

Writing to Inform

Year 1 Writing to Inform	
Text Types	Text Structure
Recount Instructions Letter	<ol style="list-style-type: none"> 1. Heading 2. Introduction: opening factual statement 3. Middle Sections: factual sentences around a theme 4. Ending: concluding sentence
Sentences	
Use coordinating conjunctions to link two main ideas. <ul style="list-style-type: none"> • Badgers sleep in the day and look for food at night. Use noun phrases which inform. <ul style="list-style-type: none"> • sharp claws, black fur Use adjectives to add detail <ul style="list-style-type: none"> • We had a wonderful time. Use adverbs to sequence. • First put your cup on the table. 	Adverbials <ul style="list-style-type: none"> • First, next after.
Grammar -word	Grammar – Sentence
Plurals Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)	How words can combine to make sentences Joining words and joining clauses using and

<p>Suffixes Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>Prefix How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>	
Text	Punctuation
Sequencing sentences to form short narratives	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks to demarcate sentences</p> <p>Capital letters for names of people, places, days of the week, and for the personal pronoun I</p>
Terminology	Prior Learning
<p>letter</p> <p>capital letter</p> <p>word</p> <p>sentence</p> <p>punctuation</p> <p>full stop</p> <p>question mark</p> <p>exclamation mark</p> <p>singular</p> <p>Plural</p> <p>Preposition</p>	<p>Phoneme</p> <p>Grapheme</p> <p>Blending</p>



Text Types	Text Structure
Recount Instructions Letters	1. Heading 2. Introduction: hook to engage the reader (factual statement/opening question) 3. Middle Sections: group related facts into sections using topic sentences 4. Ending: concluding sentence(s)
Sentences	
Use coordinating conjunctions to link two main ideas. • Badgers sleep in the day and look for food at night. Use subordinating conjunctions in the middle of sentences. • Badgers dig well because they have sharp claws. • More orangutans will die if we do not stop cutting down the rainforest. Use adjectives to create expanded noun phrases which inform. • long, sharp claws; thick, black fur Use exclamation sentences where appropriate • What a fantastic time we had!	Use question marks to ask questions and engage the reader • Are you planning a trip to London? Use commas to separate items in a list • The polar bear has thick fur, a long snout and large paws. Use adverbs to start sentences • After that, we went to the Liverpool Museum. Begin to use topic sentences to open paragraphs. • Sharks are excellent predators. (paragraph describing how sharks hunt) Adverbials • First, firstly, next, after, later
Grammar -word	Grammar – Sentence
Nouns Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Adjectives Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in English Appendix 1) Use the suffixes –er, est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	Subordinating conjunctions (If, since, as, when although, while, after, before, until, because (ISAW A WABUB) and coordination (using for, and, nor, but, yet so. FANBOYS) Noun Phrases Expanded noun phrases for description and specification [for example the blue butterfly, plain flour, the man in the moon] Statement, question, exclamation, command



	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	Punctuation
<p>Present and past Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Use the <u>progressive</u> form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p><u>Progressive</u> meaning happening now.</p>	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
Terminology	Prior Learning
singular Plural noun, noun phrase statement questions exclamation command compound adjective verb suffix adverb tense (past, present) apostrophe comma	Suffixes Verbs Adverbs Nouns Adjectives Conjunctions – subordinating and co-ordinating



Year 3 Writing to Inform	
Text Types	Text Structure
Letter Explanation Recount Biology	1. Introduction: hook to engage the reader (factual statement/opening question) 2. Middle sections: use paragraphs with topic sentences and subheadings if appropriate 3. Ending: round the piece off (personal comment/warning etc.)
Sentences	
<p>Use expanded noun phrases which inform.</p> <ul style="list-style-type: none"> • A tall, dark-haired man was seen leaving the scene. <p>Use commas to separate items in a list</p> <ul style="list-style-type: none"> • Crocodiles have sharp teeth, powerful tails and thick skin. Use topic sentences to open paragraphs. • Sharks are excellent predators. (paragraph describing how sharks hunt) <p>Use subordinating conjunctions to join clauses, including as openers.</p> <ul style="list-style-type: none"> • Orangutans sometimes use the leaves of trees as ponchos because it rains a lot in the rainforests. • Although they are fierce looking animals, gorillas are sensitive creatures. • If sea ice melts, penguins won't have enough food. • After emperor penguins build nests, they have babies on the sea ice. 	<p>Use adverbials and prepositions to add detail and open sentences</p> <ul style="list-style-type: none"> • Amazingly, these insects can... / Sadly, orangutans are endangered... • Along the coast of Northumberland, ... / Underneath the castle, there were... <p>Use adverbials for cohesion across sentences</p> <ul style="list-style-type: none"> • Vikings are famous for their raiding and violence. However, the Vikings also valued law and order. <p>Use synonyms and pronouns to avoid repetition.</p> <ul style="list-style-type: none"> • Henry VII played the lute... He also enjoyed many sports... • Crocodiles are reptiles... These cold-blooded creatures... Use generalisers for information • most cats... ; some dogs...; many people...; the majority of scientists... <p>Adverbial</p> <ul style="list-style-type: none"> • First, firstly, before, soon, also, in addition, however
Grammar -word	Grammar – Sentence



<p>Noun forms Formation of nouns using a range of prefixes, such as super-, anti-, auto</p> <p>Use of forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p>Word families Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>Subordinating and co-ordinating conjunctions Expressing time, place and cause using conjunctions (for example, when, so, before, after, while, because] adverbs [for example, then, next, soon, therefore] or prepositions (for example, before, after, during, in because of)</p> <p>Perspective Writing from a different perspective – first and third person.</p>
Text	Punctuation
<p>Paragraphs Introduction to paragraphs as a way to group related material</p> <p>Devices Headings and sub-headings to aid presentation</p> <p>Past perfect and past simple Use of the perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>	<p>Speech Introduction to inverted commas to punctuate direct speech</p> <p>Commas Commas to identify clauses and phrases.</p>
Terminology	Prior Learning
<p>Adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant</p>	<p>Nouns Prefix Suffix Conjunctions – co-ordinating and subordinating</p>



<p>consonant letter vowel</p> <p>vowel</p> <p>vowel letter</p> <p>inverted commas (or 'speech marks')</p>	
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Year 4 Writing to Inform	
Text Types	Text Structure
<p>Letter</p> <p>Explanation</p> <p>Biography</p> <p>News Article</p>	<p>1. Introduction: hook to engage the reader (factual statement/opening question)</p> <p>2. Middle sections: use paragraphs with topic sentences and subheadings if appropriate</p> <p>3. Ending: round the piece off (personal comment/warning etc.)</p>
Sentences	
<p>Use subordinating conjunctions to join clauses, including as openers, and begin to mark clauses with commas.</p> <ul style="list-style-type: none"> Because it rains a lot in the rainforests, orangutans sometimes use the leaves of trees as ponchos. Although they are fierce looking animals, gorillas are sensitive creatures. If sea ice melts, penguins won't have enough food. After emperor penguins build nests, they have babies on the sea ice. <p>Use adverbials and prepositions to open sentences and punctuate with a comma.</p> <ul style="list-style-type: none"> Amazingly, these insects can... / Sadly, orangutans are endangered. Along the coast of Northumberland, ... / Underneath the castle, there is... <p>Use adverbials for cohesion across sentences</p> <ul style="list-style-type: none"> Vikings are famous for their raiding and violence. However, the Vikings also valued law and order. 	<p>Use synonyms and pronouns to avoid repetition.</p> <ul style="list-style-type: none"> Henry VII played the lute... He also enjoyed many sports... Crocodiles are reptiles... These cold-blooded creatures... <p>Begin to use the present perfect tense to place events in time.</p> <ul style="list-style-type: none"> This week we have visited the Science Museum. As opposed to This week we visited the Science Museum. <p>Adverbials</p> <ul style="list-style-type: none"> Before, after. Later, soon. Also. In addition, however



Grammar -word	Grammar – Sentence
<p>Plural and possessive s The grammatical difference between plural and possessive –s</p> <p>Standard English Standard English forms for verb inflections instead of local spoken forms (we were instead of we was, I did instead of I done)</p>	<p>Noun Phrase Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Adverbials Fronted adverbials with the use of a comma (e.g. Later that day, I heard the bad news.)</p>
Text	Punctuation
<p>Paragraphs Use of paragraphs to organise ideas around a theme</p> <p>Noun and pronoun Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</p> <p>Past and present tense To write in past and present tense accurately and consistently.</p>	<p>Speech Use of inverted commas and other punctuation to indicate [for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, “Sit down!”]</p> <p>Apostrophe Apostrophes to mark plural possession [for example, the girl's name, the girls' name]</p> <p>Commas The use of commas after fronted adverbials</p>
Terminology	Prior Learning
<p>Determiner Pronoun possessive pronoun adverbial</p>	<p>Singular Plural Possessive Apostrophe Noun Noun phrase</p>



	Preposition Adjectives Adverbials Pronoun comma
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Year 5 Writing to Inform	
Text Types	Text Structure
Biography Recount News article Report	1. Introduction: engage the reader 2. Middle sections: use paragraphs with topic sentences and subheadings if appropriate 3. Ending: round the piece off and create a sense of completion
Sentences	
<p>Use subordinating conjunctions in varied positions</p> <ul style="list-style-type: none"> Although it is large, the polar bear can move at great speed. Penguins, if the sea ice melts, will not have enough food. <p>Use adverbials and prepositions to open sentences and punctuate with a comma.</p> <ul style="list-style-type: none"> Sadly, orangutans are endangered... Along the coast of Northumberland, .. <p>Use adverbials to create cohesions across and within sentences.</p> <ul style="list-style-type: none"> Despite their poor eyesight, snakes make excellent hunters. Vikings are infamous for their love of violence and war; however, they also valued law and order. As a result of deforestation, orangutan numbers are unfortunately in decline. 	<p>Begin to use the present perfect tense to place events in time.</p> <ul style="list-style-type: none"> This week we have visited the Science Museum. As opposed to This week we visited the Science Museum. <p>Use brackets for parenthesis</p> <ul style="list-style-type: none"> These great apes are arboreal (which means they spend most of their lives living in the trees) and can be found in Southeast Asia. The Jaragua gecko (1.6cm) is the smallest reptile on the planet. <p>Use relative clauses to add further detail</p> <ul style="list-style-type: none"> Komodo dragons, which can be found in Asia, are fierce predators. Vary sentence lengths for purpose Long sentences to enhance information; short sentences for impact. <p>Use synonyms to avoid repetition (the artful synonym)</p> <ul style="list-style-type: none"> Crocodiles are reptiles... . These cold-blooded creatures...



<p>Begin to use appositives to add detail about nouns</p> <ul style="list-style-type: none"> • New York City, the largest city in the United States, is a major tourist attraction. • A devoted Christian, Alfred vowed to repel the Viking hoards. • Fast-moving and agile, mongooses are experts at catching small prey. 	<p>Adverbial</p> <ul style="list-style-type: none"> • However, furthermore, therefore, despite, meanwhile, as a result, consequently, for example.
Grammar -word	Grammar – Sentence
<p>Nouns/ adjective to verbs Converting nouns or adjectives into verbs using suffixes [for example –ate; -ise; -ify]</p> <p>Verb prefixes Verb prefixes [for example dis-, de-, mis-, over-, and re-]</p> <p>Synonyms and Antonyms How words are related by meaning as synonyms and antonyms [for example, big, large, little]</p> <p>Tenses –simple, perfect and progressive Use verb tenses consistently and correctly throughout their writing. (<i>simple, perfect, continuous</i> (also known as <i>progressive</i>), and <i>perfect continuous</i>. The perfect aspect is formed using the verb <i>to have</i>, while the continuous aspect is formed using the verb <i>to be</i>.)</p>	<p>Relative clause Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun</p> <p>Adverbs and modal Verbs Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Passive and active voice Use of the passive voice to affect the presentation of information in a sentence [for example, I broke the window in the green house vs The window in the greenhouse was broken(by me)]</p>
Sentences	Punctuation
<p>Devices Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking paragraphs</p>	<p>Parenthesis Brackets, dashes or commas to indicate parenthesis</p> <p>Comma Use of commas to clarify meaning or avoid ambiguity</p>



Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Colon Use of a colon to introduce a list and use of semi-colons within lists Bullet Points Punctuation of bullet points to list information
Terminology	Prior Learning
modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity Subject Object Passive Active Past simple Past perfect Past progressive Present progressive	Noun Adjective Verb Prefix Relative pronoun Model verbs Adverbs Determiners

Year 6 Writing to Inform	
Text Types	Text Structure



Report News article Essay	Introduction should engage the reader Middle sections should use paragraphs with topic sentences and subheadings if appropriate Ending should create a round the piece off and create a sense of completion
Text	
<p>Use subordinating conjunctions in varied positions</p> <ul style="list-style-type: none"> • Although it is large, the polar bear can move at great speed. • Penguins, if the sea ice melts, will not have enough food. <p>Use adverbials to create cohesions across and within sentences.</p> <ul style="list-style-type: none"> • Despite their poor eyesight, snakes make excellent hunters. • Vikings are infamous for their love of violence and war; however, they also valued law and order. • As a result of deforestation, Orangutan numbers are unfortunately in decline. <p>Vary sentence lengths for purpose</p> <ul style="list-style-type: none"> • Long sentences to enhance information; short sentences for impact. <p>Use synonyms to avoid repetition (the artful synonym)</p> <ul style="list-style-type: none"> • Crocodiles are reptiles... . These cold-blooded creatures... 	<p>Use relative clauses to add further detail</p> <ul style="list-style-type: none"> • Komodo dragons, which can be found in Asia, are fierce predators. <p>Begin to use colons to link related clauses</p> <ul style="list-style-type: none"> • The snake is a highly efficient predator: they can track prey using infra-red radiation. <p>Begin to use the passive voice to remain formal or detached.</p> <ul style="list-style-type: none"> • The plants were left in direct sunlight for the duration of the experiment. <p>Make effective use of appositives to add detail about nouns</p> <ul style="list-style-type: none"> • New York City, the largest city in the United States, is a major tourist attraction. • A devoted Christian, Alfred vowed to repel the Viking hoards. • Fast-moving and agile, mongooses are experts at catching small prey.
Grammar -word	Grammar– Sentence
<p>Informal and formal vocabulary The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>Subjunctive</p>	<p>Informal and formal structures The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags e.g. He's your friend, isn't he?</p> <p>Subjunctive Structures</p>



Recognise vocabulary that is appropriate for formal speech and writing including subjunctive mood	Or the use of the subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
Text	Punctuation
<p>Linking paragraphs</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis</p> <p>Devices</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>Semi Colon</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Hyphens</p> <p>How hyphens can be used to avoid ambiguity [for example man eating shark versus man-eating shark, or recover versus re-cover</p>
Terminology	Prior Learning
<p>Subjunctive ellipsis</p> <p>hyphen</p> <p>semi-colon</p> <p>bullet points</p> <p>Formal</p> <p>Informal</p>	<p>Synonyms</p> <p>Antonyms</p> <p>Passive</p> <p>Semi colon</p> <p>Colon</p> <p>Object</p> <p>Subject</p> <p>Passive</p> <p>Past progressive</p> <p>Past perfect</p> <p>Past simple</p> <p>Present progressive</p>

