

NON-FICTION TEXT TYPES

Oakthorpe Primary School

2024

Letters

Recounts

- Newspaper article
- Biography
- Autobiography
- Recount text
- Diary entry

Explanatory Texts

- Processes and how things work
- How something happened

Reports

- Non – chronological report

Instructions

- Instructions

Persuasion

- Persuasive writing (biased)
- Adverts
- Letters of complaint
- Book reviews
- Information leaflets

Discussion

- Discussion texts (balanced argument)

SEN adaptations

- Task Planner- to break down instructions
- Pre teaching vocabulary for new texts and text types
- Homework tasks to consolidate learning
- Word mats/ communication in print
- Allowing the child thinking time before requiring a response
- TA support planned for/ split modelling
- Lower attaining chn to work in focus group supported by teachers
- Peer support- paired with good language models
- Ipad use for reluctant writers
- Blanks level questioning
- Sound mats or word mats
- Letter formation sheets/rhymes
- Breaking down long texts into shorter, more manageable sections or presented in an alternative way, e.g. visual map.
- Colourful semantics
- Working wall inc. key vocabulary alongside visuals/symbols
- Writing frames/scaffolds and sentence starters
- Individual vocabulary books
- Focus on oracy- lots of speaking and listening activities before writing
 - Date/LO can be printed to stick in books to save time for less able writers
- Adult as scribe depending on activity
- Visuals- to generate ideas/ pictures alongside words
- Real objects/ pictorial representations
- Lesson split into manageable chunks- breaks in between
- Small group work

LETTERS

- Letter writing linked to fiction texts- writing in role
- Letter writing for a purpose- e.g to the headteacher
- Formal and informal letter writing
- Narrative letters

Letter writing is an essential skill. Despite the prevalence of emails and text messages, everyone has to write letters at some point. Letters of complaint, job applications, thank you letters, letters requesting changes or making suggestions — the list goes on and on. Encouraging children to write letters from an early age will improve their communication, social and handwriting skills, and teach them what they need to know about writing and structuring letters.

Purpose:

The primary purpose of a letter is written communication between two people. Letters are written for many purposes and audiences and can be formal or informal. Informal letters are directed at someone the sender has a personal connection with, like a parent or friend whereas formal letters are often written to someone the sender does not know. Letters are usually structured in a particular way to show that the text is directed at someone.

Children should already be familiar with...

- What a letter looks like
- Why we send letters
- Types of letters they have received or their family have received

Progression by Year Group

Year Group	Expectations of text type- letters	Key vocabulary
1	<p>Children to...</p> <ul style="list-style-type: none"> • Understand the purpose of letter writing • To be aware of where the sender’s address goes • To be aware of where the address of the recipient goes • To write the date of the letter • To write a greeting, e.g. ‘Dear’. • To start to recognise informal and formal letters • To know that the first part of the letter should explain the reason for writing • Sign off the letter correctly 	<p>Sender- person sending the letter Recipient-person receiving the letter Greeting- how you open the letter Sign off– how to end your letter Chronological order- time order –starting from the beginning First person- using I, me, my</p>
2	<p>Children to...</p> <ul style="list-style-type: none"> • Understand the purpose of letter writing • To know the difference between informal and formal letters • To write the sender’s address • To write recipients address 	<p>Sender- person sending the letter Recipient-person receiving the letter Greeting- how you open the letter Sign off– how to end your letter Chronological order- time order</p>

	<ul style="list-style-type: none"> • To write the date • To write an appropriate greeting • To include an introduction • To include details of why you are writing • To include a conclusion • To use an appropriate sign off 	<p>–starting from the beginning</p> <p>Informal language-chatty language</p> <p>–use of contractions</p> <p>Formal language- using Standard English</p> <p>First person- using I, me, my</p> <p>Pronouns- replaces a noun, e.g. Jack =he</p>
3	<p>Children to...</p> <ul style="list-style-type: none"> • Understand the purpose of letter writing • To know the difference between informal and formal letters • To write the sender’s address • To write the recipients address • To write the date • To write an appropriate greeting– ‘Dear Sir/Madam or Dear Mr/Mrs/Miss • To include an introduction • To include details of why you are writing • To use the correct style, formal or informal language • To include a conclusion saying what will happen next. • To include more details organised into paragraphs • To include an appropriate close • To use an appropriate sign off 	<p>Sender- person sending the letter</p> <p>Recipient-person receiving the letter</p> <p>Greeting- how you open the letter</p> <p>Sign off– how to end your letter</p> <p>Chronological order- time order</p> <p>–starting from the beginning</p> <p>Informal language-chatty language</p> <p>–use of contractions</p> <p>Formal language- using Standard English</p> <p>First person- using I, me, my</p> <p>Pronouns- replaces a noun, e.g. Jack =he</p> <p>Yours sincerely-sign off when you know who you’re writing to</p> <p>Yours faithfully- sign off when you don’t know who you’re writing to</p>
4	<p>CURRENTLY NOT WRITING LETTERS</p> <p>Children to...</p> <ul style="list-style-type: none"> • Know where the sender’s address goes and write it • Know where the recipient’s address goes and write it • Write the date of the letter • Write an appropriate greeting – ‘Dear Sir/Madam or Dear Mr/Mrs/Miss • Write an introduction • More details organised into paragraphs • Write in first person • Write a conclusion stating what needs to happen next. • Know whether it is a formal or informal letter • Sign off letter appropriately - yours faithfully or yours sincerely • Write a range of different types of letters 	<p>Sender- person sending the letter</p> <p>Recipient-person receiving the letter</p> <p>Greeting- how you open the letter</p> <p>Sign off– how to end your letter</p> <p>Chronological order- time order</p> <p>–starting from the beginning</p> <p>Informal language-chatty language</p> <p>–use of contractions</p> <p>Formal language- using Standard English</p> <p>First person- using I, me, my</p> <p>Pronouns- replaces a noun, e.g. Jack =he</p> <p>Yours sincerely-sign off when you know who you’re writing to</p> <p>Yours faithfully- sign off when you don’t know who you’re writing to</p>

5	<p>Children to...</p> <ul style="list-style-type: none"> • Know where the sender's address goes and write it • Know where the recipient's address goes and write it • Write the date of the letter • Write an appropriate greeting – 'Dear Sir/Madam or Dear Mr/Mrs/Miss • Write an introduction • More detail organised into paragraphs • Write in first person • Write a conclusion stating what needs to happen next • Know whether it is a formal or informal letter and use the appropriate language, e.g. formal = 'I am writing to inform you'. • Sign off letter appropriately • Write a range of well-structured letters 	<p>Sender- person sending the letter Recipient-person receiving the letter Greeting- how you open the letter Sign off– how to end your letter Chronological order- time order –starting from the beginning Informal language-chatty language –use of contractions Formal language- using Standard English First person- using I, me, my Pronouns- replaces a noun, e.g. Jack =he Yours sincerely-sign off when you know who you're writing to Yours faithfully- sign off when you don't know who you're writing to</p>
6	<p>Children to....</p> <ul style="list-style-type: none"> • Know where the sender's address goes and write it • Know where the recipient's address goes and write it • Write the date of the letter • Use correct greeting, depending on the style of the letter. • Know whether it is a formal or informal letter and use the appropriate language, e.g. formal = 'I am writing to inform you'. • Write an introduction to explain why I am writing • Organise writing into well-structured paragraphs • Construct a conclusion saying what needs to happen next • Sign off correct • Use correct level of formality 	<p>Sender- person sending the letter Recipient-person receiving the letter Greeting- how you open the letter Sign off– how to end your letter Chronological order- time order –starting from the beginning Informal language-chatty language –use of contractions Formal language- using Standard English First person- using I, me, my Pronouns- replaces a noun, e.g. Jack =he Yours sincerely-sign off when you know who you're writing to Yours faithfully- sign off when you don't know who you're writing to</p>

RECOUNTS

- Newspaper article
- Biography
- Autobiography
- Recount text

Recounts are sometimes referred to as ‘accounts’. They are the most common text type we encounter as readers and listeners, not least because they are the basic form of many storytelling texts. Stories and anecdotes can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener. In non-fiction texts they are used to provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of an event often consist of a recount that includes elements of explanation.

Purpose:

The primary purpose of recounts is to retell events. Their most common intentions are to inform and/or entertain.

Children should already be familiar with...

- Recalling past events.
- Retelling an event in detail.

Progression by Year Group

Year Group	Expectations of text types- recount text/ diary entry	Key vocabulary
1	<p>Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple recounts and retellings can be written about experiences with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.</p> <p>Children to...</p> <ul style="list-style-type: none"> • Write the date/time of the event. • Write in first person ‘I’, ‘my’ • Talk about where the events happened • Write the events in chronological order • Describe thoughts and feelings • Use time linking words: ‘first’, ‘next’, ‘finally’. • Use informal language 	<p>Date- a specific day and month Diary- a record of events Chronological order- time order, starting from the beginning Informal language- chatty language, use of contractions First person- using ‘I’, ‘my’ Feelings- emotions Pronouns- replaces a noun, e.g. Jack = he</p>
2	<p>Use past and present tense throughout writing Use progressive forms of verbs Use conjunctions for coordination and subordination Use of noun phrases Children to...</p>	<p>Date- a specific day and month Diary- a record of events Chronological order- time order, starting from the beginning</p>

	<ul style="list-style-type: none"> • Understand the purpose of diary and recount writing. • Title relates to the text. • Write in past tense. • Include a conclusion. • Write the events in chronological order • Give details of events – include who, where, when and what. • Describe thoughts and feelings in more detail. 	<p>Informal language- chatty language, use of contractions</p> <p>First person- using 'I', 'my'</p> <p>Feelings- emotions</p> <p>Pronouns- replaces a noun, e.g. Jack = he</p> <p>Recount- retell or give an account of something</p> <p>Conclusion- the final part of the recount.</p>
3	<p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</p> <p>Inverted commas can be used to punctuate direct speech</p> <p>Children to...</p> <ul style="list-style-type: none"> • Write an introductory paragraph which briefly covers who, what, where and when. • Understand the different forms of a recount. • Write recounts in first or third person. • Recounts are usually written in past tense. • Use time conjunctions to move the text on. • Include a concluding paragraph • Personal recounts use emotive language • Impersonal recounts include more factual information 	<p>Date- a specific day and month</p> <p>Diary- a record of events</p> <p>Chronological order- time order, starting from the beginning</p> <p>Informal language- chatty language, use of contractions</p> <p>First person- using 'I', 'my'</p> <p>Feelings- emotions</p> <p>Pronouns- replaces a noun, e.g. Jack = he</p> <p>Recount- retell or give an account of something</p> <p>Introduction- the beginning</p> <p>Conclusion-the final part of the recount.</p> <p>Third person-he/she</p> <p>Time conjunctions- first, after, eventually.</p> <p>Quotations- speech using inverted commas</p> <p>Emotive language- showing feelings</p>
4	<p>Use of paragraphs to organise ideas</p> <p>Effective use of expanded noun phrases</p> <p>Fronted adverbials (e.g. Later that day)</p> <p>Children to...</p> <ul style="list-style-type: none"> • Write an introductory paragraph which briefly covers who, what, where and when. • Understand the different forms of a recount. • Write recounts in first or third person. • Recounts are usually written in past tense. • Use time conjunctions to move the text on. • Include quotations from witnesses. • Include a concluding paragraph • Personal recounts use emotive language • Impersonal recounts include more factual information 	<p>Chronological order- time order, starting from the beginning</p> <p>Tense- past tense = happened already, future = will happen, past-progressive = was happening, present-progressive = is happening, future-progressive = will be happening, present perfect = has happened, past perfect = had happened</p> <p>First person- using 'I', 'my'</p> <p>Non-fiction- real/true</p> <p>Third person- he/she</p> <p>Recount- retell or give an account of something</p> <p>Time conjunctions- first, after, eventually.</p>

		<p>Quotations- speech using inverted commas</p> <p>Emotive language- showing feelings</p>
5	<p>Use of the past perfect Modals can be used to indicate degrees of possibility Create cohesion within paragraphs using adverbials Children to...</p> <ul style="list-style-type: none"> • Understand and write a range of recounts. • Include an introduction with the 5Ws. • Include a conclusion that links back to the introduction • Understand chronology • Write in paragraphs with detailed and technical vocabulary. • Know which tense to use. • Use a range of conjunctions. • Use effective quotations. • Include extra details about how and why the events happened. 	<p>Chronological order- time order, starting from the beginning</p> <p>Tense- past tense = happened already, future = will happen, past-progressive = was happening, present-progressive = is happening, future-progressive = will be happening, present perfect = has happened, past perfect = had happened</p> <p>First person- using 'I', 'my'</p> <p>Non-fiction- real/true</p> <p>Third person- he/she</p> <p>Recount- retell or give an account of something</p> <p>Time conjunctions- first, after, eventually.</p> <p>Quotations- speech using inverted commas</p> <p>Emotive language- showing feelings</p>
6	<p>Use of the past perfect progressive form of verbs Adapt degrees of formality and informality to suit the form of the text Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials. Children to...</p> <ul style="list-style-type: none"> • Understand and write a range of recounts. • Include an introduction with the 5Ws. • Include a conclusion that links back to the introduction • Understand chronology • Write in paragraphs with detailed and technical vocabulary. • Know which tense to use. • Use a range of conjunctions. • Use effective quotations. • Include extra details about how and why the events happened. 	<p>Chronological order- time order, starting from the beginning</p> <p>Tense- past tense = happened already, future = will happen, past-progressive = was happening, present-progressive = is happening, future-progressive = will be happening, present perfect = has happened, past perfect = had happened</p> <p>First person- using 'I', 'my'</p> <p>Non-fiction- real/true</p> <p>Third person- he/she</p> <p>Recount- retell or give an account of something</p> <p>Time conjunctions- first, after, eventually.</p> <p>Quotations- speech using inverted commas</p> <p>Emotive language- showing feelings</p>

Progression in Newspaper Reports

Typically, news reports found in newspapers or online with a purpose to inform readers of what is happening in the world around them. News is new information and is usually about something that has just happened. All news reports follow a certain structure and have the same key features these are found at the front of a newspaper. They will be full of facts, like names, dates and places, as well as points of view, eg “Local opinion is still divided over plans to open a new shopping centre.” Reports tend to have a more formal, neutral tone.

Purpose:

To share important information with people about what is going on in the world.

Children should already be familiar with...

- The children will have written recounts but not necessarily in the form of a news report.
- Experience of reading/seeing news reports and their purpose.

Progression by Year Group

Year Group	Expectations of text types- newspaper articles	Key vocabulary
1	N/A	N/A
2	N/A	N/A
3	N/A	N/A
4	Use of paragraphs to organise ideas Effective use of expanded noun phrases Fronted adverbials (e.g. Later that day) Children to... <ul style="list-style-type: none"> • Include the name of the newspaper. • Include a headline. • Include the reporter’s name. • Use the 5Ws. • Include facts about the main event. • Write in 3rd person and past tense. • Include a conclusion paragraph to explain what might happen next. • Include a picture with captions. • Include quotes written as direct speech. 	Headline -a catchy heading at the top of the article. 5Ws - who, what, where, when, why Recount - retell what has happened Chronological Order - in time order Formal tone - using Standard English Facts - true information Caption - a brief description of an illustration. Direct Speech - repeating the actual words of the speaker
5	Use of the past perfect Modals can be used to indicate degrees of possibility Create cohesion within paragraphs using adverbials Children to... <ul style="list-style-type: none"> • Include the name of the newspaper. • Include a headline that uses pun, rhyme or alliteration. • Include a sub-headline which gives more information. • Include a ‘byline’ (the writer’s name). • Have an introductory paragraph using the 5Ws. • A commentary of the main events. • Write in 3rd person and past tense. 	Headline -a catchy heading at the top of the article. 5Ws - who, what, where, when, why Recount - retell what has happened Chronological Order - in time order Formal tone - using Standard English Facts - true information Caption - a brief description of an illustration.

	<ul style="list-style-type: none"> • Include a conclusion paragraph to explain what might happen next. • Include pictures with captions. • Include direct and reported speech. 	<p>Direct Speech- repeating the actual words of the speaker using inverted commas</p> <p>Reported Speech- reporting speech, e.g. 'he said' without inverted commas</p> <p>Sub-Headline- a smaller headline to add more information</p> <p>'Byline'- the writer's name</p> <p>Pun- a joke exploiting the different possible meanings of the word</p> <p>Alliteration- use of the same consonant at the beginning of each word.</p> <p>Rhyme- words with similar sounding final syllables</p>
<p>6</p>	<p>Use of the past perfect progressive form of verbs Adapt degrees of formality and informality to suit the form of the text Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials.</p> <p>Children to...</p> <ul style="list-style-type: none"> • Include the name of the newspaper. • Include a headline that uses pun, rhyme or alliteration. • Include a sub-headline which gives more information. • Include a 'byline' (the writer's name). • Have an introductory paragraph using the 5Ws. • A commentary of the main events. • Write in 3rd person and past tense. • Include a conclusion paragraph to explain what might happen next. • Include pictures with captions. • Include direct and reported speech. 	<p>Headline -a catchy heading at the top of the article.</p> <p>5Ws- who, what, where, when, why</p> <p>Recount- retell what has happened</p> <p>Chronological Order- in time order</p> <p>Formal tone- using Standard English</p> <p>Facts- true information</p> <p>Caption- a brief description of an illustration.</p> <p>Direct Speech- repeating the actual words of the speaker using inverted commas</p> <p>Reported Speech- reporting speech, e.g. 'he said' without inverted commas</p> <p>Sub-Headline- a smaller headline to add more information</p> <p>'Byline'- the writer's name</p> <p>Pun- a joke exploiting the different possible meanings of the word</p> <p>Alliteration- use of the same consonant at the beginning of each word.</p> <p>Rhyme- words with similar sounding final syllables</p>

Progression in biographies and autobiographies

Biographies and autobiographies are both types of non-fiction stories about someone's life. They are both based in fact but there are some key differences between them. Both biographies and autobiographies tell the story of someone's life, are written in the past tense and follow a chronological order. Biographies are written by a person about someone else's life in third person whereas an autobiography is written by a person about their own life in first person. Biography writing is often written about famous figures, focussing on their whole life or just a specific event.

Purpose:

To share the life, or a specific event in someone's life, of another person with an audience.

Children should already be familiar with...

- Exploration of these text types in reading.
- Past and present tense.
- Chronology.

Progression by Year Group

Year Group	Expectations of text types- biography	Key Vocabulary
1	N/A	N/A
2	N/A	N/A
3	<p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Inverted commas can be used to punctuate direct speech Children to...</p> <ul style="list-style-type: none"> • Include a question in the opening to hook a reader in. • Summarise the main events of the person's life in the first paragraph. • Write in chronological order. • Write in past tense. • Use third person pronouns. • Use adverbials of time to link paragraphs. • Include a conclusion about how they are/will be remembered. 	<p>Title/Heading- the name of the piece of work Adverbials of Time- a group of words that function as an adverb and move the writing on: After a while, two years later. Chronological Order- in time order Summary- a brief outline of the main points. Third Person- he/she Past Tense- written in the past, events have already happened. Introduction- the beginning that gives information about what the text will be about. Conclusion- the end of a text. Facts- true events</p>
4	<p>CURRENTLY NOT WRITING BIOGRAPHIES Use of paragraphs to organise ideas Effective use of expanded noun phrases Fronted adverbials (e.g. Later that day) Children to...</p> <ul style="list-style-type: none"> • Include a question in the opening to hook a reader in. • Summarise the main events of the person's life in the first paragraph. • Write in chronological order. 	<p>Title/Heading- the name of the piece of work Sub –Heading- smaller titles throughout the piece of work. Introduction- the beginning that gives information about what the text will be about. Conclusion- the end of a text. Facts- true events</p>

	<ul style="list-style-type: none"> • Write in past tense. • Use third person pronouns. • Use adverbials of time to link paragraphs. • Include a conclusion about how they are/will be remembered. • Include their feelings about different points and events in their life. 	<p>Adverbials of Time- a group of words that function as an adverb and move the writing on: After a while, two years later.</p> <p>Chronological Order- in time order</p> <p>Summary- a brief outline of the main points.</p> <p>Third Person- he/she</p> <p>Past Tense- written in the past, events have already happened.</p>
5	<p>Use of the past perfect Modals can be used to indicate degrees of possibility Create cohesion within paragraphs using adverbials Children to...</p> <ul style="list-style-type: none"> • Include a question in the opening to hook a reader in. • Summarise the main events of the person's life in the first paragraph. • Include specific facts about achievements, influences, etc. • Write in chronological order. • Write in past tense. • Use third person pronouns. • Use adverbials of time to link paragraphs. • Include a conclusion about how they are/will be remembered. • Include their feelings about different points and events in their life. • Include quotes from the person themselves or other key people in their life. 	<p>Title/Heading- the name of the piece of work</p> <p>Sub –Heading- smaller titles throughout the piece of work.</p> <p>Introduction- the beginning that gives information about what the text will be about.</p> <p>Conclusion- the end of a text.</p> <p>Facts- true events</p> <p>Adverbials of Time- a group of words that function as an adverb and move the writing on: After a while, two years later.</p> <p>Chronological Order- in time order</p> <p>Summary- a brief outline of the main points.</p> <p>Third Person- he/she</p> <p>Past Tense- written in the past, events have already happened.</p>
6	<p>Use of the past perfect progressive form of verbs Adapt degrees of formality and informality to suit the form of the text Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials. Children to...</p> <ul style="list-style-type: none"> • Include a question in the opening to hook a reader in. • Summarise the main events of the person's life in the first paragraph. • Include information about the key events in chronological paragraphs. • Include specific facts about achievements, influences... • Write in past tense. • Use third person pronouns. • Use adverbials of time to link paragraphs. • Include a conclusion about how they are/will be remembered. • Include their feelings about different points and events in their life. • Include quotes from the person themselves or other key people in their life. 	<p>Title/Heading- the name of the piece of work</p> <p>Sub –Heading- smaller titles throughout the piece of work.</p> <p>Introduction- the beginning that gives information about what the text will be about.</p> <p>Conclusion- the end of a text.</p> <p>Facts- true events</p> <p>Adverbials of Time- a group of words that function as an adverb and move the writing on: After a while, two years later.</p> <p>Chronological Order- in time order</p> <p>Summary- a brief outline of the main points.</p> <p>Third Person- he/she</p> <p>Past Tense- written in the past, events have already happened.</p>

RECOUNT PLANNING SHEETS

1. Newspaper Articles

Year 4 (linked to Romans topic) and Year 6 (linked to current affairs)

Features	Think About!	Planning Notes
Headline	<ul style="list-style-type: none">- No more than seven words- Include the main point- Alliteration, pun, rhyme	
By-line	<ul style="list-style-type: none">- Your name, title, location.	
Lead paragraph	<ul style="list-style-type: none">- Include all the Ws (Who? What? Where? When? Why?)- No more than three sentences.	
Body	<ul style="list-style-type: none">- Provide more detail about the two or three most relevant Ws.- Write short paragraphs – no more than three sentences.- Present the information in a balanced and factual way.	
Sources	<ul style="list-style-type: none">- Use both direct and reported speech when quoting what was said.	
Illustration and Caption	<ul style="list-style-type: none">- Draw a box where the illustration will be placed- Add a brief caption beneath the box.	

RECOUNT PLANNING SHEETS

2. Biographies

Year 6 (linked to Roald Dahl)

Features	Think About!	Planning Notes
Title	Tell the reader who the biography is about in no more than eight words.	
Overview paragraph	<ul style="list-style-type: none">- 3rd person.- In chronological order.- Past tense. Follow this order: <ol style="list-style-type: none">1. What are they known for?2. When did they live?3. Where did they live?4. Why are they important?	
Childhood events	Include any childhood events you think are important.	
Early life, events and achievements	Tell the reader the important things which happened in the person's early life and perhaps how these influenced his/her later work.	
Later life, events and achievements	Tell the reader the important things which happened in the person's later life in the order they happened. Are they more or less important than the earlier ones?	
Concluding paragraph	Tell the reader the importance or impact of what the person did during his/her life; what we can learn from him/her; and how s/he affected others.	

RECOUNT PLANNING SHEETS

3. Autobiographies

Year 6 (linked to Roald Dahl)

Features	Think About!	Planning Notes
Title	Your title should tell the reader that this story is about you in no more than eight words.	
Introductory paragraph	<ul style="list-style-type: none">- 1st person.- Chronological order.- Past tense.- Set the scene for the reader, where? When?- Use description to engage the reader.- Can you start with some rhetorical questions <u>or</u>- an if, if, if, then sentence?	
Main body	<p>Focus on one particular event/ story from your life to write about.</p> <p>Perhaps include any childhood events you think are important.</p>	
Concluding paragraph	<p>Think about what you learnt from the incident that you are retelling; the <i>impact</i> that it had on your life.</p> <p>You could include a lasting impression, a consequence and/or a re-evaluation.</p>	

RECOUNT PLANNING SHEETS

4. Recount texts

Year 1, Year 2 and Year 3

Features	Think About!	Planning Notes
Title	Your title should tell the reader what the recount is about in no more than eight words.	
Overview paragraph	Past tense. It should tell the reader: <ul style="list-style-type: none">- When the trip happened- Who was involved- Where it happened- Why it happened- What you did	
Event 1	Tell the reader about any planning or preparation you did, e.g. reading books, searching the internet. Think about what will really interest the reader. Will it really be the journey? Or what you ate?	
Event 2	Tell the reader the first interesting thing that happened when you arrived. Use time connectives.	
Next events	Tell the reader all the interesting things that followed – in the order they happened Start a new paragraph for each new event. Use time connectives.	
Concluding paragraph	Summarise the main points of the trip using different vocabulary. Evaluate – tell the reader what was most significant or interesting.	

EXPLANATORY TEXTS

- Processes and how things work
- How something happened

Explanatory texts generally go beyond simple ‘description’ in that they include information about causes, motives or reasons. Explanations and reports are sometimes confused when children are asked to ‘explain’ and they actually provide a report, e.g. what they did (or what happened) but not how and why. Although some children’s dictionaries do include an encyclopaedia-like explanation, others are inaccurately categorised as explanation texts when they simply define a word’s meaning.

Like all text types, explanatory texts vary widely and are often found combined with other text types.

Purpose:

To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is.

Children should already be familiar with...

- Exploration of these text types in real-life situations.
- Understanding of chronology.

Progression by Year Group

Year Group	Grammatical features to include in explanations	Key Vocabulary
1	N/A	N/A
2	<p>Consistent use of present tense Questions can be used to form titles Question marks are used to denote questions (Y1) Use conjunctions e.g. so...because Children to...</p> <ul style="list-style-type: none"> • Include a title, often starting with ‘How’ or ‘Why’ • Include an opening sentence to introduce the process. • The stages of the process are in chronological order. • Use time conjunctions • Make the writing clear • Include technical vocabulary 	<p>Title/Heading- the name of the piece of work Time conjunctions- tell the reader when something is happening. Diagrams- pictures with labels/captions Chronological Order- in time order</p>
3	<p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Heading and subheadings used to aid presentation Children to...</p> <ul style="list-style-type: none"> • Include a title, often starting with ‘How’ or ‘Why’ • Include an opening sentence to introduce the process and includes a question. • The stages of the process are in chronological order. • Use time conjunctions • Make the writing clear • Include technical vocabulary 	<p>Title/Heading- the name of the piece of work Sub-Heading- smaller titles within the text. Time conjunctions- tell the reader when something is happening. Diagrams- pictures with labels/captions Chronological Order- in time order Introduction- the beginning which gives the reader a small piece of information about the text.</p>

	<ul style="list-style-type: none"> • Include diagrams to help the reader with captions. 	
4	<p>Use fronted adverbials Use of paragraphs to organise ideas Create cohesion through the use of nouns and pronouns Children to...</p> <ul style="list-style-type: none"> • Include a title, often starting with 'How' or 'Why' • Include an opening sentence to introduce the process and includes a question. • The stages of the process are in chronological order. • Use time conjunctions • Include technical vocabulary • Include diagrams to help the reader with captions. 	<p>Title/Heading- the name of the piece of work Sub-Heading- smaller titles within the text. Time conjunctions- tell the reader when something is happening. Diagrams- pictures with labels/captions Chronological Order- in time order Introduction- the beginning which gives the reader a small piece of information about the text.</p>
5	<p>Indicate degrees of possibility using adverbs and modal verbs Use layout devices to provide additional information and guide the reader Create cohesion within paragraphs using adverbials Relative clauses can be used to add further information Parenthesis can be used to add clarification of technical words Children to...</p> <ul style="list-style-type: none"> • Include a question as a title • Include an introduction • Include detailed information about the topic • Use casual conjunctions and adverbials • Use time conjunctions and adverbials to show the order of events • Include technical vocabulary • Include diagrams to help the reader with captions. • Include a summary. 	<p>Title/Heading- the name of the piece of work Sub-Heading- smaller titles within the text. Time conjunctions- tell the reader when something is happening. Casual conjunctions- introduce a cause for given action Time Adverbial- a word or phrase functioning as a major clause constituent expressing time. Diagrams- pictures with labels/captions Chronological Order- in time order Introduction- the beginning which gives the reader a small piece of information about the text. Summary-a brief statement about the main points.</p>
6	<p>Adapt degrees of formality and informality to suit the form of the explanation Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials The passive voice can be used Children to...</p> <ul style="list-style-type: none"> • Include a question as a title • Include an introduction • Include detailed information about the topic • Use casual conjunctions and adverbials • Use time conjunctions and adverbials to show the order of events • Include technical vocabulary • Include diagrams to help the reader with captions. • Include a summary. • Use organisational and presentational devices to structure the text. 	<p>Title/Heading- the name of the piece of work Sub-Heading- smaller titles within the text. Time conjunctions- tell the reader when something is happening. Casual conjunctions- introduce a cause for given action Time Adverbial- a word or phrase functioning as a major clause constituent expressing time. Diagrams- pictures with labels/captions Chronological Order- in time order Introduction- the beginning which gives the reader a small piece of information about the text. Summary-a brief statement about the main points.</p>

EXPLANATORY TEXTS PLANNING SHEETS

1. Processes and how things work

Year 2 (fact files), Year 3 (how Fossils are Formed) Year 4 (water cycle), Year 6 (miptor)

Features	Think About!	Planning Notes
Title	Tell the reader what the explanation is about.	
General statement (what the explanation is about)	Introduce the reader to the subject of the explanation. (Perhaps by saying what it is a part of or what it belongs to.)	
Parts (OPTIONAL) This may be linked to the general statement	Tell the reader the different parts that make up the subject. (NB This paragraph is optional – you don't have to include it if it doesn't work easily with your subject). Would a diagram help?	
Key points paragraphs	Tell the reader how it works or what happens. Select the important points. You may wish to use sub-headings or numbering to organise key points. Use sequencing words such as firstly, next etc.	
Concluding paragraph	Tell the reader something special or important about the subject.	

EXPLANATORY TEXTS PLANNING SHEETS

2. Why something happened

Year 6 (WW2)

Features	Think About!	Planning Notes
Title	Tell the reader what the explanation is about.	
General statement (what the explanation is about)	Introduce the reader to the subject of the explanation. (Perhaps by saying what it is a part of or what it belongs to.)	
Introductory paragraph	Set the scene for the reader. Select the important points.	
Key points paragraphs	You may wish to use sub-headings or numbering to organise your key points. Use linking phrases such as 'the main reason is...' 'a further reason is...'	
Concluding paragraph	Sum up for the reader why this happened.	

REPORTS

- Non-chronological report

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

Purpose:

To provide detailed information about the way things are or were.

To help readers/listeners understand what is being described by organising or categorising information.

Children should already be familiar with...

- Difference between fiction and non-fiction texts
- Exposure to non-chronological reports in book corners

Progression by Year Group

Year Group	Grammatical features to include in reports	Key Vocabulary
1	<p>Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple non-chronological reports can be written about topics with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.</p> <p>Children to...</p> <ul style="list-style-type: none"> • Know why we write non-chronological reports, e.g. <ul style="list-style-type: none"> ➢ Non-fiction books ➢ Information leaflets ➢ Fact sheet/fact file • Include a title/heading • Write an introduction • Put information into sections • Give each section a sub-heading. • Use facts they have learnt • Include pictures 	<p>Title/Heading- the name of the piece of work</p> <p>Sub-title/Sub-heading- smaller titles in the piece of writing</p> <p>Introduction- the first part that introduces what you will be writing about</p> <p>Facts- true information</p> <p>Non-chronological- not in time order</p>
2	<p>Use present and past tense throughout writing</p> <p>Questions can be used to form titles</p> <p>Question marks are used to denote questions (Y1)</p> <p>Use conjunctions e.g. because to aid explanation</p> <p>Use adjectives including comparative adjectives to create description</p>	<p>Title/Heading- the name of the piece of work</p> <p>Sub-title/Sub-heading- smaller titles in the piece of writing</p>

	<p>Children to...</p> <ul style="list-style-type: none"> • Know why we write non-chronological reports, e.g. <ul style="list-style-type: none"> ➤Non-fiction books ➤Information leaflets ➤Fact sheet/fact file • Include a title/heading • Write an introduction • Put information into sections • Give each section a sub-heading. • Use facts they have researched • Include pictures with captions • Include a question for the reader • Use formal language 	<p>Introduction- the first part that introduces what you will be writing about Facts- true information Non-chronological- not in time order Research- finding information Formal language- written in standard English, no contractions or slang.</p>
3	<p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Headings and subheadings used to aid presentation Children to...</p> <ul style="list-style-type: none"> • Know why we write non-chronological reports, e.g. <ul style="list-style-type: none"> ➤Non-fiction books ➤Information leaflets ➤Fact sheet/fact file • Make sure the topic title covers the whole subject. • Write an introduction using who, what and where. • Write in paragraphs. • Include sub-headings. • Use facts and factual language. • Use the correct tense for the purpose. • Include technical language (perhaps a glossary). • Write in 3rd person. • Include a formal tone. 	<p>Title/Heading- the name of the piece of work Sub-title/Sub-heading- smaller titles in the piece of writing Introduction- the first part that introduces what you will be writing about Facts- true information Non-chronological- not in time order Research- finding information Formal language- written in standard English, no contractions or slang. Glossary- an alphabetical list of technical terms.</p>
4	<p>Create cohesion through the use of nouns and pronouns Use of paragraphs to organise ideas Children to...</p> <ul style="list-style-type: none"> • Know why we write non-chronological reports, e.g. <ul style="list-style-type: none"> ➤Non-fiction books ➤Information leaflets ➤Fact sheet/fact file • Make sure the topic title covers the whole subject. • Write an introduction using the 5Ws. • Put information into paragraphs/sections. • Include sub-headings. • Use facts and factual language. • Use the correct tense for the purpose. • Include technical language (perhaps a glossary). • Write in 3rd person. • Include a formal tone. • Information may be included in fact boxes. 	<p>Title/Heading- the name of the piece of work Sub-title/Sub-heading- smaller titles in the piece of writing Introduction- the first part that introduces what you will be writing about Facts- true information Non-chronological- not in time order Research- finding information Formal language- written in standard English, no contractions or slang. Glossary- an alphabetical list of technical terms.</p>

5	<p>Create cohesion within paragraphs using adverbials Parenthesis can be used to add additional information Use layout devices to provide additional information and guide the reader Children to...</p> <ul style="list-style-type: none"> • Know the purpose of a non-chronological report. • Include information written in paragraphs/sections. • Include an introduction using 5Ws, main body and a final paragraph to summarise. • Use technical language with a glossary. • Use headings and sub-headings. • Write in present tense (unless historical) and third person. • Include diagrams and pictures with captions and labels. • Formal tone. • Include extra details. • Group information by bullet points or in fact boxes. 	<p>Title/Heading- the name of the piece of work Sub-title/Sub-heading- smaller titles in the piece of writing Introduction- the first part that introduces what you will be writing about Facts- true information Non-chronological- not in time order Research- finding information Formal language- written in standard English, no contractions or slang. Glossary- an alphabetical list of technical terms.</p>
6	<p>CURRENTLY NOT WRITING NON-CHRONOLOGICAL REPORTS</p> <p>Use vocabulary typical of informal speech and that appropriate for formal speech in the appropriate written forms The passive voice can be used Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, headings and questions. Children to...</p> <ul style="list-style-type: none"> • Know the purpose of a non-chronological report. • Include information written in paragraphs/sections. • Include an introduction using 5Ws, main body and a final paragraph to summarise. • Use ambitious vocabulary and technical language with a glossary. • Use headings and sub-headings. • Write in present tense (unless historical) and third person. • Include diagrams and pictures with captions and labels. • Formal tone. • Include extra details. • Group information by bullet points or in fact boxes. • Apply all of this knowledge to a range of different reports 	<p>Title/Heading- the name of the piece of work Sub-title/Sub-heading- smaller titles in the piece of writing Introduction- the first part that introduces what you will be writing about Facts- true information Non-chronological- not in time order Research- finding information Formal language- written in standard English, no contractions or slang. Glossary- an alphabetical list of technical terms.</p>

REPORTS PLANNING SHEETS

1. Non-chronological reports

Year 1 (chicks), Year 2 (science), Year 4 (Romans), Year 5 (volcanoes)

Features	Think About!	Planning Notes
Title	Your title should tell the reader the subject of your report in no more than four words.	
Introduction	Tell the reader: ... what they are Tell the reader what they belong to. Don't forget to think about where and when.	
Most important point	Think about all of the key features and write about those that are most important to your subject. Tell the reader what makes your subject special.	
Second point	Write about additional key features of your subject.	
Third point	Add other information which will capture the reader's interest.	
Conclusion	End your report with a short reminder of the main points, in different words this time!	

INSTRUCTIONS

- Instructions

Like all text types, variants of instructions occur and they can be combined with other text types. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions.

Purpose:

To ensure something is done effectively and/or correctly with a successful outcome for the participant(s).

Progression by Year Group

Year Group	Grammatical features to include in instructions	Key vocabulary
1	<p>Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple instructions can be written. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.</p> <p>Children to...</p> <ul style="list-style-type: none"> • Use a heading • Include an introduction sentence • Put steps in chronological order • Use bossy verbs (imperative verbs) • Use numbers to separate steps • Include time conjunctions: first, finally 	<p>Title/Heading- the name of the piece of work</p> <p>Sub-Heading- smaller title</p> <p>Method- how to do something</p> <p>Diagram- picture/drawing with labels and captions</p> <p>Technical language- language specific to something</p> <p>Bossy (imperative) verbs- verbs which tell the reader to do something</p> <p>Chronological Order- in time order</p> <p>Time conjunctions- first, next, finally</p>
2	<p>Use of command sentences</p> <p>Commas in lists</p> <p>Children to...</p> <ul style="list-style-type: none"> • Use heading and sub-headings • Include an introduction sentence • Include a list of what is needed • Put steps in chronological order • Use bossy verbs (imperative verbs) • Use numbers to separate steps • Include a conclusion sentence • Include time conjunctions: first, finally • Use adverbs 	<p>Title/Heading- the name of the piece of work</p> <p>Sub-Heading- smaller title</p> <p>Method- how to do something</p> <p>Diagram- picture/drawing with labels and captions</p> <p>Technical language- language specific to something</p> <p>Bossy (imperative) verbs- verbs which tell the reader to do something</p> <p>Bullet points- dot per line in a list</p> <p>Chronological Order- in time order</p> <p>Time conjunctions- first, next, finally</p>
3	<p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</p> <p>Heading and subheadings used to aid presentation</p> <p>Children to...</p> <ul style="list-style-type: none"> • Use a title that explains what the text is about (How to...) 	<p>Title/Heading- the name of the piece of work</p> <p>Sub-Heading- smaller title</p> <p>Method- how to do something</p> <p>Diagram- picture/drawing with labels and captions</p>

	<ul style="list-style-type: none"> • Sub-headings break the text into clear sections. • Opening sentence encourages the reader to have a go. • List of equipment. • Clear steps in chronological order with numbered points. • Use imperative verbs. • Include a conclusion sentence • Use adverbs, conjunctions and prepositions to show time. • Use technical language 	<p>Technical language- language specific to something</p> <p>Bossy (imperative) verbs- verbs which tell the reader to do something</p> <p>Bullet points- dot per line in a list</p> <p>Chronological Order- in time order</p> <p>Conjunctions- (time/place) When, before, after, while</p> <p>Adverbs- (time/place) Then, next, soon, therefore.</p> <p>Prepositions- (time/place) During, before, because of.</p>
4	<p>CURRENTLY NOT WRITING INSTRUCTIONS</p> <p>Create cohesion through the use of nouns and pronouns</p> <p>Use fronted adverbials</p> <p>Children to...</p> <ul style="list-style-type: none"> • Use a title that explains what the text is about (How to...) • Sub-headings break the text into clear sections. • Opening sentence encourages the reader to have a go. • List of equipment using bullet points. • Clear steps in chronological order with numbered points. • Use imperative verbs. • Include a conclusion sentence • Use adverbs, conjunctions and prepositions to show time. • Use technical language 	<p>Title/Heading- the name of the piece of work</p> <p>Sub-Heading- smaller title</p> <p>Method- how to do something</p> <p>Diagram- picture/drawing with labels and captions</p> <p>Technical language- language specific to something</p> <p>Bossy (imperative) verbs- verbs which tell the reader to do something</p> <p>Bullet points- dot per line in a list</p> <p>Chronological Order- in time order</p> <p>Conjunctions- (time/place) When, before, after, while</p> <p>Adverbs- (time/place) Then, next, soon, therefore.</p> <p>Prepositions- (time/place) During, before, because of.</p>
5	<p>Parenthesis can be used to add additional advice</p> <p>Relative clauses can be used to add further information</p> <p>Modals can be used to suggest degrees of possibility</p> <p>Use layout devices to provide additional information and guide the reader</p> <p>Children to...</p> <ul style="list-style-type: none"> • Use organisational devices to structure their writing. • Introduction includes questions to interest and persuade the reader. • Include a list of equipment using bullet points. <ul style="list-style-type: none"> • Clear steps in chronological order with numbered points. • Use imperative verbs. • Use accurate descriptions and technical language. • Include tips and extra advice for the reader. • Include a conclusion sentence directed at the reader. • Use adverbs, conjunctions and prepositions to show time. 	<p>Title/Heading- the name of the piece of work</p> <p>Sub-Heading- smaller title</p> <p>Method- how to do something</p> <p>Diagram- picture/drawing with labels and captions</p> <p>Technical language- language specific to something</p> <p>Bossy (imperative) verbs- verbs which tell the reader to do something</p> <p>Bullet points- dot per line in a list</p> <p>Chronological Order- in time order</p> <p>Conjunctions- (time/place) When, before, after, while</p> <p>Adverbs- (time/place) Then, next, soon, therefore</p> <p>Prepositions- (time/place) During, before, because of</p> <p>Tip- extra detail to help the reader</p>

6	<p>CURRENTLY NOT WRITING INSTRUCTIONS</p> <p>Adapt degrees of formality and informality to suit the form of the instructions</p> <p>Create cohesion across the text using a wide of cohesive devices including layout features</p> <p>Children to...</p> <ul style="list-style-type: none"> • Use organisational devices to structure their writing. • Introduction includes questions to interest and persuade the reader. • Include a list of equipment using bullet points. • Clear steps in chronological order with numbered points. • Use imperative verbs. • Use accurate descriptions and technical language. • Include tips and extra advice for the reader. • Include a conclusion sentence directed at the reader. • Use adverbs, conjunctions and prepositions to show time. 	<p>Title/Heading- the name of the piece of work</p> <p>Sub-Heading- smaller title</p> <p>Method- how to do something</p> <p>Diagram- picture/drawing with labels and captions</p> <p>Technical language- language specific to something</p> <p>Bossy (imperative) verbs- verbs which tell the reader to do something</p> <p>Bullet points- dot per line in a list</p> <p>Chronological Order- in time order</p> <p>Conjunctions- (time/place) When, before, after, while</p> <p>Adverbs- (time/place) Then, next, soon, therefore</p> <p>Prepositions- (time/place) During, before, because of</p> <p>Tip- extra detail to help the reader</p>
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INSTRUCTIONS PLANNING SHEETS

1. Instructions

Year 1 (chicks), Year 2 (science), Year 4 (Romans), Year 5 (volcanoes)

Features	Think About!	Planning Notes
Title	Tell the reader what is to be done in no more than seven words.	
You will need: <i>(or Ingredients for a recipe)</i>	List what will be needed to carry out a task – may be 2 lists (ingredients and equipment) Consider using: Numbering (1, 2...) Bullet points Don't forget to start a new line for each new item.	
How to . . . <i>(or Method for a recipe)</i>	Tell the reader how to make/play/do it. List the steps in order. Don't forget to start a new line for each new instruction. Use time vocabulary. Use bossy (KS1) imperative (KS2) verbs.	
Concluding paragraph	Tell the reader how they will know they have been successful.	

PERSUASION

- Persuasive writing
- Adverts
- Letters of complaint
- Book reviews
- Information leaflets

Persuasive texts can be written, oral or written to be spoken, e.g. a script for a television advert or presentation. The persuasive intention may be covert and not necessarily recognised by the reader or listener. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone. Elements of persuasive writing are found in many different texts including moving image texts and digital multimedia texts. Some examples may include evidence of bias and opinion being subtly presented as facts.

Purpose:

To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.

Progression by Year Group

Year Group	Grammatical features to include in persuasive writing	Key Vocabulary
1	n/a Children to begin writing opinions.	Persuasion - intention to induce belief or action. Rhetorical Question - a question that does not need an answer but provokes thought. Evidence - using key facts to support something. Present Tense - happening now.
2	Written in present tense Rhetorical questions Effective use of noun phrases Children to... <ul style="list-style-type: none"> • Opening paragraph introduces the topic/idea. • Start to use cause and effect conjunctions. • Use superlatives. • One-sided, either for or against. • Write in present tense. • Use a rhetorical question correctly. 	Arguments - a dispute where there is strong disagreement. Persuasion - intention to induce belief or action. Rhetorical Question - a question that does not need an answer but provokes thought. Evidence - using key facts to support something. Summary - a brief statement of the main points. Present Tense - happening now.

3	<p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Use present perfect form of verbs Children to...</p> <ul style="list-style-type: none"> • Title shows what the text is about: 'How...?' 'Why...?' • Opening paragraph introduces the topic/idea. • Use cause and effect conjunctions. • Adjectives/phrases in groups of 3. • Use superlatives. • One-sided, either for or against. • Write in present tense. • Final paragraph links back to the opening. • Use a rhetorical question correctly. 	<p>Arguments- a dispute where there is strong disagreement. Persuasion- intention to induce belief or action. Rhetorical Question- a question that does not need an answer but provokes thought. Evidence- using key facts to support something. Summary- a brief statement of the main points. Present Tense- happening now. Conclusion- the ending of the text. Adverbials- therefore, however, moreover, certainly, specifically, etc.</p>
4	<p>Create cohesion through the use of nouns and pronouns Use adverbials e.g. therefore, however... Use paragraphs to organise ideas Effective use of expanded noun phrases Children to...</p> <ul style="list-style-type: none"> • Write persuasive texts in several styles, e.g. letter, debate, argument, leaflet, etc. • Title shows what the text is about: 'How...?' 'Why...?' • Opening paragraph introduces the topic/idea. • Use cause and effect conjunctions. • Adjectives/phrases in groups of 3. • Use of repetition. • Use superlatives. • One-sided, either for or against. • Present opinion as facts. • Write in present tense. • Final paragraph links back to the opening. • Use a rhetorical question correctly. 	<p>Arguments- a dispute where there is strong disagreement. Persuasion- intention to induce belief or action. Viewpoint- a position from which things are considered. Superlatives Highest in quality, e.g. greatest. Emotive Language- shows feeling, e.g. agony, cruel, honest, miracle, outrage. Rhetorical Question- a question that does not need an answer but provokes thought. Evidence- using key facts to support something. Summary- a brief statement of the main points. Present Tense- happening now. Conclusion- the ending of the text. Adverbials- therefore, however, moreover, certainly, specifically, etc.</p>
5	<p>Modals can be used to suggest degrees of possibility Create cohesion within paragraphs using adverbials Children to...</p> <ul style="list-style-type: none"> • Write persuasive texts in several styles, e.g. letter, debate, argument, leaflet, etc. 	<p>Arguments- a dispute where there is strong disagreement. Persuasion- intention to induce belief or action. Viewpoint- a position from which things are considered.</p>

	<ul style="list-style-type: none"> • Title shows what the text is about: ‘How...?’ ‘Why...?’ • Opening paragraph introduces the topic/idea. • Use cause and effect conjunctions. • Adjectives/phrases in groups of 3. • Use of repetition. • Use superlatives. • One-sided, either for or against. • Present opinion as facts. • Use ambiguous phrases. • Write in present tense. • Use emotive language to evoke feelings in the reader. • Final paragraph links back to the opening. • Use a rhetorical question correctly. 	<p>Superlatives Highest in quality, e.g. greatest.</p> <p>Emotive Language- shows feeling, e.g.agony, cruel, honest, miracle, outrage.</p> <p>Rhetorical Question- a question that does not need an answer but provokes thought.</p> <p>Evidence- using key facts to support something.</p> <p>Summary- a brief statement of the main points.</p> <p>Present Tense- happening now.</p> <p>Conclusion- the ending of the text.</p> <p>Adverbials- therefore, however, moreover, certainly, specifically, etc.</p>
6	<p>Make formal and informal vocabulary choices Adapt degrees of formality and informality to suit the form of the text The passive voice can be used in some formal persuasive texts Use conditional forms such as the subjunctive form to hypothesise Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials Children to...</p> <ul style="list-style-type: none"> • Write persuasive texts in several styles. • Title implies a point of view. • Include reasons to support the viewpoint. • Include facts and evidence to support reasons. • Opening paragraph introduces the topic/idea. • Use cause and effect conjunctions. • Use adjectives/phrases in groups of 3. • Use of repetition. • Use superlatives. • One-sided, either for or against. • Use ambiguous phrases. • Write in present tense. • Use emotive language to evoke feelings in the reader. • Conclusion to summarise and state opinion. • Use a rhetorical question correctly. 	<p>Arguments- a dispute where there is strong disagreement.</p> <p>Persuasion- intention to induce belief or action.</p> <p>Viewpoint- a position from which things are considered.</p> <p>Superlatives Highest in quality, e.g. greatest.</p> <p>Emotive Language- shows feeling, e.g.agony, cruel, honest, miracle, outrage.</p> <p>Rhetorical Question- a question that does not need an answer but provokes thought.</p> <p>Evidence- using key facts to support something.</p> <p>Summary- a brief statement of the main points.</p> <p>Present Tense- happening now.</p> <p>Conclusion- the ending of the text.</p> <p>Adverbials- therefore, however, moreover, certainly, specifically, etc.</p> <p>Cause and Effect Conjunctions- as a result of, thanks to, for this reason...</p> <p>Ambiguous Phrases- probably, almost certainly...</p>

PERSUASION PLANNING SHEETS

1. Persuasive writing

Year 3 (geography), Year 4 (debating)

Features	Think About!	Planning Notes
Introduction	Clearly state your point of view in the first one or two sentences. Write in the first person "I"	
First argument	Use your strongest argument first. Express this in one or two sentences. Expand your strongest argument. LKS2 PEE – point, evidence, explanation. UKS2 REAL – reason, evidence, analyse, link.	
Second argument	State your next argument. Express this in one or two sentences. Expand. LKS2 PEE – point, evidence, explanation. UKS2 REAL – reason, evidence, analyse, link.	
Third argument	Add a third argument if suitable and VERY CLEVER!!!	
Counter argument	Explain why other people might think differently or hold another point of view.	
Conclusion	Summarise the main reasons for your point of view - no details or examples this time. Repeat your strongest argument using different words.	

PERSUASION PLANNING SHEETS

2. Adverts

Year 4 (Oktapodi)

Features	Think About!	Planning Notes
Name of product	Grab the reader's attention!	
Snappy slogan	Write a snappy slogan – a phrase or saying that helps readers remember the product. Alliteration or rhyme often helps.	
Exaggerate the Product	Be prepared to exaggerate – make what you are selling sound bigger and better.	
Intriguing questions	Use an intriguing question to catch the reader's attention and get them thinking about your product.	
Tempting descriptions	The description of your product should be packed with wow words. Make the product sound very attractive.	
Wordplay and humour	Play around with words, little jokes are one way of doing this. Another way is to use the sounds that words make. Onomatopoeia	
Benefits of the product	Describe the benefits of the product.	

PERSUASION PLANNING SHEETS

3. Letters of complaint

Year 5 (science)

Features	Think About!	Planning Notes
Sender's address	Write your address in the top right hand corner. UKS2 Add receiver's address too.	
Date of Composition	Write the date in full underneath the address.	
Formal Greeting	If you know the person – write their name.	
Introductory paragraph	State the purpose of your letter/why you are writing.	
Paragraphs Expanding purpose	The number of paragraphs will depend on the level/age of the child. Start a new paragraph for each new reason.	
Concluding paragraph	Reiterate the main points of the complaint, but change vocabulary. State what you expect from them/outcome.	
Formal signing off	Yours faithfully (name not known) Yours sincerely (name known)	

PERSUASION PLANNING SHEETS

4. Book reviews

Year 3

Features	Think About!	Planning Notes
Your Opinion	Clearly state your opinion in the first, or first two, sentences. Write in the first person 'I'.	
First Reason for your opinion	Choose your favourite aspect (think about plot, characters, setting, dialogue). Say what you think in one or two sentences. Add details or examples.	
Second Reason	Start a new paragraph for the next aspect. Say what you think in one or two sentences. Don't forget to add details or examples. Use a variety of linking words to connect your ideas.	
Third Reason	Start another new paragraph. Don't forget examples/details. Use different linking words or phrases.	
Other Opinions	Start another new paragraph. Explain why other people might think differently/hold a different point of view.	
Summary of your opinion	Summarise the main reasons for holding your point of view – no details or examples this time. Use language to persuade the reader of your point of view.	

PERSUASION PLANNING SHEETS

5. Information leaflets

Year 2 (Oakthorpe guide), Year 5 (science)

Features	Think About!	Planning Notes
Title	Write the subject of the leaflet in no more than eight words.	
Introductory paragraph	Tell the reader what the subject has to offer.	
Paragraphs to explain features and facilities.	Use sub-headings to divide up features. Use persuasive language to describe the benefits of the facilities. Use rhetorical questions. Use imperative (bossy) verbs.	
How To Find Us	Include instructions/map/opening times/prices/special offers etc	
Concluding Paragraph/Slogan	Write a slogan or concluding sentence that persuades people to visit the attraction.	

DISCUSSION

- Discussion text

Develop more than one viewpoint – a balanced argument

Discussion texts are not limited to controversial issues but polarised views are generally used to teach this text type as this makes it easier to teach children how to present different viewpoints and provide evidence for them. Discussions contrast with persuasion texts which generally only develop one viewpoint and may present a biased view, often the writer’s own.

Like all text types, discussion texts vary widely and elements of discussion writing are often found within other text types.

Purpose:

To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples.

Progression by Year Group

Year Group	Grammatical features to include in discussions	Key Vocabulary
1	n/a	N/A
2	n/a	N/A
3	n/a	N/A
4	Consistent use of present tense (Y2) Use present perfect form of verbs (Y3) Effective use of noun phrases Use of paragraphs to organise ideas Use adverbials e.g. therefore, however... Heading and subheadings used to aid presentation (Y3)	Balanced Argument - not taking sides; being able to find reasons for and against something. Evidence - using key facts to support something. Summary - a brief statement of the main points. Present Tense - happening now. First Person - I, we, my Third Person - He, she, they, our Formal - using Standard English Conclusion - the ending of the text.
5	Create cohesion within paragraphs using adverbials Use layout devices to provide additional information and guide the reader	Balanced Argument - not taking sides; being able to

		<p>find reasons for and against something.</p> <p>Evidence- using key facts to support something.</p> <p>Summary- a brief statement of the main points.</p> <p>Present Tense- happening now.</p> <p>First Person- I, we, my</p> <p>Third Person- He, she, they, our</p> <p>Formal- using Standard English</p> <p>Conclusion- the ending of the text.</p> <p>Technical language- language specific to something</p> <p>Casual conjunctions- introduce a cause for given action</p> <p>Adverbials- therefore, however</p>
6	<p>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</p> <p>Make formal and informal vocabulary choices</p> <p>Use the passive voice to present points of view without</p> <p>Adapt degrees of formality and informality to suit the form of the discussion Use conditional forms such as the subjunctive form to hypothesise</p> <p>Make formal and informal vocabulary choices Use semi-colons, colons and dashes to make boundaries between clauses</p>	<p>Balanced Argument- not taking sides; being able to find reasons for and against something.</p> <p>Evidence- using key facts to support something.</p> <p>Summary- a brief statement of the main points.</p> <p>Present Tense- happening now.</p> <p>First Person- I, we, my</p> <p>Third Person- He, she, they, our</p> <p>Formal- using Standard English</p> <p>Conclusion- the ending of the text.</p> <p>Technical language- language specific to something</p> <p>Casual conjunctions- introduce a cause for given action</p> <p>Adverbials- therefore, however</p>

DISCUSSION PLANNING SHEETS

1. Discussion text

Year 6 (Blackfish)

Features	Think About!	Planning Notes
Title	Short version of the IFD (issues for discussion)	
IFD	Tell the reader what the issue is about in as few words as possible. Do not write in the first person.	
Sentences stating two points of view	Cover each of the points of view. Don't add supporting detail for or against.	
Supporting arguments for Viewpoint 1*	Remember to use a new paragraph for each argument. Use your strongest argument first. Use words like 'because' and 'therefore' to explain why people think this. Avoid repeating earlier arguments.	
Supporting arguments for Viewpoint 2*	New paragraph for each argument. Use your strongest argument first. Use different sentence starters to those in Viewpoint 1. Don't forget to include 'because' and 'therefore' to explain why people think this. Avoid repeating earlier arguments.	
Conclusion A Or Conclusion B	Tell the reader there are strong arguments on both sides but conclude by telling the reader your point of view. Tell the reader there are strong arguments on both sides then invite reader to make up their own mind.	