

Broomwood Primary School



Features of Writing Genres

Years 1 - 6

Fiction Writing Genres

Years 1-6

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Stories - Year 1

Structure
Beginning
Problem
Ending
Main Character
A well chosen name
To change an event or character in a story
To describe how the character is feeling
A solution to the problem.

Stories - Year 2

Structure
Beginning
Build up
Problem
Ending
Main Character
A well chosen name
To change an event or character in a story
Characters actions hint at how they are feeling
Powerful verbs to show feelings
A solution to the problem.

Stories with an issue - Year 3

Introduction that sets the scene
Build up of problem or issue
Establish the dilemma
Dialogue
Resolution and ending linked back to introduction
Involve the reader by using rhetorical questions
Hook reader with a cliff-hanger

Stories with an issue - Year 4

Introduction that sets the scene
Build up of problem or issue
Dilemma shown with words like 'perhaps' or 'maybe'
Dialogue
Resolution and ending linked back to introduction
Involve the reader (eg. use of first person, rhetorical questions, some present tense)
Hook reader with a cliff-hanger

Stories with Chapters - Year 5

5 part story structure
Each chapter deals with a different issue
Identify point of view and how it effects reader's response
Change point of view or write from another character's point of view
Describe characters by what they say and do
Paragraph for each new idea
Hook at the end of at least one chapter

Stories with Flashbacks - Year 6

5 part story structure
Each chapter deals with a different issue
Identify point of view and how it effects reader's response
Change point of view or write from another character's point of view
Use flashback to write from a different time or place
Use flashback to change tense
Describe characters by what they say and do
Paragraph for each new idea
Hook at the end of at least one chapter

Stories with a familiar setting - Year 1

Structure
3 part story = beginning, problem, ending
The place has a name
Details to make the place believable
I have described the weather or the time of day
I have described what can be seen
I have described what can be felt or heard

Stories with a familiar setting - Year 2

Structure
3 part story = beginning, problem, ending
The place has a name
Details to make the place believable
I have described the weather
I have described the time of day
I have described what can be seen
I have described what can be felt
I have described what can be heard
Adjectives build up the atmosphere and allow reader to picture the setting in their head

Stories set in an imaginary world - Year 3

Set in an imaginary time or place
Setting description
Make believe characters such as elves, dragons or wizards
Some made up words
Phrases to create atmosphere
Cause and effect - one action/event leads to the next
Dialogue
Main dilemma
Solution that makes sense within the world of the story
Clear ending

Stories set in an imaginary world - Year 4

Set in an imaginary time or place
Describe what can be seen, heard, smelt and/or touched
Make believe characters such as elves, dragons or wizards
Special effects such as magic
Some made up words
Phrases to create atmosphere
Cause and effect - one action/event leads to the next
Dialogue
Main dilemma
Solution that makes sense within the world of the story
Clear ending

Stories set in an imaginary world - Year 5

Set in an imaginary time or place
Describe what can be seen, heard, smelt and/or touched
Make believe characters such as elves, dragons or wizards
Special effects such as magic
Some made up words
Phrases to create atmosphere
Cause and effect - one action/event leads to the next
Dialogue to convey character
Characters overcome obstacles
Main dilemma
Solution that makes sense within the world of the story
Clear ending

Stories set in an imaginary world - Year 6

Set in an imaginary time or place
Describe what can be seen, heard, smelt and/or touched
Make believe characters such as elves, dragons or wizards
Special effects such as magic
Setting tells the reader about the characters
Some made up words
Phrases to create atmosphere
Cause and effect - one action/event leads to the next
Second voice/narrator
Dialogue to convey character
Characters overcome obstacles
Main dilemma
Solution that makes sense within the world of the story
Clear ending

Traditional Tales- Year 1

Beginning, problem and ending
Traditional Story start
Introduce and describe the main character
Introduce the task
Use of 3 (eg 3 characters, repetition in 3s)
Repetitive language
Resolve the problem
Traditional story ending

Traditional Tales- Year 2

Beginning, Build up, problem and ending
Traditional Story start
Introduce and describe the main character
Introduce the task
Describe the journey of the character
Use of 3 (eg 3 characters, repetition in 3s)
Repetitive language
Resolve the problem
Traditional story ending

Traditional Tales- Year 3

5 part story - beginning, build up, problem, resolution, ending
Written in paragraphs
Traditional Story start
Introduced and describe the main character
Hook the reader with an interesting opening
Make the reader ask questions
Include dramatic actions
Describe the journey of the character
Use of 3 (eg 3 characters, repetition in 3s)
Repetitive language
Resolve the problem
Traditional story ending

Traditional Tales- Year 4

5 part story - beginning, build up, problem, resolution, ending
More than one paragraph for some parts.
Traditional Story start
Introduced and describe the main character
Introduce the task using direct speech (y4 punctuation rules)
Describe the journey of the character
Introduce and describe another character
Use of 3 (eg 3 characters, repetition in 3s)
Repetitive language
Resolve the problem
Moral to the story - the character has learnt something or changed
Traditional story ending

Classic Stories - Year 5

5 part story - beginning, build up, problem, resolution, ending
Story organised into Chapters
A memorable main character with a clear point of view
Explore an experience (eg. Finding the garden in the Secret Garden, struggles in the orphanage in Oliver Twist)
Create a vivid world - clear time and place and descriptions
A timeless theme - eg good v evil, rich v poor
A message or moral

Classic Stories - Year 6

5 part story - beginning, build up, problem, resolution, ending
Story organised into chapters
A memorable main character with a clear point of view
Written into Chapters
Explore an experience (eg. Finding the garden in the Secret Garden, struggles in the orphanage in Oliver Twist)
Include observations about the world
Create a vivid world - clear time and place and descriptions
A timeless theme - eg good v evil, rich v poor
A message or moral

Fantasy Stories - Year 1

Beginning, problem and ending
Fantasy character - eg talking animals or Fantasy setting eg. space
Introduce and describe the main character or setting
An interesting event in the middle of the story
Suspense words
Ending resolves the dilemma
Happy ending

Fantasy Stories - Year 2

Beginning, Build up, problem and ending
Introduce and describe the main character
Fantasy character - eg talking animals or Fantasy setting eg. space
Interesting events to make the reader read on
One event links to the next
Suspense words or short sentences
Ending resolves the dilemma
Happy ending

Quest stories - Year 3

Reveal the initial setting
Introduce and describe the characters
Establish the task - to find something
Reveal a second setting
Dilemma (eg. Can't find it, Can't get it, Get trapped, Get chased)
Dialogue (Year 3 speech expectations)
Realistic solutions
Characters arrive back at the start
Clear ending

Quest Stories - Year 4

Reveal the initial setting
Introduce and describe the characters
Establish the task - to find something
Reveal a second setting
Introduce another character
Characters overcome obstacles en route
Dialogue (Year 4 speech expectations)
Dilemma (eg. Can't find it, Can't get it, Get trapped, Get chased)
Realistic solutions
Characters arrive back at the start
Clear ending

Adventure stories - Year 5

5 part story - beginning, build up, problem, resolution, ending
More than one paragraph per part.
Establish something exciting or extraordinary - going on a quest, mission or escaping danger
Use suspense
Describe the character through their actions
Introduce another character
Dialogue
Dilemma - how do the characters react?
Realistic solutions
Characters arrive back at the start
Clear ending

Adventure stories - Year 6

5 part story - beginning, build up, problem, resolution, ending
More than one paragraph per part.
Establish something exciting or extraordinary - going on a quest, mission or escaping danger
Use suspense
Describe the character through their actions
Introduce another character
Characters overcome obstacles en route
Dialogue
Dilemma - how do the characters react?
Realistic solutions
Character arc - how have your characters changed? What have they learnt?
Characters arrive back at the start
Clear ending

Myths - Year 5

Explore books from other cultures and traditions
5 part story structure - Beginning, build up, problem, resolution and ending
Traditional opening and ending
Set in ancient times
Include a question related to a natural phenomena (to be answered by the end of the myth)
Include supernatural hero eg. gods
Introduce a mythical beast (what are their special powers? What do they look like? What is its weakness? How does it relate to the phenomena?)
Adjectives and powerful verbs to describe characters
Use of similes and metaphors to help the reader to imagine.
Repetitive sentences
Speech between main characters
Obstacles that the hero overcomes
Ending that explains a natural phenomena

Fables - Year 6

Explore books from other cultures and traditions
A complete short story with 5 part structure
Main character an animal who has human qualities
Adjectives and powerful verbs to describe characters
Use of similes and metaphors to help the reader to imagine.
Repetitive sentences
One character usually has a bad trait that lead to their downfall
Treat animals as people
Clever/amusing
Dialogue between characters showing more than one point of view
Written to entertain the reader
Moral at the end / teaches the characters a lesson

Rhymes - Year 1

To know what a vowel is
To know that a rhyming word has the same vowel sound and end sound
To represent phonemes with graphemes
To name the letters of the alphabet to distinguish between alternative spellings of the same sound
To identify that a rhyming word is found at the end of a line.
To listen to a range of rhyming poetry
Listen to and discuss a range of poems at a level beyond which they can read independently.

Shape Poems - Year 2

To identify rhyming words (see Year 1 - Rhyme)
To identify that rhyming words have the same vowel sound and last sound
To represent the same phoneme with different graphemes (eg which and pitch)
To identify that a rhyming word is found at the end of a line.
To listen to, discuss and express views on a shape poem at a level beyond which they can read independently
To apply rhyming couplets to their own poetry
To use precise nouns
Powerful verbs
Imaginative adjectives
To draft the poem into the shape of what it is about

Poetry - Year 1 (Following on from Rhyme)

To know that a rhyming word has the same vowel sound and end sound
To begin to recognise that the same phoneme can be represented by different graphemes
To identify that a rhyming word is found at the end of a line.
To start each line with a capital letter
Use repetition
To use rhyming words to complete a poem
To make sure that the words make sense in the poem
Listen to and discuss a range of poems at a level beyond which they can read independently.

Poetry - Year 2

To identify that rhyming words have the same vowel sound and last sound
To represent the same phoneme with different graphemes (eg which and pitch) and make phonetically plausible attempts with some
To identify that a rhyming word is found at the end of a line.
To listen to, discuss and express views on a shape poem at a level beyond which they can read independently
To copy rhythm and rhyme patterns where appropriate
To use repetition for effect
Powerful verbs and adjectives
Alliteration
To write own poetry

Poetry - Year 3

Listen to and discuss a range of poems
Discuss words and phrases that capture a reader's imagination
To identify that rhyming words have the same vowel sound and last sound
To represent the same phoneme with different graphemes with increasing accuracy (eg which and pitch)
To identify and copy rhyme structures (eg AABB or ABAB)
To identify and copy rhythm structures by counting syllables in a line.
Use repetition for effect
Powerful verbs and adjectives
Alliteration
Personification
Similes
To write own poetry

Poetry - Year 4

Listen to and discuss a range of free verse and narrative poetry
Discuss words and increasingly complex phrases that capture a reader's interest and imagination
To identify that rhyming words have the same vowel sound and last sound
To represent the same phoneme with different graphemes with increasing accuracy (eg which and pitch)
To identify and copy more advanced rhyme structures (eg ABCA, ABCB, AACBBC etc)
To identify, copy and create rhythm structures by counting syllables in a line.
Use repetition for effect
Powerful verbs and adjectives
Alliteration
Personification
Similes
onomatopoeia
To write own poetry

Poetry from a long established poet - Year 5

Listen to and discuss a range of free verse and narrative poetry
Listen to and discuss a range of poetry from one long established poet
Discuss how the poet uses language to create atmosphere and mood including figurative language and its effect on the reader Identify: repetition, powerful verbs and adjectives, similes, onomatopoeia, personification and alliteration
Introduce, identify and create Metaphors
Identify and copy more advanced rhythm and rhyme structures from the poet (eg a sonnet is ABAB-CD-CD-EFEF-GG)
Use repetition and word play for effect
Use deliberately positioned words and phrases
Show feelings or mood
Create an appropriate title that generates interest and hints at what the poem is about
Rhythm is natural and easy to read aloud

Poetry from a long established poet – Year 6

Listen to and discuss a range of free verse and narrative poetry
Listen to and discuss a range of poetry from one long established poet
Discuss how the poet uses increasingly complex language to create atmosphere and mood including figurative language and its effect on the reader Identify: repetition, powerful verbs and adjectives, similes, onomatopoeia, personification, metaphors and alliteration
Identify and copy more advanced rhythm and rhyme structures from the poet (eg a sonnet is ABAB-CDCD-EFEF-GG)
Use repetition and word play for effect
Use deliberately positioned words and phrases
Include personification, similes and/or metaphors
Effective word choice appropriate for the subject
Create an appropriate title that generates interest and hints at what the poem is about
Make links between the poem and the title
Include a message for the reader
Rhythm is natural and easy to read aloud

Choral Poetry - Year 1

Listen to and discuss poetry at a level beyond which they can read independently
Discuss the significance of title
Discuss the significance of events to show understanding
Identify rhyming words
Recite some poems and rhymes by heart
Recite some poems and rhymes by heart with a group
Add one or two simple actions to the poem or rhyme
Read aloud clearly enough to be heard by a group and the teacher

Choral Poetry - Year 2

Listen to poetry at a level beyond which they can read independently
Participate in discussions about poems that can be read independently and at a level beyond which they can read independently, listening to what others say and taking turns.
Discuss understanding of poems
Continue to build up a repertoire of poems learnt by heart
Understand that intonation is the rise and fall of the voice when speaking
Discuss favourite words or phrases
Recite some poems and rhymes by heart with a group
To use intonation when reciting poetry to show emotions and attitudes.
Read aloud clearly enough to be heard by a group and the teacher

Choral Poetry - Year 3

Listen to poetry and discuss a range of poems that can be read independently and are read to them.
Identify and discuss phrases and words that capture the reader's interest imagination
Continue to build up a repertoire of poems learnt by heart
Prepare a poem with: rhyme, rhythm, repetition, verbs, adjectives, alliteration, personification and similes
Recite a poem at a volume loud enough to be heard by the class
Show basic understanding by varying the tone of their voice (showing the writer's attitude towards the theme of the poem)
Show basic understanding (emotions) through the use of intonation (rise and fall in their voice)
Show basic understanding through the use of actions.
Practice and recite a poem with a group, choosing who will recite which parts and which parts will be recited in unison.

Choral Poetry - Year 4

Listen to poetry and participate in considered discussion to a range of poems that can be read independently or are read to them
Identify and discuss words and increasingly complex phrases that capture the reader's interest imagination
Continue to build up a repertoire of poems learnt by heart
Prepare a poem with: rhyme, rhythm, repetition, verbs, adjectives, alliteration, personification, similes and onomatopoeia
Recite a poem at a volume loud enough to be heard by the class
Show understanding by varying the tone of their voice (showing the writer's attitude towards the theme of the poem)
Show understanding (emotions) through the use of intonation (rise and fall in their voice)
Show understanding through the use of actions and/or gestures (understanding that these can be more subtle rather than literal)
To consider and use the correct speed when reciting their poem.
Practice and recite a poem with a group, choosing who will recite which

Choral Poetry - Year 4

Listen to poetry and participate in considered discussion to a range of poems that can be read independently or are read to them
Identify and discuss words and increasingly complex phrases that capture the reader's interest imagination
Continue to build up a repertoire of poems learnt by heart
Prepare a poem with: rhyme, rhythm, repetition, verbs, adjectives, alliteration, personification, similes and onomatopoeia
Recite a poem at a volume loud enough to be heard by the class
Show understanding by varying the tone of their voice (showing the writer's attitude towards the theme of the poem)
Show understanding (emotions) through the use of intonation (rise and fall in their voice)
Show understanding through the use of actions and/or gestures (understanding that these can be more subtle rather than literal)
To consider and use the correct speed when reciting their poem.
Practice and recite a poem with a group, choosing who will recite which parts and which parts will be recited in unison.

Choral Poetry - Year 5

Listen to poetry and participate in considered discussion about poems building on own and others' ideas and challenging views courteously.
Identify and discuss themes and conventions in and across a range of poems.
Discuss and evaluate how poets use language, particularly figurative language, considering the impact on the reader/listener
Continue to build up a repertoire of poems learnt by heart
Prepare a poem with: rhyme, rhythm, repetition, verbs, adjectives, alliteration, personification, similes, onomatopoeia and metaphors
Recite a poem clearly and at an appropriate volume.
Show understanding by varying the tone of their voice (showing the writer's attitude towards the theme of the poem)
Show understanding (emotions) through the use of intonation (rise and fall in their voice)
Show understanding through the use of movement
Show understanding by varying the volume of their voice throughout the performance
To consider and use the correct speed when reciting their poem.
Practice and recite a poem with a group, choosing who will recite which parts and which parts will be recited in unison.

Choral Poetry - Year 6

Listen to poetry and participate in considered discussion about poems building on own and others' ideas and challenging views courteously and with clear reasoning
Identify and discuss themes and conventions in and across a range of poems with reasoning
Discuss and evaluate how poets use language, particularly figurative language, considering the impact on the reader/listener
Continue to build up a repertoire of poems learnt by heart
Prepare a poem with: rhyme, rhythm, repetition, verbs, adjectives, alliteration, personification, similes, onomatopoeia and metaphors
Recite a poem clearly and at an appropriate volume so that the meaning is clear to audiences
Show understanding by varying the tone of their voice (showing the writer's attitude towards the theme of the poem) so that the meaning is clear to audiences
Show understanding (emotions) through the use of intonation (rise and fall in their voice) so that the meaning is clear to audiences
Show understanding through the use of movement so that the meaning is clear to audiences
Show understanding by varying the volume of their voice throughout the performance so that the meaning is clear to audiences
To consider and use the correct speed when reciting their poem so that the meaning is clear to audiences
Practice and recite a poem with a group, choosing who will recite which parts and which parts will be recited in unison.

Playscripts - Year 3

Include cast list at the start
Numbered scenes for each new setting telling the audience where the setting is (eg. Scene 1 - In the kitchen)
Has a narrator
Speakers' names on the left
Speakers' names followed by a colon
Verbs giving direction to the actor to be in brackets
Other brief stage directions to be in brackets
Dialogue written with no inverted commas
Start new line for each new line of speech after stage directions
Start new line for each new speaker

Playscripts - Year 4

Include cast list at the start
Numbered scenes for each new setting telling the audience where the setting is (eg. Scene 1 - In the kitchen)
Brief setting description to set the scene/attitude/emotion for the audience by considering what can be seen - show not tell
Has a narrator
Speakers' names on the left
Speakers' names followed by a colon
Verbs and adverbs giving direction to the actor to be in brackets
Other brief stage directions to be in brackets
Dialogue written with no inverted commas
Good match between dialogue and character
Start new line for each new line of speech after stage directions
Start new line for each new speaker

Playscripts from narrative - Year 5

Include cast list at the start
Numbered scenes for each new setting telling the audience where the setting is (eg. Scene 1 - In the kitchen)
Change the setting description into stage instructions to describe the setting (show not tell)
Speakers' names on the left
Speakers' names followed by a colon
Stage directions written in brackets to tell the actors how to speak their lines
Stage directions written in brackets to give instructions for the action.
Stage directions to be written in present tense
Add dialogue to tell the audience what is happening and set out without speech marks.
Consider the characters' personalities and show these through their dialogue and actions.
Leave out some parts of the narrative
Start new line for each new line of speech after stage directions
Start new line for each new speaker

Playscripts from narrative - Year 6

Include cast list at the start
Numbered scenes for each new setting telling the audience where the setting is (eg. Scene 1 - In the kitchen)
Change the setting description into stage instructions to describe the setting (show not tell)
Speakers' names on the left
Speakers' names followed by a colon
Stage directions written in brackets to tell the actors how to speak their lines
Stage directions written in brackets to give instructions for the action.
Stage directions to be written in present tense
Include a change of tense through the dialogue
Add dialogue to tell the audience what is happening and set out without speech marks.
Consider the development of character and relationships throughout the choice of dialogue and action.
Leave out some parts of the narrative
Include an element of dramatic interest for the audience.
Start new line for each new line of speech after stage directions
Start new line for each new speaker

Lists and Signs - Year 1

Lists
Each item on a new line
No punctuation or joining words needed
Segment phonemes for spelling
Make phonetically plausible attempts at writing a word
Gives information
Can read my list back (to my teacher or a small group)
List makes sense
Signs
No punctuation or joining words needed
Segment phonemes for spelling
Make phonetically plausible attempts at writing a word
Gives clear information
Use size and colour to get notices
Can read my sign back (to my teacher or a small group)

Information Text - Year 1

To create a front page to tell the reader what the text is about
To start sentences with a capital letter
To use finger spaces between words
To use a full stop at the end of the sentence
To write a sentence beside a picture.
Questions to engage the reader (with a question mark)

Information Text - Year 2

To create a front page to tell the reader what the text is about
Contents Page
Headings
Sentences make sense
Present tense
Labels and diagrams
Questions to engage the reader (with a question mark)

Non-Chronological Report - Year 2

Introduction includes general description about what is to follow
Organised into categories, using headings
Ended with a conclusion
Present tense (or past tense for historical reports)
Includes a 'Did you know..' question
Third person
Technical words
Caption for a given illustration or diagram

Non-Chronological Report - Year 3

Introduction includes general description about what is to follow
Organised into broad categories using Headings
Organised into more specific categories using subheadings
Related material grouped into paragraphs
Ended with a conclusion
Present tense (or past tense for historical reports)
Includes a question for the reader eg. Did you know...?
Factual adjectives
Third person
Technical Vocabulary
Labelled diagrams
Caption for the diagram

Non-Chronological Report - Year 4

Introduction
Organised into broad categories using Headings
Organised into more specific categories using subheadings
Related material grouped into paragraphs
Ended with a conclusion
Present tense (or past tense for historical reports)
Includes a question for the reader eg. Did you know...?
Factual and accurate
Third person
Technical Vocabulary
Labelled diagrams
Caption for the diagram

Non-Chronological Report - Year 5

Opening statement describes purpose of the report
Organised into broad categories headings, subheadings, bullet points, underlining etc.
Related material grouped into paragraphs
Ended with a conclusion
Present tense (or past tense for historical reports)
Factual and accurate with clear explanations
Third person
Technical Vocabulary
Impersonal, formal tone
Illustration/diagram with a caption
Include a quote with quotation marks

Non-Chronological Report - Year 6

Opening statement describes purpose of the report
Organised into broad categories headings, subheadings, bullet points, underlining, columns, tables etc
Organised into paragraphs
Ended with a conclusion
Present tense (or past tense for historical reports)
Factual and accurate with clear explanations
Third person
Technical Vocabulary
Impersonal, formal tone
Illustration/diagram with a caption
Include a quote with quotation marks
Acknowledge sources

Instructions - Year 1

To create a list of what is needed
Number each instruction
Start each instruction with an imperative verb
To start sentences with a capital letter
To use finger spaces between words
To use a full stop at the end of the sentence

Instructions - Year 2

Title showing what the instructions are for (eg How to...)
To create a list of what is needed
Number each instruction
Start each instruction with an imperative verb
Full sentences
To write the instructions in the correct order
Include language to show chronology or order
Present tense

Instructions - Year 3

Title showing what the instructions are for (eg How to...)
Introduction to hook the reader
'You will need' subheading including materials and equipment
Commas for lists
Numbered instructions in the correct order
Start each instruction with an imperative verb
Full sentences
To write the instructions in the correct order
Include language to show chronology or order
Impersonal tone (don't use 'you' or 'I')
Present tense
Short conclusion

Explanation Texts – Year 3

Title explaining how/why something works or happens
Introductory opening statement
Organised into broad categories using headings
Organised into more specific categories using subheadings
Related material grouped into paragraphs
Main text written in the order that things happen
Present tense
Third person
Labelled diagrams
Caption for diagrams

Explanation Texts – Year 4

Title explaining how/why something works or happens
Title may be a question
Introductory opening statement
Information in a series of steps
Chronological order
Organised into broad categories using headings
Organised into more specific categories using subheadings
Related material grouped into paragraphs
Present tense
Illustration or diagram with labelled caption
Third person

Explanation Texts – Year 5

Title explaining how/why something works or happens
Title may or may not be a question
Introductory opening statement
Information in a series of steps
Chronological order
Organised into broad categories headings, subheadings, bullet points, underlining etc.
Related material grouped into paragraphs
Present tense
Factual and accurate with clear explanations
Impersonal, formal tone
Illustration or diagram with labelled caption
Technical Vocabulary

Explanation Texts – Year 6

Title explaining how/why something works or happens
Introductory opening statement
Information in a series of chronological steps
Organised into broad categories headings, subheadings, bullet points, underlining, columns, tables etc
Factual and accurate with clear explanations
Third person
Impersonal, formal tone
Passive voice
Related material grouped into paragraphs
Present tense
Illustration or diagram with labelled caption
Technical Vocabulary
Text answers the title question

Letters - Year 1

A greeting (To/Dear)
Capital letter for names, places and I
To start sentences with a capital letter
To use finger spaces between words
To use a full stop at the end of the sentence
To ask the reader a question
To include an exclamation
To sign the letter off (Love or From)

Letters - Year 2

A greeting (To/Dear)
Capital letter for names, places and I
Full, clear sentences
To include questions and exclamations
To include a command
To write about real events, recording them simply and clearly
To sign the letter off (Love or From)

Letters - Year 3

Sender's address at the top right hand side
A greeting (To/Dear)
Capital letter for names, places and I
First paragraph explains why writing
Second paragraph includes more detail
Third paragraph is a closing statement (asking for a reply if needed)
To include questions, exclamations and a command
To sign the letter off informally
To write about real events, recording them simply and clearly

Formal Letters - Year 4

Sender's address at the top right hand side
Date on the right hand side
Formal greeting to a specific person (Dear Mr/Mrs/etc....)
Capital letter for proper nouns
First paragraph tells who write is and why writing
Second paragraph gives the main message
Thind paragraph is a closing statement (might state what is expected)
To include rhetorical questions and exclamations
To sign the letter off formally using Yours sincerely (lower case s)
Formal language

Formal Letters - Year 5

Sender's address at the top right hand side
Receiver's address on the left hand side
Date on the right hand side
Formal greeting to a specific person (Dear Mr/Mrs/etc....) or unknown person Sir/Madam,
Capital letter for proper nouns
Introductory paragraph telling who writer is and why writing
Main message organised into paragraphs
Final paragraph summarising and stating what is expected
To include rhetorical questions and exclamations
To sign the letter off formally <ul style="list-style-type: none">- If sender is known, using Yours sincerely (lower case s)- If sender is unknoen, using Yours faithfully (lower case f)
Formal language

Formal Letters - Year 6

Sender's address at the top right hand side
Receiver's address on the left hand side
Date on the right hand side
Formal greeting to a specific person (Dear Mr/Mrs/etc....) or unknown person Sir/Madam,
Capital letter for proper nouns
Introductory paragraph telling who writer is and why writing
Main message organised into paragraphs
Final paragraph summarising and stating what is expected
To include rhetorical questions and exclamations
To sign the letter off formally <ul style="list-style-type: none">- If sender is known, using Yours sincerely (lower case s)- If sender is unknown, using Yours faithfully (lower case f)
To understand and use effectively vocabulary for formal writing
Use of passive voice

Formal Leaflet - Year 3

Title
Subtitled sections
Clear and direct language
Address the reader using the second person pronoun, 'you'
Related material grouped into paragraphs
Formal phrases and language
Technical vocabulary
Impersonal tone
Illustrations to support the information
More Information/Contact section with address/website/map/directions etc

Formal Leaflet - Year 3

Title
Subtitled sections
Clear and direct language
Address the reader using the second person pronoun, 'you'
Related material grouped into paragraphs
Key information easily identified through the use of colour, shaded boxes, bold and italic or different shaped sections
Formal phrases and language
Technical vocabulary
Impersonal tone
Use of imperative verbs
Illustrations to support the information
More Information/Contact section with address/website/map/directions etc

Formal Leaflet - Year 5

Title
Subtitled sections
Clear and direct language
Third person (no use of 'you')
Related material grouped into paragraphs
Key information easily identified through the use of colour, shaded boxes, bold and italic or different shaped sections
Use of brackets, dashes or commas for parenthesis
Use of Bullet points
Formal phrases and language
Technical vocabulary
Impersonal tone
Use of imperatives and conditionals
Illustrations to support the information
More Information/Contact section with address/website/map/directions etc

Formal Leaflet - Year 6

Title
Subtitled sections
Clear and direct language
Third person (no use of 'you')
Related material grouped into paragraphs
Key information easily identified through the use of colour, shaded boxes, bold and italic or different shaped sections
Use of brackets, dashes or commas for parenthesis
Use of Bullet points, columns or tables
Formal phrases and language
Technical vocabulary
Impersonal tone
Use of imperatives, conditionals and passive voice
Illustrations to support the information
More Information/Contact section with address/website/map/directions etc

Persuasive advert - Year 3

To start with a question
Product name
Snappy slogan
Alliteration
Repetition or Rhyme
Include exaggeration to make the product sound interesting
Use of superlatives
Describe the benefits of the product
Appealing adjectives
Speak directly to the reader using 'you'
Present tense
Temporal conjunctions

Persuasive advert - Year 4

To start with an intriguing question to draw the reader in
Product name
Snappy slogan
Alliteration
Wordplay for humour
Repetition or Rhyme
Include exaggeration to make the product sound interesting
Use of superlatives
Describe the benefits of the product
Appealing adjectives
Speak directly to the reader using 'you'
Present tense
Temporal conjunctions
Concluding statement

Persuasive argument - Year 3

Introductory paragraph - State the issue - State my opinion
Support my argument with reasons
Support reasons with factual evidence
Use strong language (eg without a doubt, unquestionably)
Repetition
Alliteration
Comparatives and superlatives
Organise reasons into paragraphs
Present tense
Use conjunctions to link arguments in paragraphs
Cause and effect conjunctions to open paragraphs
Rhetorical questions daring the reader to disagree (Don't you...? Aren't you...?)
Conclusion - Restate opinion - Summarise reasons

Persuasive argument - Year 4

Introductory paragraph - State the issue - State my point of view
Organise reasons into paragraphs
Make opinions sound like facts
Support my argument with reasons, evidence and detail
Support my argument with statistics and/or data
Use emotive language (eg without a doubt, unquestionably)
Exaggeration and superlatives
Repetition and rule of three
Alliteration
Present tense
Use conjunctions to link arguments in paragraphs
Fronted adverbial phrases to structure the argument
Rhetorical questions daring the reader to disagree (Don't you...? Aren't you...?)
Conclusion - Restate opinion - Summarise reasons

Balanced argument - Year 5

Question for the title
Introduction <ul style="list-style-type: none">-explaining what the argument is about-Summarising/introducing main statements for and against (as per paragraphs in the report)
Organise arguments into paragraphs
Arguments 'for'
Arguments 'against'
Support each point with reasons, evidence, detail and/or statistics
Use language of debate (eg no one can deny / some people believe)
Present tense
Conditionals (would, should, might)
Use conjunctions to: <ul style="list-style-type: none">-Introduce more points (eg furthermore)-give a balanced view (eg however)=draw a conclusion (eg consequently)
Third person
Concluding paragraph <ul style="list-style-type: none">-restate what the argument is about-summarising main statements for/against (as per paragraphs in the report)-offer suggestions/look to the future

Balanced argument - Year 6

Question for the title
Introduction <ul style="list-style-type: none">-explaining what the argument is about-Summarising/introducing main statements for and against (as per paragraphs in the report)
Organise arguments into paragraphs
Arguments 'for'
Arguments 'against'
Support each point with reasons, evidence, detail and/or statistics
Use language of debate (eg no one can deny / some people believe)
Present tense
Passive voice
Conditionals (would, should, might)
Use conjunctions to: <ul style="list-style-type: none">-Introduce more points (eg furthermore)-give a balanced view (eg however)=draw a conclusion (eg consequently)
Third person <ul style="list-style-type: none">-Impersonal pronouns-Personal pronouns only in final paragraph
Draw a conclusion: <ul style="list-style-type: none">-restate what the argument is about-summarising main statements for/against (as per paragraphs in the report)-offer suggestions/look to the future

Recounts - Year 1

To understand how words combine to make sentences
Capital letters, finger spaces and full stops
To sequence events
To use a capital letter for I
Join words and clauses using 'and'
To read my recount back to the teacher or a partner.

Recounts - Year 2

To sequence events in chronological order
To answer the 5W questions: Who? What? Where? When? Why?
To use a capital letter for I and the names of people and places
Time conjunctions and openers
Past tense
End with a comment on the event
To read my recount back to a small group

Recounts - Year 3

To sequence events in chronological order
To answer the 5W questions: Who? What? Where? When? Why?
To use a capital letter for I and the names of people and places
Scene setting opening
Time conjunctions and openers
Past tense
Recount as if I were 'telling the story'
Quote with names (and appropriate punctuation)
End with a commend on the event
To read my recount out loud

Recounts - Year 4

To sequence events in chronological order
To answer the 5W questions: Who? What? Where? When? Why?
First or third person - maintaining choice throughout the recount
Illustrations
Scene setting introduction
Time conjunctions
Fronted adverbial phrases
Past tense
Recount as if I were 'telling the story'
Quote with names (and appropriate punctuation)
Closing statement
To read my recount out loud with the appropriate volume

Newspaper reports - Year 4

Headline (use of word play or alliteration)
Byline (author's name)
Date
Intro / Orientation (1-2 sentences) summarising the story: Who? What? Where? When? Why?
Third person
Past tense
Related information organised into paragraphs
Chronological order
Time conjunctions
Adverbial phrases
Past tense
Quote with names (and appropriate punctuation)
Reorientation paragraph -summarising the story -Looking to the future

Newspaper reports - Year 5

Masthead (newspaper name)
Headline (use of word play or alliteration) to grab reader's attention
Byline (author's name)
Date
Intro / Orientation (1-2 sentences) summarising the story: Who? What? Where? When? Why?
Impersonal tone (third person)
Impartial and balanced tone (just facts, no opinions except for quotes)
Past tense
Related information organised into paragraphs
Chronological order
Time conjunctions
Adverbial phrases
Past tense
Direct quotes
Indirect/reported speech
Reorientation paragraph -summarising the story -Looking to the future

Newspaper reports - Year 6

Masthead (newspaper name)
Headline (use of word play, rhyme or alliteration) to grab reader's attention
Byline (author's name)
Date
Intro / Orientation (1-2 sentences) summarising the story: Who? What? Where? When? Why?
Impersonal tone (third person)
To identify that reports can be: -Impartial with a balanced tone (just facts, no opinions except for quotes) OR -Sensationalised with emotive and persuasive language
Past tense
Related information organised into paragraphs
Chronological order
Time conjunctions
Adverbial phrases
Past tense
Direct quotes and indirect/reported speech
Reorientation paragraph -summarising the story -Looking to the future

Biography - Year 5

Rhetorical question to hook reader
Introductory paragraph introduces real person and the main events in their life/why they are known
Third person pronouns
Past tense
Direct speech (quotes)
Key events in life ordered chronologically organised into sections with headings, subheadings, bullet points etc
Events are anecdotal rather than a list of facts (written like a story of their life) to interest the reader
Show understanding of the places, times, events and other people from when the person lived
Factual information
Include the person's motivations and/or obstacles
Conclusion includes: <ul style="list-style-type: none">-Summarise main achievements/personal life-How and why they will be/are remembered-Can sometimes give writer's opinion

Biography - Year 6

Rhetorical question to hook reader
Introductory paragraph introduces real person and the main events in their life/why they are known
Third person pronouns
Past tense
Indirect speech and quotes
Key events in life ordered chronologically organised into sections with headings, subheadings, bullet points etc
Events are anecdotal rather than a list of facts (written like a story of their life) to interest the reader
Show understanding of the places, times, events and other people from when the person lived
Factual information from reliable sources
Passive voice
Show awareness of the person's motivations and obstacles - help the reader to see them as 'human'
Conclusion includes: <ul style="list-style-type: none">- Summarise main achievements/personal life- How and why they will be/are remembered- Can sometimes give writer's opinion

Film Review - Year 5

Include the title of the film, the year it was made and who directed it
Hook reader with a strong first sentence that makes them want to read on (use of wordplay, alliteration, rhyme etc)
Include genre of the film
Mention some of the key actors by name
State who the film is targeted at
Summarise the plot (without giving away the ending)
Powerful adjectives and adverbs to persuade
Include technical details: Where can the film be watched? Does it fit in as part of a series?
Include opinion as a reviewer with examples from the film to support
Mention strengths of the film with specific examples
Mention weaknesses of the film with specific examples
Concluding paragraph

Film Review – Year 6

Include the title of the film, the year it was made and who directed it
Hook reader with a strong first sentence that makes them want to read on (use of wordplay, alliteration, rhyme etc)
Include genre of the film
Mention some of the key actors by name
State who the film is targeted at
Summarise the plot (without giving away the ending)
Use persuasive techniques (emotive language, adjectives, adverbs, phrases)
Consider how authors have created character and plot and the 'story arc' of the characters.
Include technical details: Where can the film be watched? Does it fit in as part of a series?
Include opinion as a reviewer with examples from the film to support
Mention strengths of the film with specific examples
Mention weaknesses of the film with specific examples
Concluding paragraph