoid personalisation, avoid naming. Sparrows are found in... Sharks are hunted... Gold is highly valued...]</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of a wider range of cohesive devices to link ideas across paragraphs: <ul style="list-style-type: none"> <li>▪ Repetition of a word or phrase</li> <li>▪ Ellipsis</li> </ul> </li> <li>☞ Use of a range of layout devices to structure text <ul style="list-style-type: none"> <li>▪ Headings and subheadings</li> <li>▪ Column and bullet points</li> <li>▪ Tables and diagrams</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of semi-colon, colon or dash to mark the boundary between independent clauses</li> <li>☞ Use of bullets, colons &amp; semi-colons to punctuate lists</li> </ul>	<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>

## Non-Chronological Reports Crucial Knowledge

- **Heading / Title** – tells the reader what the text is about
- **Label** – provides extra information on a picture / chart
- **Subheading** – give a title to a smaller section of information connected to the main topic
- **Captions** – extra information describing the picture
- **Subject** - the topic of a report
- **Layout Devices** – Structures used to write a non-chronological report inc headings, subheadings etc
- **Conjunctions to express time, place and cause** e.g. so, because, adverbs/adverbial phrases e.g. Daffodils start to grow in early February and prepositions e.g. before, after...
- **Nouns and pronouns to avoid repetition** e.g. The Victorians liked to visit the seaside. They were also fond of...
- **Adverbials to create cohesion within paragraphs** e.g. Shortly afterwards, David Beckham began to play more seriously. Before long, he became professional
- **Parenthesis using brackets, dashes and commas can be used to add additional information.** E.g. Victoria Beckham, David's celebrity wife, also enjoys football.
- **Passive voice can be used to avoid personalisation; to avoid naming the agent of a verb; to add variety to a sentence or to maintain an appropriate level of formality** e.g. Sparrows are found in... Sharks are hunted.... Children were taught....

## Writing Genre –Non - Fiction – Explanation Texts

An Explanation Text is a non-fiction piece of writing which is meant to describe a process such as how a car is made for example. Explanation texts include specific features that include: written in the present tense, text arranged into numbered points, time connectives, diagrams with labels and pictures with captions. They can be in a variety of forms: leaflets, non-fiction text, webpages

Structure of an Explanation Text	Language Features	Writing Process	Key Elements
<p>Opens with a general statement to introduce the topic being explained. The steps or phases are explained logically in order</p>	<ul style="list-style-type: none"> <li>• Generally written in simple present tense (Hedgehogs wake up again in the spring.)</li> <li>• Use of time/sequencing adverbs e.g. first, then, after that, finally</li> <li>• Linking ideas between sentences and paragraphs e.g. in addition to, because of this</li> </ul>	<ul style="list-style-type: none"> <li>➤ Choose a title that shows what you are explaining</li> <li>➤ Decide on features to help the reader: diagrams, photographs, a flow chart, a text box, captions, list, glossary</li> <li>➤ Use the first paragraph to introduce what you are explaining</li> <li>➤ Plan the steps</li> <li>➤ Interest the reader by talking directly to the reader – You'll be surprised to know that...</li> <li>➤ Re-read your explanation as if you know nothing about the subject and see if there are any gaps</li> <li>➤ Be clear about audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speaking and listening before reading and writing</li> <li>❖ Teacher modelling – scribing and shared writing before children's independent attempt</li> <li>❖ Increased understanding by the children of the form and features of writing</li> <li>❖ Ability to understand explanation and the need for logical thought and planning process</li> </ul>

## Explanation Text – Year 3

- Read explanations as a whole class, in groups, and individually
- Comment on a range of explanatory texts, focusing on how easy they are to understand (e.g. by trying to reproduce information in a different form such as a diagram or flow chart)
- Ensure relevant items are grouped together
- Ensure relevant details are included and accounts ended effectively
- Create diagrams such as flow charts to summarise or make notes of stages in a process (in science, D&T, geography)
- Write a series of extended sentences to explain a process

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> <li>☞ Formation of nouns using a range of prefixes super/anti/auto</li> <li>☞ Use of 'a' or 'an' following vowel</li> <li>☞ Word families based on common words showing how words are related in form and meaning</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of prepositions (during, in, because, of, before, after) to express time, cause and place e.g. Hedgehogs make their nests under hedges and at the base of tree trunks. Hedgehogs build up their stores of fat during Autumn.</li> <li>☞ Use of adverbs to express time, place and cause (then, next, soon, therefore) e.g. to show sequence – first, then, after that, finally)</li> <li>☞ Use of coordinating and subordinating conjunctions (when, while, after, because, soon, while) to express time and cause e.g. because the temp begins to drop so the hedgehog looks for a safe place to sleep.</li> <li>☞ Formation of subordinate clauses using subordinating conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>☞ Introduction of paragraphs as a way to group related information</li> <li>☞ Headings and subheadings to aid presentation and guide the reader</li> <li>☞ Use of present perfect instead of simple past (it has grown over two years rather than it grew over two years)</li> </ul>	<ul style="list-style-type: none"> <li>☞ Consolidation of all KS1 punctuation</li> </ul>	<p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>

## Explanation Text Crucial Knowledge

- **Explanation** – reasons behind a statement
- **Flow chart** – A picture that shows a process or system
- **Diagrams** – Picture which helps explain a statement
- **Describe a process, action or event**, e.g. how to build a car, how to keep clean, the water cycle
- **Present tense** e.g. Hedgehogs wake up again in the spring.
- **Questions can be used to form titles** e.g. How do hedgehogs survive in the winter? Why does it get dark at night?

- Conjunctions to express time and cause using: e.g. so, because, then
- Adverbs to express time e.g. first, then after that, finally.
- Prepositions to express time, place and cause e.g. before, after....
- Paragraphs to organise ideas.

## Explanation Text – Year 4

- Read and analyse a range of explanatory texts, investigating and noting features of impersonal style
- Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms
- Comment on and justify views about a range of explanatory texts
- Plan the steps in explanation and check that there is essential information about how and why things happen

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> <li>☞ Standard forms of English verb inflections (we were rather than we was, I did rather than I done)</li> <li>☞ Use of articles a, an, the and possessive pronouns my, his, her, their as determiners</li> <li>☞ Grammatical difference between plural and possessive s</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of a wider range of subordinating conjunctions</li> <li>☞ Noun phrases further expanded by adding adjectives</li> <li>☞ Fronted adverbials to indicate time, place, manner or frequency e.g. millions of years later...when an animal or plant dies... consequently...</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of paragraphs to organise ideas around a theme e.g. use the first paragraph to introduce what is being explained and organise following paragraphs according to the stages of the process</li> <li>☞ Use a conclusion</li> <li>☞ Appropriate choice of pronouns</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of commas after fronted adverbials</li> <li>☞ Apostrophes for plural possession</li> </ul>	<p>determiner pronoun, possessive pronoun adverbial</p>

## Explanation Text Crucial Knowledge

- **Explanation** – reasons behind a statement
- **Flow chart** – A picture that shows a process or system
- **Diagrams** – Picture which helps explain a statement
- **Describe a process, action or event**, e.g. how to build a car, how to keep clean, the water cycle
- **Conjunctions to express time and cause using**: e.g. so, because, then
- **Adverbs to express time** e.g. first, then after that, finally.
- **Prepositions to express time, place and cause** e.g. before, after....
- **Paragraphs to organise ideas.**
- **Fronted adverbials** e.g. During the night, nocturnal animals....
- **Nouns and pronouns to avoid repetition** e.g. Many mammals... They feed their young...

## Explanation Text – Year 5

- Read and analyse a range of explanatory texts linked to other curriculum areas, e.g. physical geography Inc. climate zones, rivers, mountains, volcanoes
- Teacher demonstration of how to research and plan a page for a reference book
- Independently plan, compose, edit and refine explanatory text using reading as a source, focusing on clarity, conciseness and impersonal style

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> <li>☞ Converting nouns or adjectives into verbs using suffixes -ate-ifyise</li> <li>☞ Verb prefixes dis-de-mis-over-re</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of relative clauses beginning with who, which, where, when, whose, that</li> <li>☞ Use of modal verbs to indicate degree of certainty</li> </ul>	<ul style="list-style-type: none"> <li>☞ Devices to build cohesion within a paragraph – then, after, that, this, firstly</li> <li>☞ Linking ideas across paragraphs using adverbials of time, place and number of tense choices</li> </ul>	<ul style="list-style-type: none"> <li>☞ Brackets, dashes and commas to indicate parenthesis</li> <li>☞ Use of commas to clarify meaning or avoid ambiguity</li> </ul>	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

## Explanation Text Crucial Knowledge

- **Explanation** – reasons behind a statement
- **Flow chart** – A picture that shows a process or system
- **Diagrams** – Picture which helps explain a statement
- **Reference book** – a book used to find information
- **Conjunctions to express time and cause using:** e.g. so, because, then
- **Adverbs to express time** e.g. first, then after that, finally.
- **Prepositions to express time, place and cause** e.g. before, after....
- **Paragraphs to organise ideas.**
- **Fronted adverbials** e.g. During the night, nocturnal animals....
- **Nouns and pronouns to avoid repetition** e.g. Many mammals... They feed their young...
- **Modal verbs to show degrees of possibility** e.g. might, should, will....
- **Layout devices to provide additional information and guide the reader** e.g. subheadings, columns, bullets etc.
- **Adverbials within paragraphs to organise work.** e.g. therefore, however
- **Relative clauses can be used to add further information** e.g. Hedgehogs, which are mammals...
- **Parenthesis can be used to add clarification of technical words** e.g. oxygen (a gas found in air) is what we use to breathe.

## Explanation Text – Year 6

- Choose the appropriate form of writing and style to suit a specific purpose and audience
- Consider the difference between historical explanations (Roman army tactics) and explanations using the present tense (e.g. the water cycle)
- Investigate when a different tense is needed

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> <li>☞ Difference between formal and informal vocabulary and structures</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of the passive voice</li> <li>☞ Use of subjunctive form for formal writing</li> <li>☞ Use modal verbs to recommend and assert e.g. it might be advisable...it should be relatively easy to... there may be an opportunity to...</li> <li>☞ Precise use of a range of sentence structures for effect e.g. use of embedded phrases and clauses</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of a wider range of cohesive devices to link ideas across paragraphs</li> <li>☞ Use of a range of layout devices to structure texts                             <ul style="list-style-type: none"> <li>▪ Headings and subheadings</li> <li>▪ Columns and bullet points</li> <li>▪ Tables and diagrams</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of semi-colon, colon or dash to mark the boundary between independent clauses</li> <li>☞ Use of bullets, colons &amp; semicolons to punctuate lists</li> </ul>	<b>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</b>

## Explanation Text Crucial Knowledge

- **Explanation** – reasons behind a statement
- **Flow chart** – A picture that shows a process or system
- **Diagrams** – Picture which helps explain a statement
- **Reference book** – a book used to find information
- **Conjunctions to express time and cause using:** e.g. so, because, then
- **Adverbs to express time** e.g. first, then after that, finally.
- **Prepositions to express time, place and cause** e.g. before, after....
- **Paragraphs to organise ideas.**
- **Fronted adverbials** e.g. During the night, nocturnal animals....
- **Nouns and pronouns to avoid repetition** e.g. Many mammals... They feed their young...
- **Modal verbs to show degrees of possibility** e.g. might, should, will....
- **Layout devices to provide additional information and guide the reader** e.g. subheadings, columns, bullets etc.
- **Adverbials within paragraphs to organise work.** e.g. therefore, however
- **Relative clauses can be used to add further information** e.g. Hedgehogs, which are mammals...
- **Parenthesis can be used to add clarification of technical words** e.g. oxygen (a gas found in air) is what we use to breathe
- **Correct use of formal and informal language. An informal tone can sometimes be appropriate** e.g. You'll be surprised to know that...Have you ever thought about the way that...? Or a formal authoritative tone can also be adopted e.g. oxygen is constantly replaced in the bloodstream....

## Writing Genre – Non Fiction – Persuasion and Discussion

**Persuasion:** To argue a case from a particular point of view and to encourage the reader towards the same way if seeing things. Elements of persuasive writing are found in many texts including: letters, moving image texts and digital multimedia. Units of work on persuasion will involve children in using elements from all the cross curricular, key aspects of learning – creative thinking, communication, empathy, enquiry, evaluation, information processing, managing feelings, motivation, problem solving, reasoning, self-awareness and social skills.

**Discussion:** 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 evidence and examples.

Structure of a Persuasion or Discussion text	Language Features	Writing Process	Key Elements
<p><b><u>Persuasion</u></b>  Opens with a general statement that sums up the viewpoint being presented.  Strategically organises information, presents and then elaborates on the desired viewpoint.  A closing statement repeats and reinforces the thesis</p> <p><b><u>Discussion</u></b>  A statement of the issues involved and a preview of the main arguments; arguments for with supporting evidence and examples; arguments against with supporting evidence and examples. Another common structure presents the arguments 'for' and 'against' alternatively. Discussion texts usually end with a summary and a statement of conclusion. The summary may develop one particular point of view using reasoned judgements based on the evidence provided.</p>	<ul style="list-style-type: none"> <li>Written in simple present tense and may include present perfect e.g. Residents have been affected for many weeks.</li> <li>Uses reinforcing and opposing adverbs</li> <li>Use of rhetorical questions to draw the reader in</li> <li>Generic statements are often followed by specific answers</li> </ul>	<p><b><u>Persuasion</u></b></p> <ul style="list-style-type: none"> <li>➤ Decide on the viewpoint you want to present and carefully select the information that supports it</li> <li>➤ Organise the main points to be made in the best order and decide which persuasive information you will add to support each</li> <li>➤ Plan some explanation for each key point</li> <li>➤ Think about counter arguments</li> <li>➤ Try to use facts rather than emotive comments</li> <li>➤ Choose strong positive words and phrases and avoid sounding negative</li> <li>➤ Use short sentences for emphasis</li> <li>➤ Address the reader directly and use repetition to appeal</li> <li>➤ Re-read the text as if you have no opinion and decide if you would be persuaded</li> </ul> <p><b><u>Discussion</u></b></p> <ul style="list-style-type: none"> <li>➤ Rhetorical questions make good titles</li> <li>➤ Use the introduction to show why you are debating the issue</li> <li>➤ Make sure you show all angles of the argument evenly</li> <li>➤ If you opt to support one particular view, give reasons for your decision</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speaking and listening preceding reading and writing</li> <li>❖ Teacher modelling – scribing and shared writing before children's independent attempt</li> <li>❖ Increased understanding by the children of the form and features of writing</li> <li>❖ Presenting a balanced argument with or without a personal conclusion</li> <li>❖ Moving from simple for and against arguments to those with differences in views</li> <li>❖ Increasing ability to recognise discussion and understand the purpose and audience of their writing</li> </ul>

## Persuasion and Discussion – Year 5

- Read and evaluate letters e.g. from newspapers or magazines intended to inform, protest, complain, persuade. Consider how they are set out and how language is used e.g. gain attention, manipulate
- Read other examples e.g. newspaper comment, headlines, adverts, fliers to compare writing which informs and persuades considering the use of ambiguity, half-truth, bias
- Look at how opinion can be disguised as fact
- Collect and use persuasive devices: persuasive noun phrases (every right thinking person would...) rhetorical questions, deliberate ambiguity (probably the best in the world... believed to cure all known illnesses)
- Draft and write individual, group and class persuasive extended texts for real purposes, presenting a clear viewpoint, commenting on emotive issues and evaluating effectiveness
- Understand how persuasive writing can be adapted for different audiences e.g. a protest aimed at an audience who are already backing your cause compared with a speech aimed at a neutral audience where greater justification of your point of view is required
- Experiment with the presentation of various viewpoints in discursive writing
- Consider and evaluate different viewpoints noting when justifications for a particular viewpoint are strong or weak

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> <li>☞ Converting nouns or adjectives into verbs using suffixes -ate-ifyise</li> <li>☞ Verb prefixes dis-de-mis-over-re</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative noun <ul style="list-style-type: none"> <li>▪ Investigate examples of complex sentences, where information is layered up to add additional persuasive detail, and use in own writing, for example The exquisite silk, which has been hand stitched by expert weavers from India glows with rainbow colours.</li> </ul> </li> <li>☞ Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must) ✓ Explore the use of adverbs in forming rhetorical questions for example Surely you would not want...</li> </ul>	<ul style="list-style-type: none"> <li>☞ Devices to build cohesion within a paragraph – then, after, that, this, firstly</li> <li>☞ Linking ideas across paragraphs using adverbials of time, place and number of tense choices</li> </ul>	<ul style="list-style-type: none"> <li>☞ Brackets, dashes and commas to indicate parenthesis</li> <li>☞ Use of commas to clarify meaning or avoid ambiguity</li> </ul>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>

## Persuasion and Discussion Crucial Knowledge

- **Persuade** – convince someone to do something through reasoning and argument
- **Discuss** – talk about or write about a point of view
- **Argue** - explain a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things
- **Present tense.**
- **Rhetorical questions** - e.g. Do you want to be the most relaxed person in town? Do you want to be the coolest kid in your class?
- **Conjunctions to express time and cause** (e.g. so, because), adverbs and prepositions
- **Adverbs to express time** e.g. first, then after that, finally.
- **Prepositions to express time, place and cause** e.g. before, after....
- **Present perfect form of verbs** e.g. people have said that this is the most amazing product because...
- **Noun phrases to create persuasive devices** e.g. delicious chocolate
- **Modal verbs can be used to suggest degrees of possibility** e.g. This could be.... You should... You might want to...
- **Adverbials Create cohesion within paragraphs using adverbials. Repetition can be used to achieve this.**

## Persuasion and Discussion – Year 6

- Recognise how persuasive arguments are constructed through
  - the expression, sequencing and linking of points
  - providing persuasive examples, illustrations and evidence
  - pre-empting or answering potential questions
  - appealing to the known views and feelings of the audience
- Orally and in writing, construct persuasive arguments using
  - persuasive language techniques to deliberately influence
  - develop a point of view logically and effectively
  - supporting points persuasively
  - anticipating possible objections
  - writing to formal presentation where appropriate
- Recognise how persuasive and discursive are different
  - Summarise fairly the competing views
  - Clarify the strengths and weaknesses of different positions
  - Signal personal opinion clearly
  - Draw reasoned conclusions based on available evidence
- Experiment with setting out opposing views in separate paragraphs or as alternate points within a paragraph and consider impact

Word	Sentence	Text	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> <li>☞ Difference between formal and informal vocabulary and structures</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of the passive to affect the presentation of information in a sentence</li> <li>☞ The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example the use of question tags. He's your friend isn't he?)</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of a wider range of cohesive devices to link ideas across paragraphs</li> <li>☞ Repetition of a word or phrase</li> <li>☞ Use of adverbials</li> <li>☞ Ellipsis</li> <li>☞ Apply persuasive skills in a range of contexts/structures</li> <li>☞ Vary and manage paragraphs in a way that support whole structure of the text e.g. single sentence paragraphs to secure an argument</li> </ul>	<ul style="list-style-type: none"> <li>☞ Use of semi-colon, colon or dash to mark the boundary between independent clauses</li> <li>☞ Use of bullets, colons &amp; semicolons to punctuate lists</li> <li>☞ Questions for discussion</li> <li>☞ Introducing a quotation to support a viewpoint</li> </ul>	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

## Persuasion and Discussion Crucial Knowledge

- **Persuade** – convince someone to do something through reasoning and argument
- **Discuss** – talk about or write about a point of view
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- **Adverbs to express time** e.g. first, then after that, finally.
- **Prepositions to express time, place and cause** e.g. before, after....
- **Present perfect form of verbs** e.g. people have said that this is the most amazing product because...
- **Noun phrases to create persuasive devices** e.g. delicious chocolate
- **Modal verbs can be used to suggest degrees of possibility** e.g. This could be.... You should... You might want to...
- **Adverbials Create cohesion within paragraphs using adverbials. Repetition can be used to achieve this.**
- **Formal and informal vocabulary choices by moving from generic statements to specific examples when key points are being presented** e.g. the hotel is comfortable. The beds are soft; the chairs are specially made to support your back and all rooms have thick carpet.
- **Passive voice can be used in some formal persuasive texts** e.g. It can be said... It cannot be overstated....