

Recount		
Y1/2	Y3/4	Y5/6
<p>Year 1:</p> <ul style="list-style-type: none"> <li>• Use some simple description</li> <li>• Write in 1<sup>st</sup> person based on experiences</li> <li>• Write in past tense</li> <li>• Begin to link events using <i>and</i></li> <li>• Write events in order</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>• Include detail and description to inform the reader</li> <li>• Use consistent past tense</li> <li>• Include personal comments and own viewpoint</li> <li>• Order events with adverbs of time</li> </ul>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>• Use a balance of description and opinion</li> <li>• Use a range of adverbs e.g. first, next, after that, finally and prepositions e.g. <u>in</u> the morning, <u>before</u> lunch</li> <li>• Use a range of past tense forms</li> <li>• Write in 1<sup>st</sup> person or 3<sup>rd</sup> person</li> <li>• Write an introductory paragraph</li> <li>• Write further paragraphs in chronological order</li> </ul> <p>Year 4:</p> <ul style="list-style-type: none"> <li>• Engage the reader through detailed description</li> <li>• Include eyewitness accounts as quotes using direct speech punctuation</li> <li>• Use fronted adverbials to introduce or connect paragraphs e.g. Later that day, Inside the castle</li> <li>• Use a range of past tense forms</li> <li>• Write in 1<sup>st</sup> person or 3<sup>rd</sup> person</li> <li>• Write an introductory paragraph including the 5Ws – who, what, where, when, why and how</li> <li>• Use paragraphs to extend and sequence extended recounts</li> </ul>	<p><b>Recount</b></p> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• Engage reader through use of description, feelings and opinions</li> <li>• Create cohesion through use of a range adverbs and adverbials</li> <li>• Write in consistent tense using a range of verb forms</li> <li>• Include the 5Ws – who, what, where, when, why and how – and conclude with a clear summary</li> </ul> <p>Year 6:</p> <ul style="list-style-type: none"> <li>• Select the appropriate style to engage the audience</li> <li>• Use direct and reported speech to express a range of viewpoints</li> <li>• Use a wide range of cohesive devices e.g. conjunctions, synonyms, adverbials, punctuation</li> <li>• Use verb tenses consistently and correctly</li> </ul> <p><b>Biography / Autobiography</b></p> <p>Also include:</p> <ul style="list-style-type: none"> <li>• Use real life facts, including dates and place names</li> <li>• Use thematic language specific to the subject</li> <li>• Use formal language appropriately</li> </ul>

Recount: diary

Y1/2	Y3/4	Y5/6
<p>Year 1:</p> <ul style="list-style-type: none"> <li>• Use some simple description</li> <li>• Write in 1<sup>st</sup> person based on experiences</li> <li>• Write in past tense</li> <li>• Begin to link events using <i>and</i></li> <li>• Write events in order</li> <li>• Open with <i>Dear Diary</i></li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>• Include detail and description to inform the reader</li> <li>• Write in 1<sup>st</sup> person</li> <li>• Use consistent past tense</li> <li>• Order events with adverbs of time</li> <li>• Include personal comments and own viewpoint</li> <li>• Set the scene with a clear opening and establish the context</li> <li>• Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had!</li> </ul>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>• Use a balance of description and opinion</li> <li>• Use a variety of sentence forms including statements and exclamations</li> <li>• Use a range of past tense forms, including present perfect</li> <li>• Write in 1<sup>st</sup> person</li> <li>• Write an opening paragraph to set the scene</li> <li>• Finish with a personal comment about hopes or concerns for the future</li> </ul> <p>Year 4:</p> <ul style="list-style-type: none"> <li>• Engage the reader through detailed description</li> <li>• Use fronted adverbials to introduce or connect paragraphs e.g. Later that day, Inside the castle</li> <li>• Use a range of past tense forms</li> <li>• Write an opening paragraph to share thoughts and feelings and to summarise the day</li> <li>• Finish with a personal comment about hopes or concerns for the future</li> </ul>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>• Engage reader through use of detail, description, feelings and opinions</li> <li>• Use adverbs and fronted adverbials e.g. with doubt in my mind, anxiously, afterwards</li> <li>• Use rhetorical questions to engage reader</li> <li>• Select the appropriate tense</li> </ul> <p>Year 6:</p> <ul style="list-style-type: none"> <li>• Use quotes from people to express feelings</li> <li>• Select the appropriate tense and use accurately e.g. shifts in time and flashbacks</li> <li>• Use an informal conversational style</li> <li>• Use a wide range of cohesive devices e.g. conjunctions, synonyms, adverbials, punctuation</li> </ul>

Recount: journalistic report

Y1/2

Y3/4

Y5/6

Year 6:

- Add details of the 5Ws throughout piece – who, what, where, when, why and how
- Use quotes from people to provide opinions and information
- Use passive voice for ambiguity
- Use appropriate formality for intended audience
- Write in third person
- Use layout features of a journalistic report, including headline, photographs and captions and ending with a summary, comment or question

## Letters

Y1/2	Y3/4	Y5/6
<p>Year 1:</p> <ul style="list-style-type: none"> <li>Write in 1<sup>st</sup> person</li> <li>Write simple sentences in sequence</li> <li>Begin to link events using <i>and</i></li> <li>Use simple openings and closings e.g. dear, from</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>Include detail and description to inform the reader</li> <li>Use a range of sentence forms to address the reader</li> <li>Write in 1<sup>st</sup> person</li> <li>Include personal comments and own viewpoint</li> <li>Use openings and closings e.g. dear, opening statement to state why we are writing, from</li> </ul>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>Write in the 1st person</li> <li>Use contractions e.g. I'm writing to you</li> <li>Provide detail through use of prepositions to express time, place and cause</li> <li>Choose sentence forms to address the reader directly</li> <li>Vary tenses</li> <li><b>Use fronted adverbials to introduce paragraphs</b></li> <li>Use layout features including an <b>address</b>/date, introductory paragraph and further paragraphs in order, suitable closing</li> </ul> <p><b>Bold are additions for year 4</b></p>	<p>Apply the features of recount, persuasion, information and explanation in the form of a letter.</p> <ul style="list-style-type: none"> <li>Use features of formal letter writing e.g. address, yours sincerely, yours faithfully</li> </ul>

Information and non-chronological reports

Y1/2	Y3/4	Y5/6
<p>Year 1:</p> <ul style="list-style-type: none"> <li>• Write simple sentences linked to the topic</li> <li>• Write in the present tense</li> <li>• Link ideas through subject or pronoun e.g. Bats are black. They fly at night</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>• Use specific vocabulary linked to the topic</li> <li>• Use facts from research</li> <li>• Write with clear and precise description</li> <li>• Write in the present tense</li> <li>• Use layout features e.g. title, sub-headings, introduction, grouped information</li> </ul>	<p>Year 3 /4:</p> <ul style="list-style-type: none"> <li>• Use specific e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal</li> <li>• <b>Use precision in technical vocabulary</b></li> <li>• Use description to compare and contrast e.g. bats are one of the smallest mammals</li> <li>• Write in present tense (except historic reports)</li> <li>• Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams</li> </ul> <p><b>Bold are additions for year 4</b></p>	<p>Year 5/6:</p> <ul style="list-style-type: none"> <li>• Use precise word choices</li> <li>• Select language to appeal to the reader</li> <li>• <b>Clarify technical vocabulary</b></li> <li>• Use a formal tone</li> <li>• <b>Adapt formality to suit purpose and audience</b></li> <li>• <b>Use fronted adverbials e.g. also, additionally, usually, commonly</b></li> <li>• Provide well-developed factual information for the reader</li> <li>• Manipulate style for specific purpose and audience (<b>hybrid texts</b>)</li> <li>• Include a summarising statement</li> </ul> <p><b>Bold are additions for year 6</b></p>

## Instructions

Y1/2	Y3/4	Y5/6
<p>Year 1:</p> <ul style="list-style-type: none"> <li>• Write simple, clear sentences</li> <li>• Start sentences with a command</li> <li>• Keep to the correct order of the steps to be followed</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>• Write simple, short sentences with some technical vocabulary</li> <li>• Use noun phrases to specify where needed e.g. pick up the large bowl</li> <li>• Use adverbs appropriately</li> <li>• Include negative commands e.g. never, don't</li> <li>• Begin with a clear title and opening statement</li> <li>• Write in chronological order using bullet points or numbered points</li> </ul>	<p>Year 3/4:</p> <ul style="list-style-type: none"> <li>• Use technical vocabulary</li> <li>• Talk to the reader and make the instructions sound easy</li> <li>• Use adverbs for time and manner e.g. first, next, finally, carefully</li> <li>• Use clear and concise command sentences</li> <li>• <b>Write an introduction and concluding statement to engage the reader</b></li> <li>• Present the text clearly e.g. sub-headings, bullet points, numbers</li> </ul> <p><b>Bold are additions for year 4</b></p>	<p>Year 5/6:</p> <p>Apply the features of instructional texts across other text types where appropriate</p>

## Explanations

Y1/2

Y3/4

Y5/6

Year 3 /4:

- Use language to explain a process or how something works
- Use some technical vocabulary
- Use simple present tense
- Use words/phrases to make sequential, causal or logical connections e.g. because, as a result
- Use organisational features e.g. opening statement, **paragraphs**, steps explained in logical order, diagrams and flowchart

**Bold are additions for year 4**

Year 5/6:

- Use technical vocabulary **and precis information**
- Use words/phrases to make sequential, causal or logical connections e.g. resulting in, consequently, in addition
- Apply language from independent research
- Use hypothetical language (if...then, might, when the...)
- Use rhetorical questions to talk directly to the reader
- Adapt formality to suit purpose and audience

**Bold are additions for year 6**

Persuasion

Y1/2

Y3/4

Y5/6

Year 3 /4:

- Use persuasive language e.g. alliteration, repetition, **rhetorical questions**
- Write in logical order
- Use 2<sup>nd</sup> person or 3<sup>rd</sup> person to talk directly to the reader
- **Use short sentences to emphasise**
- Select organisational features e.g. opening statement, sub-headings, **captions, strategically organised paragraphs, closing statement**

**Bold are additions for year 4**

Year 5/6:

- Use persuasive language e.g. quotes, slogans, rhetorical questions
- Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would)
- Create deliberate ambiguities (probably the best...in the world)
- Directly appeal to the reader
- Support points using persuasive examples and provide evidence
- **Create authority through a formal style where appropriate e.g. letter to the council**
- **Pre-empt reader objections e.g. you may disagree but...**

**Bold are additions for year 6**

**Persuasion: discussion (year 6):**

- Use precise, thematic vocabulary to establish authority
- Use formal language:
  - passive voice e.g. it is thought by many people,
  - subjunctive form e.g. suggest, request, demand
  - ambiguous determiners e.g. some, many, most
- Avoid informality: 1<sup>st</sup> person, contractions, colloquialisms
- Create cohesion through the effective use of conjunctions and adverbs e.g. however, therefore, despite, on the other hand
- Support points using persuasive examples and provide evidence
- Follow a clear structure e.g. introduce the point, arguments for and against, summary

Story: vocabulary

Y1/2	Y3/4	Y5/6
<p>Year 1:</p> <ul style="list-style-type: none"><li>• Use some story language</li><li>• Include and describe a character</li><li>• Include and describe the setting</li></ul> <p>Year 2:</p> <ul style="list-style-type: none"><li>• Use phrases from story language</li><li>• Create and describe characters</li><li>• Create and describe settings</li></ul>	<p>Year 3:</p> <ul style="list-style-type: none"><li>• Use small details to describe characters</li><li>• Include a setting to create atmosphere</li></ul> <p>Year 4:</p> <ul style="list-style-type: none"><li>• Use small details to describe characters and evoke a response</li><li>• Use small details for time, place and mood</li></ul>	<p>Year 5:</p> <ul style="list-style-type: none"><li>• Develop and keep characters consistent through description</li><li>• Develop settings through description and link this with the characters or plot</li></ul> <p>Year 6:</p> <ul style="list-style-type: none"><li>• Use language carefully to influence the reader's opinion of a character, place or situation</li></ul>

Story: sentence/structure

Y1/2	Y3/4	Y5/6
<p>Year 1:</p> <ul style="list-style-type: none"> <li>• Write simple sentences in sequence</li> <li>• Include a beginning, middle and end</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>• Sequence of events</li> <li>• Section story into beginning, middle and end</li> <li>• Use 3<sup>rd</sup> person consistently</li> <li>• Use tenses appropriately</li> </ul>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>• Sequence of events to follow the structure of the model story</li> <li>• Write an opening paragraph and further paragraphs for each stage</li> <li>• Create dialogue between characters that shows their relationship with each other</li> <li>• Use 3<sup>rd</sup> person consistently</li> <li>• Use tenses appropriately</li> </ul> <p>Year 4:</p> <ul style="list-style-type: none"> <li>• Sequence stories in different stages: introduction, build up, climax, resolution</li> <li>• Use paragraphs and use different ways to introduce paragraphs</li> <li>• Create dialogue between characters that shows their relationship with each other</li> <li>• Use 1<sup>st</sup> or 3<sup>rd</sup> person consistently</li> <li>• Use tenses appropriately</li> </ul>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>• Vary story openings: start with dialogue, action or description</li> <li>• Use paragraphs to vary pace and emphasis</li> <li>• Use dialogue to move action forward</li> </ul> <p>Year 6:</p> <ul style="list-style-type: none"> <li>• Vary story structure: start with a flashback or dramatic event, use 2 narrators to tell a story from different perspectives</li> <li>• Use paragraphs to vary pace and emphasis</li> <li>• Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood</li> </ul>