

North Crescent Primary School Non-Fiction Writing Progression



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Letters

Informal/formal

Purpose

Letters have many purposes. Common purposes

are: To keep in touch

To introduce yourself (pen pal
letter) To say thank you

To give an invitation

To ask for

information To

recount events

To influence opinion (often

formal) To complain (often

formal)

To provide information; describe something or explain a process

Generic Text Structure

Planning and Preparation

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| <p>Structure often includes:</p> <ul style="list-style-type: none"> • See below | <ul style="list-style-type: none"> • Consider children orally rehearsing and memorising language conventions before independent writing. Particularly useful for formal letter writing. • Opportunities for children to orally rehearse language e.g. giving a speech or persuading the class, particularly important in formal letter writing. • Use of drama structures to develop for and against ideas. E.g. a class debate. Especially useful for formal letter writing. |
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Progression in skills

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| I n f o r m a l | EYFS | <ul style="list-style-type: none"> • Start with 'dear' can be given • End with 'from' • Usually written in first person 'I' |
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| | KS1 | <ul style="list-style-type: none"> ● Senders address at the top right ● Use a greeting ● Specific names people, places, things (proper nouns) ● Informal ending e.g. 'best wishes' etc. ● <u>Informal tone:</u> Contracted forms of words e.g. can't won't etc. Questions and exclamations |
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| | | <p>Informal connectives, as in everyday speech e.g. and/ because/ so. Can also be used as openers.</p> <p><u>Possible text structure:</u></p> <p><u>Introduction</u> – Include greeting and explain why you are writing</p> <p><u>Main body</u> – Write in detail about the subject</p> <p><u>Conclusion</u> – What did you think about the subject? Closing line e.g. I hope to see you soon.</p> |
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| F o r m a l | LKS2 | <ul style="list-style-type: none"> • Date underneath the address • Informal language • Paragraphs to organise ideas • <u>Informal tone:</u> Lively use of language e.g. 'powerful' verbs, adjectives and adverbs. 'Asides' (anecdotes and comments in brackets) Conversational openers e.g. Anyway, /By the way,/After all Exaggerations (hyperbole) • <u>Possible text structure:</u> <u>Introduction</u> – Include greeting and explain why you are writing <u>Main body</u> - Different paragraphs with elaboration <u>Conclusion</u> - What did you think about the subject? Closing line e.g. I hope to see you soon. |
| | UKS2 | <ul style="list-style-type: none"> • Formal structure i.e. senders address top right/ addressee top left • Date beneath address of addressee • Use of 'dear' and addressee's name (if known). Sir or madam if not known. • Appropriate sign off i.e. yours sincerely (if addressee's name is known); Yours faithfully (If addressee's name isn't known). • Clear use of language, e.g. conventional vocabulary, 'precise' verbs, adjectives and adverbs. • Effective use of language suitable for purpose e.g. to persuade or complain etc. • <u>Formal tone:</u> Use formal connectives, e.g. furthermore..., However..., Do not use first-person pronouns ("I," "me," "my," "we," "us," etc.). ... Avoid addressing readers as "you." Avoid the use of contractions. ... Avoid colloquialism and slang expressions. ... Avoid abbreviated versions of words. ... Avoid the overuse of short and simple sentences. • <u>Possible text structure:</u> <u>Introduction</u> – Include clear explanation of why you are writing. <u>Main body</u> - |

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| | | Different paragraphs of each point with elaboration and or supporting evidence <u>Conclusion</u> – Summary of main points and recommendations. Formal closing line e.g. I look forward to hearing from you |
| <h2>Explanation</h2> | | |
| <u>Purpose</u> 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. | | |
| <u>Common examples of the text type</u> | | |
| <ul style="list-style-type: none"> • Explaining electricity, forces, food chains etc. in science • Explaining the causes of historic events such as wars and revolutions. • Explaining the role of the Nile in determining the seasons in Ancient Egypt • Explaining phenomena such as the water cycle or how a volcano erupts in geography • Explaining religious traditions and practices in RE • Encyclopaedia entries • Technical manuals | | |
| <u>Generic Text Structure</u> | | <u>Planning and Preparation</u> |

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| <p>Structure often includes:</p> <ul style="list-style-type: none"> • A title which should be a question and begin 'how' or 'why' An introduction/introductory paragraph to introduce the topic • Main body - a list of logical steps (paragraphs in KS2) to explain why or how something happens. Can be extended later in KS2 with additional, specific information. • Conclusion - paragraph to relate the subject to the reader. | <ul style="list-style-type: none"> • This is probably one of the most challenging of text types as you have to be able to understand something very well to be able to explain it. Explanation texts are also easily confused with instructions. Instructions tell you how to make or do something. An explanation tells you why something happens or how it works. • If planning a factual explanation, it is probably best to link it to another curriculum area e.g. science to give the children the opportunity to explain a process that they have learnt about e.g. pollination. Further opportunities for independent research during the literacy lesson, linked to the writing outcome, would also be advisable. • Another good idea is to allow children to write creatively and explain a fictional phenomenon e.g. why dragons are extinct. This 'frees' the writer from having to know the factual elements linked to the writing. However, sufficient time class time must be given learning the features of explanation writing so that the children are able to use them in an independent piece of writing. |
| <u>Progression in skills</u> | |
| EYFS | <ul style="list-style-type: none"> • N/a |

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| <p>KS1</p> | <ul style="list-style-type: none"> ● Questions and question marks ● Time connectives ● Simple cause and effect connectives e.g. because, if. ● Present tense ● Some technical vocabulary ● Add extra, additional information. <p><u>Possible text layout:</u></p> <p><u>Introduction</u> Title as a question e.g. How do bees make honey? (can be given by the teacher) A sentence to introduce the topic</p> <p><u>Main body</u> Sentences to explain how the parts work/process.</p> <p><u>Conclusion</u> A simple concluding sentence(s) to end the piece</p> |
| <p>LKS2</p> | <ul style="list-style-type: none"> ● More complex time adverbials e.g. firstly, soon afterwards, ● Cause and effect connectives e.g. therefore, consequently etc. ● Precise, technical vocabulary ● Express time, place and cause using: Conjunctions e.g. so, because ● Prepositions e.g. before, after... ● Use of paragraphs to organise ideas. ● (Y4) Use of fronted adverbials e.g. During the night, nocturnal animals... ● (Y4) Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Foxes are mammals... <u>They</u> feed their young... <u>These</u> amazing hunters are..... <p><u>Possible text layout:</u></p> <p><u>Introduction</u> A title which should be a question and begin 'how' or</p> |

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| | <p>'why'. A sentence to introduce the topic</p> <p><u>Main body</u> A list of logical steps (in paragraphs) explaining why or how something happens with additional specific information.</p> <p><u>Conclusion</u> A paragraph to relate the subject to the reader.</p> |
| UKS2 | <ul style="list-style-type: none"> • Indicate degrees of possibility using adverbs e.g. Perhaps... surely or modal verbs e.g. might, should, will... |

- Use layout devices to provide additional information and guide the reader e.g. subheadings, fact boxes, bullet points etc.
- Create cohesion within paragraphs using adverbials e.g. therefore, however
- Relative clauses can be used to add further information e.g. Hedgehogs, which are mammals...
- Parenthesis can be used to add clarification of technical words e.g. oxygen (a gas found in air).
- (Y6) Adapt degrees of formality and informality to suit the form of the explanation. An informal tone can sometimes be appropriate
e.g. You'll be surprised to know that...Have you ever thought about the way that...? Or a formal authoritative tone can also be adopted
e.g. oxygen is constantly replaced in the bloodstream...
- (Y6) The passive voice can also be used e.g. gases are carried.
- (Y6) Brackets, dashes and commas can be used to add extra information e.g. photosynthesis, a process whereby a plant makes its own food, can never take place without sunlight...

Possible text layout:

Introduction

A title which should be a question and begin 'how' or 'why' A sentence to introduce the topic

Main body

Selects and elaborates upon appropriate information to explain why or how something happens with additional specific information.

Conclusion

A paragraph to relate the subject to the reader.

Persuasive writing

Purpose

To inform the audience about the product
To advertise a product so someone will buy it

Common examples of the text type

- Publicity materials such as tourist brochures based on trips to places of interest
- Editorials to newspapers about controversial issues
- Letters about topics such as traffic on the high street or deforestations
- Posters and leaflets about issues such as bullying, stranger danger or substance abuse
- Posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition
- Book reviews for other pupils
- Book blurbs
- Political pamphlets
- Applications for a job or a position on the school council

Generic Text Structure

- An opening statement (thesis) that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea).
- Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...)
- A closing statement repeats and reinforces the original thesis. (All

Planning and Preparation

- Decide on the viewpoint you want to present and carefully select the information that supports it.
- Organise the main points to be made in the best order and decide which persuasive information you will add to support each.
- Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list.
- Think about counter arguments your reader might come up with and

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| <p>the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.)</p> | <p>include evidence to make them seem incorrect or irrelevant.</p> <ul style="list-style-type: none"> • Try to appear reasonable and use facts rather than emotive comments. • Choose strong, positive words and phrases and avoid sounding negative. • Use short sentences for emphasis. • Re-read the text as if you have no opinion and decide if you would be persuaded. • Remember that you can use persuasive writing within other text types. |
| <p><u>Progression in skills</u></p> | |
| <p>EYFS</p> | <ul style="list-style-type: none"> • n/a |
| <p>KS1</p> | <ul style="list-style-type: none"> • Written in present tense. • Includes facts • Rhetorical questions e.g. Do you want to be the most relaxed person in town? Do you want to be the coolest kid in your class? • Effective use of noun phrases to create persuasive devices e.g. delicious chocolate • Powerful verbs and adverbs. • May include a picture of the item and a caption. • May include a product logo • May include a price, if selling something. <p><u>Suggested Text Layout:</u></p> <p><u>Introduction</u> An opening statement that sums up the viewpoint being presented.</p> <p><u>Main body</u> Sentences to persuade the reader to accept the writer's</p> |

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| | <p>viewpoint or buy their product.</p> <p><u>Conclusion</u></p> <p>A concluding statement to finish the piece e.g. So now you know the best chocolate bar in town, come and buy one today !</p> |
| LKS2 | <ul style="list-style-type: none"> • Headings, subheadings or paragraphs to organise ideas into logical sections • Exaggerated language to describe the product benefits. • Alliteration • Paragraphs: intro, main body (reasons supported by evidence); conclusion. • Power of three sentences e.g. explore exotic caves, discover fantasy island and swim with sharks. |

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| | <ul style="list-style-type: none"> • (Y4) Include a slogan (present tense, including facts, adjectives, alliteration and a rhetorical question) • (Y4) Create cohesion through the use of nouns and pronouns e.g. Vegetables are good for you. They contain vitamins and minerals. In fact these foods are incredible!! • (Y4) Use adverbials e.g. therefore, however... <p><u>Suggested Text Layout:</u></p> <p><u>Introduction</u></p> <p>An opening paragraph that sums up the viewpoint being presented.</p> <p><u>Main body</u></p> <p>Paragraphs to persuade the reader to accept the writer's viewpoint or buy their product, each with appropriate detail to influence the reader's decision.</p> <p><u>Conclusion</u></p> <p>A concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis).</p> |
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UKS2

- Modals can be used to suggest degrees of possibility e.g. This could be.... You should... You might want to...
- Include a more complex slogan (Word play, humour, some awareness of reader e.g. different age groups)
- (Y6) Make formal and informal vocabulary choices by moving from generic statements to specific examples when key points are being presented e.g. the hotel is extremely comfortable. The beds are soft; the chairs are specially made to support your back and all rooms have thick carpet.
- (Y6) Use the second person - appeal to the reader e.g. this is just what you've been looking for.
- (Y6) The passive voice can be used in some formal persuasive texts
e.g. It can be said... It cannot be overstated...
- (Y6) Create cohesion within and across paragraphs using a wider range of cohesive devices which can include adverbials, conjunctions and prepositions e.g. This proves that....So it's clear...Therefore... **Suggested Text Layout:**
 - Introduction**
An opening paragraph that sums up the viewpoint being presented.
 - Main body**
Paragraphs to persuade the reader to accept the writer's viewpoint or buy their product, each with appropriate detail to influence the reader's decision.
 - Conclusion**
A concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis).

Diary

Purpose

To record events, thoughts and feelings on something that has happened.

Generic Text Structure

Planning and Preparation

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| <p>Structure often includes:</p> <p><u>Introduction</u> Usually includes an explanation of reason for diary entry and personal thoughts and feelings related to that event.</p> <p><u>Main body</u> Different sentences or paragraphs in time order. (KS2) Elaborate on events so the reader is able to visualise the experience. (KS2) Include personal reflections on the event throughout and talk to the diary in an personal way</p> <p><u>Conclusion</u> What did you think about the event? A closing line of why you have to stop writing e.g. my mum is shouting me for my tea.</p> | <ul style="list-style-type: none"> ● Discussion about character (if writing in role) and their thoughts and feelings before writing the diary. ● Drama ● Create word banks of appropriate vocabulary for display in the classroom. ● Formal structured planning sheets (KS2) |
| <p><u>Progression in skills</u></p> | |
| <p>EYFS</p> | <ul style="list-style-type: none"> ● Written in the first person ● Past tense ● Retell important events ● Include date and dear diary (can be given) |
| <p>KS1</p> | <ul style="list-style-type: none"> ● Simple adjectives to describe thoughts/ feelings. ● Time adverbials ● (Y2) Informal language/chatty style ● (Y2) Some use of exclamation sentences e.g. What fun we had! ● Include date at the beginning and 'dear diary' <p><u>Suggested text layout:</u></p> <p><u>Introduction</u> What are you going to tell them about? What did you think about it?</p> <p><u>Main body</u> Simple sentences of what you did.</p> |

Conclusion

What did you think about the event?

A closing line e.g. my mum is shouting me for my tea.

- Chatty tone:

Contracted forms of words e.g. can't won't etc.

Questions and exclamations

Informal connectives, as in everyday speech, e.g. and/ because/
so.

Can also be used as openers.

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| LKS2 | <ul style="list-style-type: none"> ● 1st person ● Use of 'you' when talking to the diary ● Mainly past tense ● Adjectives ● More complex time fronted adverbials e.g. After lunch, ● Personal, chatty style ● Emotive language ● Facts and opinions ● Include date at the beginning and 'dear diary' ● Rhetorical questions e.g. don't they understand? ● Paragraphs ● <u>Chatty tone:</u> Lively use of language e.g. 'powerful' verbs, adjectives and adverbs. 'Asides' (anecdotes and comments in brackets) Conversational openers e.g. Anyway, /By the way,/After all Exaggerations (hyperbole) ● <u>Suggested text layout:</u> <u>Introduction</u> Why are you writing? What are you going to tell them about? Thoughts and feelings ● <u>Main body</u> Different paragraphs in time order. ● <u>Conclusion</u> What did you think about the event? A closing line of why you have to stop writing e.g. my mum is shouting me for my tea. |
| UKS2 | <ul style="list-style-type: none"> ● Some present tense when writing about current thoughts/feelings |

- Higher level time fronted adverbials e.g. Shortly before mum came back,
- Parenthesis using brackets, dashes and commas to add additional information
- **Chatty tone:**
As LKS2
Suggested text layout:
Introduction
Why are you writing?
What are you going to tell them about?
Thoughts and feelings
Main body
Different paragraphs in time order.
Elaboration on events so the reader is able to visualise the experience.
Include personal reflections on the event throughout and talk to the diary in a personal way
Conclusion
What did you think about the event?
A closing line of why you have to stop writing e.g. my mum is shouting me for my tea.
Perhaps relate event to past events that have been written about.

Instructional texts

Purpose

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

Generic Text Structure

Structure often includes:

- A title
- An introduction which may include rhetorical questions to capture the reader's interest (KS2)
- Subheadings e.g. What you need/ What to do
- List of items needed
- Numbered steps to explain the process

Planning and Preparation

- Practical experience of making the item to be written about
- Sequencing pictures related to process (EYFS/KS1)
- Use of script to embed language in readiness for independent writing.
- Contextualised GPS (see below)
- N.B instructions can also be creative e.g. 'how to trap a dragon'. This type of instruction writing can be useful as it allows children to be imaginative about the steps necessary.
- Drama/role play
- Planning grids/ boxing up.

Progression in skills

EYFS

- Use of 'bossy' verbs
- Title (can be given).
- Simple instructional sentences written next to a given picture of step or steps.

KS1

- Simple time words first, next etc.
- Use of imperative verbs e.g. Cut the card.... Paint your design...
Begin to extend each instruction across two or more sentences using phrases like: Make sure/ Never / Ask a grown-up/ Always/ If/ Carefully/Do not
- (Y2) Commas in lists may be used to separate required ingredients/materials.
- Title e.g. How to
- Bullet points or numbers
- May include pictures with captions
- Simple subheadings e.g. What you need/ What to do (can be given)

Possible text structure:

Introduction

Sentence to introduce item to be produced.

List of ingredients and quantities beneath a subheading (can be given)

Main body

Sentences to describe each step with specific information.

Numbered steps

Conclusion

A simple sentence to say what the end product will be like and what it can be used for.

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| LKS2 | <ul style="list-style-type: none"> ● Higher order conjunctions e.g. unless, until, so that etc. ● Express time, place and cause using conjunctions, adverbs and prepositions e.g. when this has been done... next add... after doing this... ● (Y4) Create cohesion through the use of nouns and pronouns to avoid repetition e.g. add the eggs and then beat them with a whisk until they are fluffy. ● (Y4) Use fronted adverbials (conditional adverbials) to offer alternatives e.g. If you would like to make a bigger decoration, you could either double the dimensions or just draw bigger flowers. ● Headings and subheadings to guide the reader. ● Written in paragraphs. ● May include labelled illustrations or diagrams to support specifics in the text. ● <u>Possible text structure:</u> <u>Introduction</u> This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to? List of ingredients or quantities under a sub heading. <u>Main body</u> Sentences to describe each step with specific information and detail beneath subheading. <u>Conclusion</u> A concluding paragraph to say what the end product will be like and what it can be used for. |
| UKS2 | <ul style="list-style-type: none"> ● Parenthesis can be used to add additional advice e.g. (It's a good idea to leave it overnight, if you have time)... ● Relative clauses can be used to add further information e.g. add further decorations, which can be home-made or shop bought.... |

- Modals can be used to suggest degrees of possibility e.g. you should... you might want to...
- Avoid personalisation i.e. use of 'you' especially when making the instructions sound more formal.
- (Y6) Adapt degrees of formality and informality to suit the form of the instructions e.g. if writing for a traditional cookery book aimed at experienced cooks 'separate the egg yolks, putting the whites to one side, and add to the mixture.' Or for a website aimed at the beginner. 'Just use the egg yolks for now. Put the whites in the fridge (you can make an omelette with them another day!)
- (Y6) Create cohesion across the text using a wide of cohesive devices.
- Use a variety of layout features to guide the reader including diagrams, fact boxes etc.

Possible text structure:

Introduction

This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to?

List of ingredients or quantities under a sub heading.

Main body

Sentences to describe each step with specific information and detail beneath subheading.

Conclusion

A concluding paragraph to say what the end product will be like and what it can be used for.

Newspaper report

Purpose

To inform someone of something that has happened. To recount a newsworthy event.

Generic Text Structure

Structure often includes:

- A headline to hook the reader and clearly explain the report.
- An introduction/ introductory paragraph to explain the 5Ws (what, where, when, who, why)
- A main body which usually retell events in time order (can be paragraphs in KS2)
- A conclusion which explains what people thought and looks ahead to the future.

Planning and Preparation

- Drama – role play, hot seating to gain differing viewpoints.
- Use of planning devises e.g. planning sheets, boxing up etc.
- Contextualised GPS as appropriate (see below)
- Use of scripts to embed language of genre in readiness for independent writing.

Progression in skills

EYFS

- n/a

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| <p>KS1</p> | <ul style="list-style-type: none"> ● Past tense ● Simple time connectives ● (Y2) Can use progressive forms of verbs e.g. the children were playing ● (Y2) Some use of coordinating and subordinating conjunctions to explain or link ideas. ● A headline - a clear title about the report <p><u>Possible text structure:</u></p> <p><u>Introduction</u> Which explains the 5Ws (what, where, when, who, why)</p> <p><u>Main body</u> Which retells the events in time order.</p> <p><u>Conclusion</u> Which explains what people thought about the event</p> |
| <p>LKS2</p> | <ul style="list-style-type: none"> ● 3rd person ● Time connectives/fronted adverbials to sequence events. <p>Some journalistic words or phrases: https://schools.firstnews.co.uk/blog/journalistic-writing/journalistic-words-and-phrases-ks2/</p> <ul style="list-style-type: none"> ● Quotes using speech marks. ● Headline – a clear title about the report including alliteration or rhyme to make it catchy. ● Written in columns (may be given) <ul style="list-style-type: none"> ● <u>Possible text structure:</u> ● <u>Introduction</u> An introductory paragraph - 5Ws (what, where, when, who, why) ● <u>Main Body</u> Different paragraphs of information in chronological order |

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| | <p>retelling the event.</p> <p>Conclusion</p> <ul style="list-style-type: none"> ● A concluding paragraph including a summary of events; quotes and looking forward to the future. |
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| <p>UKS2</p> | <ul style="list-style-type: none"> ● Higher level time connectives/fronted adverbials to sequence events. ● A range of journalistic words and phrases https://schools.firstnews.co.uk/blog/journalistic-writing/journalistic-words-and-phrases-ks2/ ● Quotes using direct and reported speech. ● Higher level time connectives/fronted adverbials to sequence events. ● Prepositions ● Use of parenthesis to add different detail e.g. Mrs Walker, a housewife from Durham, was arrested yesterday.... ● Appropriate use of the past perfect e.g. I was walking ... the children had tried.... earlier in the day , luckily, the owls had already been moved ● Appropriate use of the past perfect progressive form of verbs e.g. the children had been singing.... we had been hoping ● Adapt degrees of formality and informality to suit the form of the text e.g. high formality required if recounting in the style of a broadsheet newspaper or less formal for a school newspaper. ● Use of rhyme, alliteration or puns to make headlines snappy ● Clear structure using paragraphs (see above) |
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| | <ul style="list-style-type: none">• Include unbiased and descriptive language |
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| | <ul style="list-style-type: none">• Relative clauses to add extra detail• Written (or word processed) in columns. |
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Possible text structure:

Introduction

What are the facts for this report?

WWWWH (what, where, why, when, who, how?)

Main body

Different paragraphs of information in chronological order retelling the event.

Supporting information can be included

Quotes from different people involved who may have different opinions.

Conclusion

Summary of events and perhaps quotes on feelings towards the event.

What is being done now?

Non chronological/report texts

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.

Common examples of the text type

- Describing aspects of daily life in history (e.g. fashion, transport, buildings)
- Describing the characteristics of anything (e.g. particular animals or plants; the planets, the solar system, different rocks and materials; mythological creatures)
- Comparing and describing localities or geographical features
- Describing the characteristics of religious groups and their lifestyles in RE
- Information leaflets
- Tourist guidebooks
- Encyclopaedia entries
- Non-fiction books
- Magazine articles

Generic Text Structure

Planning and Preparation

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| <ul style="list-style-type: none"> ● In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes: ● An opening statement, often a general classification (Sparrows are birds); ● Sometimes followed by a more detailed or technical classification (Their Latin name is...); ● A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: ● It's qualities (Like most birds, sparrows have feathers.) | <ul style="list-style-type: none"> ● Plan how you will organise the information you want to include, e.g. use paragraph headings, a spider gram or a grid. ● Gather information from a wide range of sources and collect it under the headings you've planned. ● Consider using a script so that children can orally rehearse some of the language structures associated with this text type in readiness for final, written piece. ● Contextualised GPS – see below. |
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| <ul style="list-style-type: none"> ● It's parts and their functions (The beak is small and strong so that it can ...); ● It's habits/behaviour/ uses (Sparrows nest in...) | |
| <p><u>Progression in skills</u></p> | |

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| EYFS | <ul style="list-style-type: none"> ● Title (can be give) ● Simple subject specific language ● Present or past tense ● May be linked to a real life experience e.g. trip or visitor ● Simple connectives e.g. 'and' |
| KS1 | <ul style="list-style-type: none"> ● Subject specific language ● Facts ● Present or Past tense (depending on subject) ● Usually written in third person (he, she. It, they) ● Coordinating conjunctions to link two main ideas ● Subordinating conjunctions ● Title (can be given) ● Subheadings (can be given) ● Pictures/captions/labels could be used to aid presentation <p><u>Possible text structure:</u></p> <ul style="list-style-type: none"> ● <u>Introduction</u> - A sentence to explain what is being written about ● <u>Main body</u> - A few sentences underneath each subheading. ● <u>Conclusion</u> - A sentence to describe own opinion of the subject and why. |

LKS2

- Text organisation to aid presentation e.g. paragraphs/ headings/ subheadings.
 - Range of adverbials and conjunctions
 - Technical vocabulary
 - Information which is factual and accurate
 - Use of subordinating conjunctions to join clauses and as openers.
 - Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The Victorians liked to visit the seaside. They were also fond of...
- Possible text structure:**
- **Introduction** - A paragraph to explain the topic including any special features
 - **Main body** - A paragraph written under each of the sub headings.
 - **Conclusion** - A paragraph about peoples' opinions of the subject and why.

UKS2

- Create cohesion within paragraphs using adverbials e.g. Shortly afterwards, David Beckham began to play more seriously. Before long, he became professional
- Parenthesis using brackets, dashes and commas can be used to add additional information. E.g. Victoria Beckham, David's celebrity wife, also enjoys football.
- Use layout devices e.g. headings, subheadings, columns, bullets, can be used to provide additional information; present information clearly; and guide the reader. Consistent use of this can also create cohesion.
- The passive voice can be used to avoid personalisation; to avoid naming the agent of a verb; to add variety to a sentence or to maintain an appropriate level of formality e.g. Sparrows are found in... Sharks are hunted.... Children were taught...
- Range of organisational features e.g. headings, subheadings; bold/italic writing; tables, illustrations or diagrams

Possible text structure:

Introduction - A paragraph to explain the topic including any special features

Main body - A paragraph written under each of the sub headings which should be suitable and interesting. Can also be questions. Conclusion - A paragraph about peoples' opinion of the subject and why.

Recounts

Purpose

To provide an account of events. Recounts can be combined with other text types, for example, newspaper reports, often consist of a recount that includes elements of explanation.

Common examples of the text type

- Retelling stories from English lessons and also in other curriculum areas such as RE
- Giving accounts of schoolwork, sporting events, science experiments and trips out
- Writing historical accounts
- Writing biographies and autobiographies
- Letters and postcards
- Diaries and journals (**see separate guidance**)
- Newspaper reports (**see separate guidance**)
- Magazine articles
- Obituaries
- Encyclopaedia entries

Generic Text Structure

Planning and Preparation

Structure often includes:

- Often written in the **first or third person**. E.g. **Third person**: 'they all shouted, she crept out, it looked like an animal of some kind.' **First person**: 'I was on my way to school.'
- Clear beginning, middle and ending.
- A strong opening (paragraph in KS2) to hook the reader.
- Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...)
- An account of the events that took place, often in chronological order (The first person to arrive was ...)

- Plan how you will organise the way you retell the events. You could use a timeline to help you plan.
- Details are important to create a recount rather than a simple list of events in order. Try using: When? Where? Who? What? Why? Questions to help you plan what to include.
- Decide how you will finish the recount. You'll need a definite ending, perhaps a summary or comment on what happened (I think our school trip to the Science Museum was the best we have ever had).
- Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when?
- Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid

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| <ul style="list-style-type: none"> • Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials. • Some additional detail about each event (He was surprised to see me.) • Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) • Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts | <p>description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.)</p> |
| <p><u>Progression in skills</u></p> | |
| <p>EYFS</p> | <ul style="list-style-type: none"> • Title (may be given) • Simple sentence or sentences about an event • Appropriate vocabulary • Written in past tense |
| <p>KS1 As for EYFS plus:</p> | <ul style="list-style-type: none"> • An introduction which answers who, what, when where and why • Time adverbials (first, next, then etc.) • Use a range of punctuation where appropriate (!?) • Use coordinating and subordinating conjunctions (Y2) <p><u>Suggested layout:</u> <u>Introduction</u> Which clearly states: who? What? When? Where? Why? <u>Main body</u> Different sentences in time order.</p> |

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| | <p><u>Conclusion</u> What did you think about the event?</p> |
| <p>LKS2</p> | <ul style="list-style-type: none"> ● An introductory paragraph which answers who, what, when where and why ● More complex adverbials of time e.g. much later, shortly after that, ● Written in past tense ● First person or third ● Describes clearly what has happened ● Chronological order ● Use of paragraphs or subheadings to organise writing ● Begin to use present perfect tense to place events in time e.g. this week we have visited the park ● Use of relative clauses to add further detail e.g. we went to the museum, where we saw many exhibits, before moving on to the art gallery ● End with a closing statement or paragraph to re orientate the reader (see above). <p><u>Suggested layout:</u></p> <p><u>Introduction</u> Which clearly states: who? What? When? Where? Why?</p> <p><u>Main body</u> Different paragraphs in time order. Some elaboration</p> <p><u>Conclusion</u> What did you think about the event? What was your favourite part?</p> <ul style="list-style-type: none"> ● Would you like to go again? Why? |

UKS2

- Higher level adverbials of time
- Cause and effect connectives e.g. consequently, as a result
- Elaborate on events so the reader is able to visualise the experience.
- Include personal reflections on the event throughout.
- Indirect speech
- Be able to change 'writing voice' for different audiences
- A closing paragraph to explain feelings about the event

Suggested layout:

Introduction

Which clearly states: who? What? When? Where? Why?

Main body

Different paragraphs in time order which elaborate on events, so the reader is able to visualise the experience. An inclusion of personal reflections on the event throughout.

Conclusion

A paragraph of reflection: What did you think about the event? What was your favourite part? Would you like to go again? Why?

Reception

EAO-Rec



Year 1

The Gruffalo's child walks out of the cave to find the big bad mouse.

The story is about the Gruffalo's child who was going in the deep dark wood because the Gruffalo's child was trying to find the big bad mouse.

I would recommend this book to children and children.

Year 2

Year 3

Isaac Newton biography

Early life

Isaac Newton was born in Lincolnshire England in 1643 and was born in December. His mother left him behind Isaac Newton. He hated his ^{parents} ~~parents~~ and he nearly burnt the house down.

~~a great thinker~~

a great thinker

When he was a boy Isaac Newton he made lots of inventions like a windmill to grind corn, a water clock and a sundial. Isaac Newton wouldn't read a book about his eye he would test it and see what would happen and he put a needle in his eye. Isaac Newton thought that his friends didn't like him because he was really smart.

Year 4

Danbury Recount

fronted adverbials

Last week, me and most of my friends were lucky enough to go on an amazing adventure to Danbury Essex Outdoors.

On ~~Wednes~~ Wednesday, I woke up and prayed that I hadn't forgotten anything important. Then, I got ready and set off to school very excited to go. I rolled my suitcase along the hard, bumpy ground all the way to school. I could tell my mum was worried because she was tearing up as I said my goodbyes. I walked off to school to get ready for Danbury. We lined up and eventually made the trek towards north road car park and then boarded the coach.

^m I ~~thought~~ ^{thought} it would be a long trip but before ^{Then} I knew it we were at Danbury. We got out of ^{after that} the coach and looked around. Then, we went to explore and our ~~making~~ cabins and set ^{my} our beds up. I was worried because they said it ^{suitcase} came with covers and pillows but they weren't ^{out,} there! Then Mr Creighton came it with them and ¹ then I was ~~relief~~ relieved. Then, I set up my ^{.m}

verbs Instructional writing

Wooden Pie

Need a quick easy recipe to feed the whole family?
Well I'm the right person to come to. The recipe I'm about
to tell you will blow your mind!

Equipment

- 1 chopping board
- 1 big sharp knife
- 1 small sharp knife
- 3 bowls
- 1 scale
- sauce pan
- potato masher
- pie dish

Ingredients

- Sweets, turnips, potatoes, cauliflower
broccoli, leeks, onions, carrots (about
11B of each veg you have)
- 2 tablespoons of butter and
flour
- 4 large potatoes
- Milk (4 tbsp)
- Herb such as sage or thyme
of sauce (optional)

Method

- 1 Firstly, preheat the oven to 180°C.
- 2 Before you touch any of your equipment and ingredients,
wash your hands.
- 3 Peel and wash your veggies calmly.
- 4 Before you mash your potatoes, ^{make sure} until they're soft then
mash them.
- 5 Now, boil the other vegetables (until it's smooth)

Ref: BO32