

Instructions	<b>Purpose:</b> <ul style="list-style-type: none"> <li>To tell how to do or make something</li> <li>To give information on how to complete a task bdescribe a process in chronological order</li> </ul>					
•	• Year 1	• Year 2	• Year 3	• Year 4	• Year 5	• Year 6
<b>Types:</b> <ul style="list-style-type: none"> <li>Recipe</li> <li>Science</li> <li>Experiment</li> <li>DT model</li> </ul>	<ul style="list-style-type: none"> <li>Title or Goal</li> <li>List of equipment/materials numbered Steps</li> </ul>	<ul style="list-style-type: none"> <li>Goal – outline statement about what will be achieved</li> <li>Sequenced steps to achieve the goal</li> <li>Diagrams and illustrations to support the process</li> </ul>	<ul style="list-style-type: none"> <li>Goal – outline statement about what will be achieved</li> <li>Ingredients and equipment lists are outlined clearly</li> <li>Tips and suggestions and precautionary advice embedded in the text</li> </ul>	<ul style="list-style-type: none"> <li>Goal – outline statement about what will be achieved</li> <li>Ingredients and equipment lists are outlined clearly</li> <li>Tips and suggestions and precautionary advice embedded in the text</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate all previous skills to write clear instructions for a complicated process</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate all previous skills to write clear instructions for a complicated process</li> </ul>

<b>Recount</b> (experiences, diary entry, reports, newspaper)	<b>Purpose:</b> <ul style="list-style-type: none"> <li>To retell events in time order.</li> <li>To give an account of an event or experience to write in chronological order</li> </ul>					
•	• Year 1	• Year 2	• Year 3	• Year 4	• Year 5	• Year 6
<b>Types:</b> <ul style="list-style-type: none"> <li>Letter</li> <li>Biography/Autobiography</li> <li>Write up of a trip</li> <li>Newspaper report</li> <li>Diary/Journal</li> </ul>	<ul style="list-style-type: none"> <li>Title</li> <li>Use of different time words to indicate the order (first, then, next)</li> <li>Written in first person (I)</li> <li>Written in the past tense</li> </ul>	<ul style="list-style-type: none"> <li>Title</li> <li>Clear introduction and conclusion</li> <li>Ideas organised into chronological paragraphs demonstrating the passing of time</li> <li>Use of different time words to indicate the order (first, then, next, after, after that)</li> <li>Written in first person (I)</li> <li>Written in the past tense</li> </ul>	<ul style="list-style-type: none"> <li>Title</li> <li>Introduction to give a clear understanding of what they text will be about</li> <li>Concluding paragraph to summaries the overall impact</li> <li>Links between sentences and paragraphs to navigate the reader</li> <li>Paragraphs organized around key events</li> <li>Elaboration within paragraphs to develop: description, action and feelings</li> </ul>	<ul style="list-style-type: none"> <li>Title</li> <li>Introduction to give a clear understanding of what they text will be about</li> <li>Concluding paragraph to summarise the overall impact</li> <li>Links between sentences and paragraphs to navigate the reader</li> <li>Paragraphs organized around key events</li> <li>Elaboration within paragraphs to develop: description, action and feelings</li> </ul>	<ul style="list-style-type: none"> <li>Fully developed introduction and conclusion to include personal responses</li> <li>Paragraphed events, which are detailed and engaging</li> <li>Clear chronology throughout the piece by directing the reader to time and place</li> <li>Information is prioritized to the reader</li> </ul>	<ul style="list-style-type: none"> <li>Fully developed introduction and conclusion to include personal responses</li> <li>Paragraphed events, which are detailed and engaging</li> <li>Clear chronology throughout the piece by directing the reader to time and place</li> <li>Information is prioritized to the reader</li> </ul>

<ul style="list-style-type: none"> <li>• Non-Chronological Reports</li> </ul>	<b>Purpose:</b> <ul style="list-style-type: none"> <li>• To describe what things are like (were like)</li> <li>• To inform the reader of a specific subject content</li> </ul>					
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Year 1</li> </ul>	<ul style="list-style-type: none"> <li>• Year 2</li> </ul>	<ul style="list-style-type: none"> <li>• Year 3</li> </ul>	<ul style="list-style-type: none"> <li>• Year 4</li> </ul>	<ul style="list-style-type: none"> <li>• Year 5</li> </ul>	<ul style="list-style-type: none"> <li>• Year 6</li> </ul>
<b>Types:</b> <ul style="list-style-type: none"> <li>• Non-chronological report</li> <li>• Letter</li> <li>• Information Leaflet and Magazine Article</li> <li>• Fact File</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Ideas grouped into similarities</li> <li>• Use of conjunctions (and)</li> <li>• Simple sentence with a capital letter and fullstop.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear introduction to classify the subject of the report</li> <li>• Brief conclusion</li> <li>• Grouping Information into specific paragraphs: Habitats, Description etc</li> <li>• Appropriate tense used</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction and conclusion</li> <li>• Paragraphs organised correctly into key ideas</li> <li>• Subheadings used to organise information</li> </ul>	<ul style="list-style-type: none"> <li>• Clear introduction and conclusion</li> <li>• Paragraphs organised correctly into key ideas</li> <li>• Subheadings used to organise information</li> <li>• Links between paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction and conclusion provide detail and give cohesion to the piece</li> <li>• Introductory sentence for each paragraph to explicitly give the main idea</li> <li>• Formal and technical language used throughout</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction and conclusion provide detail and give cohesion to the piece</li> <li>• Subheadings and bullets points enhance the organisation</li> <li>• Introductory sentence for each paragraph to explicitly give the main idea</li> <li>• The report is well structured</li> <li>• Information is prioritised according to its importance</li> </ul>

Explanation Text	Purpose:					
•	<ul style="list-style-type: none"> <li>To explain why or how something happens to explain cause and effect</li> <li>To describe a scientific process sometimes in chronological order</li> </ul>					
	• Year 1	• Year 2	• Year 3	• Year 4	• Year 5	• Year 6
Types: <ul style="list-style-type: none"> <li>Encyclopaedia entry / Science investigation</li> <li>Question and answer section</li> <li>Fact File</li> </ul>	<ul style="list-style-type: none"> <li>Simple introduction</li> <li>Recognise features</li> <li>Read captions, pictures and diagrams on wall displays and in simple books that explain a process.</li> <li>Draw pictures to illustrate a process and use the picture to explain the process orally.</li> </ul>	<ul style="list-style-type: none"> <li>Simple introduction explaining the process to be explained</li> <li>Fully developed process steps using time and causal conjunctions to link ideas</li> <li>Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Clear introduction</li> <li>Paragraphs organised around a topic or process</li> <li>Use of subheading to navigate the reader</li> <li>Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Clear introduction and conclusion</li> <li>Paragraphs organised around a topic or process</li> <li>Further detail of the process</li> <li>Use of subheading to navigate the reader</li> </ul>	<ul style="list-style-type: none"> <li>Introduction and conclusion provide detail and give cohesion to the piece</li> <li>Subheadings and bullets points enhance the organisation</li> </ul>	<ul style="list-style-type: none"> <li>Introduction and conclusion provide detail and give cohesion to the piece</li> <li>Subheadings and bullets points enhance the organization</li> <li>Description of the phenomenon is technical and accurate</li> </ul>

Persuasive Writing	Purpose: <ul style="list-style-type: none"> <li>To make a case for a particular point of view</li> <li>To motivate, move or convince someone towards a certain opinion</li> </ul>					
•	• Year 1	• Year 2	• Year 3	• Year 4	• Year 5	• Year 6
<ul style="list-style-type: none"> <li>Poster</li> <li>Advertisement</li> <li>Travel Brochure</li> <li>Current affair Pamphlet</li> <li>Letter</li> <li>Magazine Article</li> </ul>	<ul style="list-style-type: none"> <li>Ideas are grouped together for similarity.</li> <li>Writes in first person.</li> </ul>	<ul style="list-style-type: none"> <li>Brief introduction and conclusion.</li> <li>Written In the present tense.</li> <li>Main ideas organised in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction and conclusion</li> <li>Paragraphs organised around key ideas/subject and issue</li> </ul>	<ul style="list-style-type: none"> <li>Clear introduction and conclusion</li> <li>Paragraphs organized around key ideas/subject and issue</li> <li>Use of subheading to navigate the reader</li> <li>Topic sentences to navigate the paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Paragraphs organized to prioritise the most important argument</li> <li>Arguments are well-constructed</li> <li>Developed introduction and conclusion using all the argument or leaflet layout features.</li> <li>Paragraphs developed with prioritised information.</li> <li>View point is transparent for reader.</li> <li>Emotive language used throughout to engage the reader</li> </ul>	<ul style="list-style-type: none"> <li>Introduction and conclusion provide detail and give cohesion to the piece</li> <li>Paragraphs organised to prioritise the most important argument</li> <li>Arguments are well-constructed</li> <li>Viewpoint of the writer is evident throughout</li> </ul>

<ul style="list-style-type: none"> <li>Writing – Composition</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>					
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Year 1</li> </ul>	<ul style="list-style-type: none"> <li>Year 2</li> </ul>	<ul style="list-style-type: none"> <li>Year 3</li> </ul>	<ul style="list-style-type: none"> <li>Year 4</li> </ul>	<ul style="list-style-type: none"> <li>Year 5</li> </ul>	<ul style="list-style-type: none"> <li>Year 6</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<b>Planning</b> <ul style="list-style-type: none"> <li>Jot down key words and new vocabulary</li> </ul>	<b>Planning</b> <ul style="list-style-type: none"> <li>Plan or say aloud what they are going to write</li> <li>Write down ideas/key words</li> </ul>	<b>Planning</b> <ul style="list-style-type: none"> <li>Discuss writing that is similar to the writing they are planning in order to</li> </ul>	<b>Planning</b> <ul style="list-style-type: none"> <li>Discuss writing that is similar to the writing they are planning</li> </ul>	<b>Planning</b> <ul style="list-style-type: none"> <li>Identify the audience and purpose of the writing and select the</li> </ul>	<b>Planning</b> <ul style="list-style-type: none"> <li>Identify the audience and purpose of the writing and select the</li> </ul>

	<ul style="list-style-type: none"> <li>• Say aloud what they are going to write about</li> <li>• Drafting</li> <li>• Compose a sentence orally before they write it</li> <li>• Evaluating and Editing</li> <li>• Re-reading what they have written to check that it makes sense</li> <li>• Discuss what they have written with the teacher and other pupils</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<p>including new vocabulary</p> <ul style="list-style-type: none"> <li>• Drafting</li> <li>• Encapsulate what they want to say sentence by sentence</li> <li>• Write narratives about personal experiences and those of others</li> <li>• Evaluating and Editing</li> <li>• Evaluate their writing with the teacher and other pupils</li> <li>• Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> <li>• Read aloud what they have written so that the meaning is clear</li> </ul>	<p>understand and learn from the structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <li>• Drafting</li> <li>• Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures</li> <li>• Organize paragraphs around a theme</li> <li>• Create settings, characters and plots</li> <li>• Evaluating and Editing</li> <li>• Assess the effectiveness of their own and other's writing suggesting improvements</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns</li> <li>• Proof-read for spelling and punctuation errors</li> </ul>	<p>in order to understand and learn from the structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <li>• Drafting</li> <li>• Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures</li> <li>• Organize paragraphs around a theme</li> <li>• Create settings, characters and plots</li> <li>• Evaluating and Editing</li> <li>• Assess the effectiveness of their own and other's writing suggesting improvements</li> <li>• Propose changes to grammar and vocabulary to improve consistency,</li> </ul>	<p>appropriate form</p> <ul style="list-style-type: none"> <li>• Note and develop initial ideas, drawing on reading and research, where necessary</li> <li>• Drafting</li> <li>• Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning</li> <li>• Precise longer passages</li> <li>• Use a range of devices to build cohesion within and between paragraphs</li> <li>• Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• Evaluating and Editing</li> <li>• Assess the effectiveness of their own and other's writing</li> </ul>	<p>appropriate form</p> <ul style="list-style-type: none"> <li>• Note and develop initial ideas, drawing on reading and research, where necessary</li> <li>• Drafting</li> <li>• Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning</li> <li>• Precise longer passages</li> <li>• Use a range of devices to build cohesion within and between paragraphs</li> <li>• Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• Evaluating and Editing</li> <li>• Assess the effectiveness of their own and other's writing</li> </ul>
--	---	---	--	---	--	--

			<ul style="list-style-type: none"> <li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<p>including the accurate use of pronouns</p> <ul style="list-style-type: none"> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Ensure that consistent and correct use of tense throughout a piece of writing</li> <li>• Ensure correct subject and very agreement when using singular and plural</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Perform their own compositions, using appropriate intonation, volume and movement</li> <li>• so that the meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Ensure that consistent and correct use of tense throughout a piece of writing</li> <li>• Ensure correct subject and very agreement when using singular and plural</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Perform their own compositions, using appropriate intonation, volume and movement</li> <li>• so that the meaning is clear</li> </ul>
--	--	--	--	--	---	---