





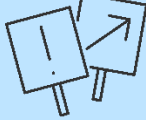


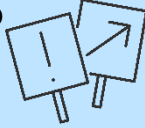


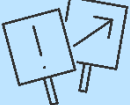







YEAR ONE	WRITING TO ENTERTAIN 	WRITING TO INFORM 
<b>Compositional choices</b>	<ul style="list-style-type: none"> <li>• Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind</li> <li>• Use a <b>title</b> to hook the reader's interest and to know what the writing might be about</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>labels</b> or <b>captions</b> to show the reader something they might not know about</li> <li>• You could speak to the reader directly, using 'you' if you need to tell them or ask them to do something</li> </ul>
	<ul style="list-style-type: none"> <li>• Stories usually have a main <b>character</b> and the reader needs to understand what happens to them</li> <li>• Sentences go in order of what happened in a story so that the reader can follow more easily – this is the <b>plot</b> of the story</li> <li>• Introduce idea of fall-rise <b>story shape</b> for basic narrative structure</li> </ul>	
<b>Sentence construction</b>	<ul style="list-style-type: none"> <li>• A <b>sentence</b> is an idea about a person or thing (<b>noun</b>) with action, thought or feeling (<b>verb</b>)</li> <li>• A reader needs <b>spaces between words</b> so that they can understand and follow the writing</li> <li>• Writers can <b>join words together</b> with 'and' to make connections between things (e.g. I ate fish <u>and</u> chips)</li> <li>• To avoid the reader becoming bored, <b>join sentences together</b> with '<b>and</b>' to create better rhythm and flow</li> </ul>	
<b>Vocabulary, grammar and punctuation choices</b>	<ul style="list-style-type: none"> <li>• Careful choice of <b>nouns</b> and <b>verbs</b> help the reader to create a picture in their minds</li> <li>• Including <b>adjectives</b> to describe a noun helps the reader to create a more specific picture in their mind</li> <li>• A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins</li> <li>• Instead of a full stop, a <b>question mark</b> at the end of a sentence shows the reader that they will need to read the sentence differently</li> <li>• An <b>exclamation mark</b> at the end of a sentence helps the reader to know that this shows a stronger positive or negative feeling</li> <li>• <b>Capital letters</b> for places of people and places help the reader to understand that this is a <b>proper noun</b></li> <li>• Writers also use a capital letter for the <b>personal pronoun I</b> because this is the name we call ourselves and the reader can't miss us!</li> </ul>	

YEAR TWO	WRITING TO ENTERTAIN 	WRITING TO INFORM 
<b>Compositional choices</b>	<ul style="list-style-type: none"> <li>Writers select and stay in the <b>same (consistent) tense</b> to avoid confusing the reader – usually <b>simple present or simple past tense</b></li> <li>The <b>present progressive and past progressive</b> tense is often used to indicate that something is or was happening when another event occurred at the same time</li> </ul>	
	<ul style="list-style-type: none"> <li>Use of <b>sound and other senses</b> to develop clear picture for reader to develop mood (<b>show not tell</b>)</li> <li><b>Speech bubbles</b> let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing</li> <li>A <b>simile</b> that compares a subject with something similar helps the reader to create a picture in their mind</li> <li>Use of <b>alliteration</b> helps to create rhythm and mood, or sometimes for humorous effect</li> <li>Introduce other <b>story shapes</b> - slow rise and slow fall</li> </ul>	<ul style="list-style-type: none"> <li><b>Diagrams</b> show the reader more details about the important parts of what they are finding out about</li> <li>Some information (such as instructions) needs to be in the <b>correct time (chronological) order</b> if the reader needs to follow clear steps or learn about something that happened in the past</li> <li>When we provide information to our reader, this information is usually in the <b>simple present tense or simple past tense</b></li> </ul>
<b>Sentence construction</b>	<ul style="list-style-type: none"> <li><b>Exclamatory sentences</b> are sometimes seen in fairytales, usually to express a surprise or strong emotion (usually starting with '<i>What / How + noun phrase + verb</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes we might need to tell our reader to do something – these are <b>command sentences</b></li> </ul>
	<ul style="list-style-type: none"> <li>Writers join sentences together with other coordinating conjunctions including <b>and, or, but</b> – these conjunctions all carry different meanings for the reader to understand how the ideas are connected</li> <li>Instead of using 'and' too often, we should use a full stop so that the sentence does not become too long for the reader</li> <li>Writers can also join sentences together with subordinating conjunctions including <b>when, if, that, because</b> – these conjunctions are different to others because when we put them at the start of an idea it does not make sense on its own</li> </ul>	
<b>Vocabulary, grammar and punctuation choices</b>	<ul style="list-style-type: none"> <li>Including <b>adjectives</b> to describe a noun (<b>expanded noun phrases</b>) helps the reader to create a more specific picture in their mind</li> <li>Including <b>adverbs</b> to describe a verb also helps the reader to create a picture in their mind about how the action is happening</li> <li><b>Apostrophes</b> are used to show the reader when something belongs to a person or object (apostrophes of possession) and where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand</li> <li><b>Commas</b> can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between</li> </ul>	

YEAR THREE	WRITING TO ENTERTAIN 	WRITING TO INFORM 	WRITING TO PERSUADE 
<b>Compositional choices</b>	<ul style="list-style-type: none"> <li>• <b>Paragraphs</b> break up the writing into manageable chunks for the reader to read and follow</li> <li>• Writers usually select and stay in the <b>same (consistent) tense</b> to avoid confusing the reader – usually <b>simple present or simple past tense</b></li> <li>• The <b>present progressive and past progressive tense</b> is often used to indicate that something is or was happening when another event occurred at the same time (Y2)</li> <li>• The <b>present perfect tense</b> can be used to indicate the something started in the past but is still relevant now</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>paragraphs</b> to write about a different topic or sub-topic</li> <li>• <b>Headings and subheadings</b> breaks down information into manageable chunks or parts for the reader and make specific information easier to find</li> <li>• Might include <b>quotes</b> from people to provide more information and add interest for the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Often use 'you' (<b>second-person narrative</b>) to put the reader on the spot and make them think</li> <li>• Use <b>facts to support opinions</b> to make the reader take the writing more seriously</li> <li>• Sometimes use <b>rhetorical questions</b> to make the reader think more deeply about the subject</li> <li>• Use of <b>alliteration</b> helps to make a phrase more memorable and stick in their mind</li> </ul>
<b>Sentence construction</b>	<ul style="list-style-type: none"> <li>• Vary <b>rhythm</b> of sentence structure by including a range of <b>simple, compound and complex sentences</b> in writing (using <b>coordinating or subordinating conjunctions</b> to join ideas including <b>when, if, because, although</b>) to keep the reader wanting to read on</li> <li>• Including <b>adverbs</b> to describe a verb also helps the reader to create a picture in their mind about how the action is happening</li> <li>• <b>Prepositions and prepositional phrases</b> tell the reader where things are and where and when things happen</li> </ul>		
<b>Vocabulary, grammar and punctuation choices</b>	<ul style="list-style-type: none"> <li>• Use <b>inverted commas</b> for readers to clearly understand where a character is speaking – when they start and finish talking</li> </ul>		

YEAR FOUR	WRITING TO ENTERTAIN 	WRITING TO INFORM 	WRITING TO PERSUADE 
<b>Compositional choices</b>	<ul style="list-style-type: none"> <li>• Revise statements from Y3, ensuring that children are confident with <b>irregular verbs</b> when selecting to write in the past tense</li> <li>• <b>Dialogue</b> can show how a person speaks e.g. <b>dialect, slang</b> and tells the reader more about the character (<b>show not tell</b>)</li> <li>• Use a new <b>paragraph</b> to show when a new or different character is speaking or when the setting changes</li> <li>• <b>Zoom in and out</b> to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting</li> <li>• <b>Onomatopoeia</b> describes sounds and brings these to life for the reader to use all senses to feel the setting being described, the action or how a character is feeling</li> <li>• <b>Personification</b> brings objects to life so that the reader can connect something to what they know or linger on a particular image that might be unusual</li> <li>• Use of <b>metaphor</b> creates a vivid picture in the reader’s mind</li> <li>• Build upon use of <b>story shapes</b> (fall, then rise; rise-fall-rise; fall-rise-fall) to help guide the <b>plot</b> structure</li> <li>• <b>Story openings:</b> usually open with either: action, dialogue or description of setting or character</li> <li>• <b>Story endings:</b> can end with a moral message, happy ending, surprise or cliff-hanger</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Paragraphs</b> are used to organise ideas around a theme, to write about a different topic or sub-topic</li> <li>• <b>Headings and subheadings</b> breaks down information into manageable chunks or parts for the reader and make specific information easier to find</li> <li>• Might include <b>quotes</b> from people to provide more information and add interest for the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Include <b>anecdotes</b> to support and provide evidence for the point you are trying to make</li> <li>• Use of <b>power of three</b> to make something more memorable for the reader and make them think about it for longer</li> </ul>
<b>Sentence construction</b>	<ul style="list-style-type: none"> <li>• <b>Precise noun choices</b> to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</li> <li>• Add <b>detail to expanded noun phrases</b> with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</li> <li>• <b>Fronted adverbials</b> provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</li> </ul>		
<b>Vocabulary, grammar and punctuation choices</b>	<ul style="list-style-type: none"> <li>• Use of <b>pronouns</b> in place of a noun to avoid repetition and boring the reader</li> <li>• <b>Punctuating speech</b> – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along</li> <li>• Use a <b>comma after a fronted adverbial</b> – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next</li> <li>• Use an <b>apostrophe for plural possession</b> – to make it clear to the reader whether the item or thing belongs to an individual or a group (e.g. the girl’s bikes/ the girls’ bikes)</li> </ul>		

YEAR FIVE	WRITING TO ENTERTAIN 	WRITING TO INFORM 	WRITING TO PERSUADE 	WRITING TO DISCUSS 	
<b>Compositional choices</b>	<ul style="list-style-type: none"> <li>• <b>Dialogue</b> can be used to advance the action in a narrative, as well as convey character</li> <li>• Use a new <b>paragraph</b> can also be used to show when the time or mood shifts within a narrative</li> <li>• Create <b>atmosphere</b> through description of the senses, setting, character actions in order to shape the mood felt by the reader, and through use of <b>figurative language</b> such as simile and metaphor</li> <li>• Create <b>suspense</b> and <b>tension</b> by varying sentence length (long and without pause to create sense of rushing, then short and sharp, even fragments, at height of tension) to guide reader to feel tension with their breath during reading</li> <li>• Use of <b>assonance</b> to link to sounds within words and create rhythm (poetry/ rap)</li> <li>• <b>Story endings:</b> can end with a reference to the beginning of the story (feels cyclical)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Formality</b> in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing</li> <li>• More formal writing usually <b>avoids contracting words</b> so that it does not mimic everyday speech (e.g. 'do not' instead of 'don't')</li> <li>• More formal writing usually <b>avoids phrasal verbs</b> (e.g. turn up; look into; call off, etc) for more precise verb choices</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>bullet points</b> to convey information precisely</li> <li>• <b>Underline</b> important words or phrases that you want to draw reader's attention to</li> </ul>	<ul style="list-style-type: none"> <li>• Use of <b>hyperbole/exaggeration</b> to support the point being made and make the reader pay attention</li> <li>• Use of <b>adverbs</b> and <b>modal verbs</b> to indicate degree of possibility and urge the reader to act</li> </ul>	<ul style="list-style-type: none"> <li>• Very clear points of view presented to show <b>either side of a debate</b>, discussion or argument</li> <li>• Obvious <b>signposts</b> to the reader to signal when they will be encountering a different viewpoint</li> <li>• <b>Avoids confusing facts and opinions</b> and makes this difference very clear for the reader (e.g. Some people might believe that...)</li> </ul>
<b>Sentence construction</b>	<ul style="list-style-type: none"> <li>• <b>Relative clauses</b> provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></li> <li>• <b>Link ideas across paragraphs</b> using adverbials of time, place, number or tense choices helps the writer to connect to other parts of the writing, to zoom out or shift time or place, without confusing the reader or boring them with unnecessary detail</li> </ul>				
<b>Vocabulary, grammar and punctuation choices</b>	<ul style="list-style-type: none"> <li>• Remove unnecessary adjectives and adverbs for more <b>precise nouns and verbs</b></li> <li>• Use of <b>comma to clarify meaning or avoid ambiguity</b> – commas can be placed to group words together based on their meaning &amp; they can break up the sentence for the reader to manage more easily</li> <li>• <b>Brackets, commas or dashes for parenthesis</b> are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause</li> </ul>				
	<ul style="list-style-type: none"> <li>• <b>Ellipsis</b> to show a feeling of suspense, force the reader to pause, draw out an idea or time or show speechlessness in dialogue</li> <li>• <b>Colons</b> can set up a surprise or dramatic pause</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Colons</b> can direct your reader to pay attention to what's next, and can also set up longer list of items</li> </ul>			

YEAR SIX	WRITING TO ENTERTAIN 	WRITING TO INFORM 	WRITING TO PERSUADE 	WRITING TO DISCUSS 
<b>Compositional choices</b>	<ul style="list-style-type: none"> <li>• <b>Dialogue</b> can be used to convey character (<b>show not tell</b>) or move on the action (<b>plot device</b>)</li> <li>• Use of the <b>past perfect tense</b> in narrative can be useful – if already writing in the simple past tense – to show that something occurred before the time being narrated</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Formality</b> in writing exists on a scale (very informal – very formal) depending on the audience and purpose of the writing</li> <li>• More formal writing usually <b>avoids contracting words</b> so that it does not mimic everyday speech (e.g. ‘do not’ instead of ‘don’t’)</li> <li>• More formal writing often <b>avoids phrasal verbs</b> (e.g. turn up; look into; call off, etc) for more precise verb choices</li> <li>• <b>Informal speech structures</b> might use a question tag after a statement (for example: He’s your friend, <i>isn’t he?</i> These are your shoes, <i>aren’t they?</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of <b>controlled hyperbole/ exaggeration</b> to convince the reader without overdoing it!</li> <li>• Use of <b>passive voice</b> to direct – or deflect – the reader’s attention to what they should focus on to suit the agenda, sometimes leaving out who or what was responsible (did the action)</li> <li>• Use of <b>subjunctive</b> &amp; pronoun ‘one’ to speak to the reader without using ‘you’ in more formal situations (If one were to.....)</li> </ul>	<ul style="list-style-type: none"> <li>• More formal writing may use the <b>subjunctive</b> to make a suggestion to the reader in conclusion (e.g. In conclusion, I suggest that people recycle daily in order to make a difference)</li> <li>• <b>Careful use of adverbials</b> to maintain <b>cohesion</b> for the reader (e.g. On the other hand.... In contrast....)</li> <li>• Use of <b>modal verbs</b> to indicate possibility in measured and unbiased way (e.g. Some people <i>might</i> argue that..... Others <i>may</i> believe that...)</li> </ul>
<b>Sentence construction</b>	<ul style="list-style-type: none"> <li>• Linking ideas across paragraphs using <b>full range of cohesive devices</b>, such as repetition of a word or phrase, linking back to previous points within the writing or moments within a narrative [e.g. use of adverbials such as ‘on the other hand’ or ‘several weeks later’] and ellipsis, to ensure that the reader is engaged, follows and wants to read on</li> </ul>			
<b>Vocabulary, grammar and punctuation choices</b>	<ul style="list-style-type: none"> <li>• Placement of <b>speech tags</b> before, in between speech or after speech to vary how dialogue is presented</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Hyphens</b> used to avoid ambiguity (they are not dashes) and can also be used to make up a new word by putting two words together</li> <li>• <b>Semi-colons</b> can be used to separate longer or more complicated items in a list in order to provide clarity for the reader</li> </ul>		
	<ul style="list-style-type: none"> <li>• <b>Semi-colons, colons and dashes</b> to join two independent clauses – this can be instead of using a coordinating conjunction, for example, to vary the sentence structure for the reader</li> </ul>			