

Writing to inform - instructions		Purpose	Types	
Rules and procedures to ensure that something is done properly. This writing allows for the development of: creativity, enquiry, evaluation, reasoning, information processing and problem solving.		To tell you how to do/make something To give information on how to complete a task To describe a process in chronological order	Instructions and packaging Science experiment Recipe	
Year group	Text organisation	Sentence Features	Grammatical features	Punctuation
Reception	Oral telling of how to make/do something. Simple sentence containing imperative verb at the start (spoken and then written).	Use of simple sentence structures	Nouns and verbs correct	Capital letter and full stop
Year 1	Title or goal List of equipment/materials Numbered steps	Use of simple sentence structures Imperative verbs to start sentences Lists	Noun Imperative verb Present tense verbs Adjectives Time conjunctions to show chronological order	Spaces to separate words Full stops Exclamation marks Capital letters for start of sentences, names, personal pronoun (I)
Year 2	Goal - outline statement about what will be achieved Sequenced steps to achieve the goal Diagrams and illustrations to support the process	Imperative verbs used for clarity Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Progressive verb form Consistent use of tense throughout Coordinating and subordinating conjunctions Adverbs to show when and how Third person Using 'er' and 'est' to show comparisons in adjectives	Full stops Exclamation marks Capital letters for start of sentences, names, personal pronoun (I) Apostrophe for contraction Possessive apostrophe Commas in a list
Year 3	Goal - outline statement about what will be achieved (introduction) Ingredients and equipment lists are outlined clearly	Variation in sentence structures Prepositional phrases Subordinate clauses Expanded noun phrases	Adverbs of time, place, manner and frequency Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbial Inverted commas if using quotations Brackets
Year 4	Brief introduction, summarising the product/game eg. <i>Snakes and Ladders is a board game which has been around for centuries.</i> Equipment list with a sub-heading, listed vertically using bullet points Tips and suggestions and precautionary advice embedded in the text	Instructions beginning with an imperative verb with fronted adverbials to add detail using a comma after the adverbial e.g. <i>When the fold is in place, cut along the dotted line.</i> Precautionary advice and/or tips and suggestions are used to add detail e.g. <i>Be careful not to whisk too hard or the cream will turn into butter or best served with a dollop of whipped cream.</i>	Subordinating conjunctions: <i>when, if, because, although, while, as, until, once, after</i> Fronted adverbials Nouns and pronouns used for clarity and cohesion Adverbs of time, place and manner	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbial Inverted commas if using quotations Brackets Commas after clauses
Year 5	Instructions for more complex processes	Variation in sentence length Variation in sentence structures and wider range examples of: Prepositional phrases Subordinate clauses Expanded noun phrases	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often A wider range of conjunctions	Brackets Colons Commas for clauses

		Relative clauses	Correct use of simple present, present progressive and present perfect Fronted adverbials Use of modal verbs to suggest alternative options within the instruction (eg <i>perhaps an alternative topping could be used</i>)	
Year 6	Instructions for more complex processes	Use of active and passive Variation in sentence length Relative clauses	Modifiers to intensify, quantify and/or add precision: eg <i>an exceptionally strong bowl is needed in order to hold the heavy mass of mixture</i> Nouns and pronouns used for clarity and cohesion Complex examples of adverbials of time, manner, place and frequency Text changes according to the text type Implied second person	Brackets Dashes Colons Semi-colons

Writing to inform/entertain - recounts		Purpose	Types	
<p>Recounts can be both informative and entertaining. Recounts can be written about the writer or someone else. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing managing feelings and self-awareness.</p>		<p>To retell events in time order. To give an account of an event or experience To write in chronological order</p>	<p>Autobiography Biography Recount</p>	
Year group	Text organisation	Sentence Features	Grammatical features	Punctuation
EYFS	<p>Oral retelling of events using time words and past tense. Simple sentence recounting the event spoken and then written</p>	<p>Use of simple sentence structures.</p>	<p>Accurate use of noun and verb.</p>	<p>Capital letter Full stop</p>
Year 1	<p>Title Introductory sentence to show - who, what, when, where and why Series of sequences demarcating the passing of time Simple ending First or third person Past tense</p>	<p>Use of simple sentence structures. Use of time conjunctions at the start Ideas joined using co-ordinating conjunctions (and)</p>	<p>Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together</p>	<p>Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun - I</p>
Year 2	<p>Title Clear introduction and conclusion Ideas organised into chronological paragraphs demonstrating the passing of time (through time adverbials) First and Third person</p>	<p>Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe</p>	<p>Noun and noun phrase (eg. Large tiger) Simple and Progressive past tense verb form Subordinating and Coordinating conjunctions to join two clauses: <i>and, but, or, so, when, if, because</i> Consistent use of tense throughout the piece Adverbs to show when and how (quickly, slowly) Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives</p>	<p>Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun - I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list</p>
Year 3	<p>Clear introduction Organised into paragraphs about key events A closing statement summarising the overall impact</p>	<p>Variation in sentence structure: expanded noun phrases and prepositional phrases</p>	<p>Subordinating conjunctions <i>when, if, because, although, while, as, until, once, after</i> Adverbials Subordinate clause openers: <i>When we arrived,</i> Adverbs of place, time, manner, frequency First and third person</p>	<p>Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials</p>
Year 4	<p>Clear introduction and conclusion</p>	<p>Variation in sentence structures using a range of conjunctions: <i>when, if,</i></p>	<p>Adverbs to show how often: <i>additionally, frequently, rarely etc...</i></p>	<p>Apostrophes to mark singular and plural possession Commas in a list</p>

	Elaboration within paragraphs to develop: description, action and feelings	<i>because, although, while, as, until, once, after</i>	Sentences build from general to more specific Emotive language e.g. <i>fabulous, memorable, inspired me to ...</i> Nouns and pronouns used for clarity and cohesion A wider range of conjunctions First and third person Correct use of simple past, past progressive and past perfect	Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets
Year 5	Developed introduction and conclusion Description of events are detailed and engaging Chronologically organised with clear signals about time, place and personal response Reveals the writer's perspective	Sentence length varied for effect Varied conjunctions (when, if, because, although, while, as, until, once, after, whenever, before, despite, even though, though, since) Relative clauses	Complex examples of adverbials Use of modal verbs Adverbials (Firstly, furthermore, in addition, however, nevertheless, consequently)	Brackets Dashes Commas
Year 6	Well-structured and answers the reader's questions Writer understands the impact and thinks about the response to what is written	Sentence length varied for effect and to support cohesion Use of active and passive voice eg <i>Giraffes left the enclosure</i> Variation in sentence structure Complex noun phrases eg <i>The fragile eggs were removed slowly from the mother hen.</i> Modifiers used to intensify or qualify eg <i>insignificant amount, exceptionally</i>	Expanded noun phrases Nouns and pronouns used for clarity and cohesion Tense changes according to the purpose Implied second person Complex examples of adverbials	Brackets Dashes Commas Semi colon Colon (both uses)

To inform - non-chronological report/fact files		Purpose	Types	
This form of writing provides detailed information to the reader and is structured under clear categories. The writing allows for development of: creativity, enquiry, evaluation, reasoning and problem solving.		To describe what things are like/were like. To inform the reader of a specific subject content. To organise and write facts so that they are easy to locate and understand.	Magazine article/information leaflet Topic based school project Something scientific (creature for example)	
Year group	Text organisation	Sentence Features	Grammatical features	Punctuation
EYFS	Oral description of an object/person/place or thing Simple sentence containing an adjective	Use of simple sentence structures Caption writing - creating facts	Nouns and verbs correct	Capital letter and full stop
Year 1	Title identifying what the text is about Introduction Ideas grouped into similarities Use of causal conjunctions Simple sentence with a capital letter and full stop. Third person Technical vocabulary relevant to the subject (age appropriate)	Use of simple sentence structures. Use of time conjunctions at the start Ideas joined by co-ordinating conjunctions (and)	Third person Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun - I
Year 2	Brief introduction stating a general description of the chosen subject/topic Grouping information into specific paragraphs: Classification Description Habitats etc. Technical vocabulary relevant to the subject (age appropriate)	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Simple and Progressive present and past tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Generalising words - many, most, some Use of technical vocabulary	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun - I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3	Clear introduction and conclusion Organised into paragraphs shaped around a key topic Use of subheadings Technical vocabulary relevant to the subject (age appropriate)	Variation in sentence structure Expanded noun phrases Subordinate clauses Prepositional phrases	Subordinating conjunctions Adverbials of time, place, manner, frequency First and third person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets
Year 4	Clear introduction and conclusion Links between sentences help to navigate the reader from one idea to the next Paragraphs organised correctly into key ideas Technical vocabulary relevant to the subject (age appropriate)	Variation in sentence structure Expanded noun phrases Subordinate clauses Prepositional phrases Sentences contain more than one clause using coordination and subordination	Sentences build from more general to more specific (use of noun phrases) A wider range of conjunctions Adverbials of time, place, manner, frequency First and third person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets
Year 5	Developed introduction and conclusion Description of the topic is technical and accurate Formal language used throughout Technical vocabulary relevant to the subject (age appropriate)	Variation in sentence structure and wider examples of: Expanded noun phrases Subordinate clauses Prepositional phrases Relative clauses	Conjunctions (when, if, because, although, while, as, until, once, after, whenever, wherever, before, despite, even though, though, since) Relative clauses	Brackets Dashes Commas

Year 6	Well-constructed and answers all of the reader's questions Technical vocabulary relevant to the subject (age appropriate)	Variation in sentence structure Variation in sentence length to support cohesion Use of active and passive Comparative sentences Wider examples of: Expanded noun phrases Subordinate clauses Prepositional phrases Relative clauses	Wide range of conjunctions Modifiers used to intensify or qualify e.g. <i>insignificant amount, exceptionally</i> Active and passive voice e.g. Giraffes left the enclosure Complex noun phrases e.g. The fragile eggs were slowly removed from the mother hen	Brackets Dashes Commas Colons Semi-colon hyphen
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To inform - explanation text		Purpose	Types	
This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: enquiry, evaluation, information processing, reasoning and problem solving.		To explain how or why something happens with a focus on cause and effect	Explanation text Science investigation Technical manual Encyclopaedia entry	
Year group	Text organisation	Sentence Features	Grammatical features	Punctuation
Year 2	Title showing what the text is about often using how or why Clear introduction explaining the process to be explained Chronological order Fully developed process using time and causal conjunctions (age appropriate) to link ideas Conclusion	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe process Subordinating and Coordinating sentences used to add information and detail	Noun and noun phrase Simple and Progressive present tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Technical vocabulary	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun - I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3 / 4	Clear introduction and conclusion Paragraphs organised around a topic or process Description of parts Explanation of how or why something happens Further detail of the process Use of subheading to navigate the reader	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Cause and effect sentences explaining how one event leads to the next	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials First and third person Standard English	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets
Year 5 / 6	Introduction and conclusion provide detail and give cohesion to the piece Subheadings and bullets points enhance the organisation Description of the phenomenon is technical and accurate Accurately labelled diagrams Formal tone throughout Glossary of technical terms	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion Use of passive and active Sentences are generalised to categories the information	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose	Brackets Dashes Colons Semi-colons

To inform - letter		Purpose	Types	
Year group	Text organisation	Sentence Features	Grammatical features	Punctuation

To inform - newspaper article		Purpose	Types	
Year group	Text organisation	Sentence Features	Grammatical features	Punctuation

To persuade		Purpose	Types	
This form of writing provides the writer with the opportunity to encourage the reader/listener towards seeing things the same way as them. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.		To make a case for a particular point of view To motivate, move or convince someone towards a certain opinion	Advertisements Travel Brochure Political Pamphlet Complaint Letter Magazine Article	
Year group	Text organisation	Sentence Features	Grammatical features	Punctuation
Year 2	Posters and letters using key language	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe process Subordinating and Coordinating sentences used to add information and detail	Noun and noun phrase Simple and Progressive present tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Technical vocabulary	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun - I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3	Clear introduction and conclusion Paragraphs organised around key ideas/subject and issue Use of subheading to navigate the reader Topic sentences to navigate the paragraph Facts and statistics Positive language and powerful verbs for description Use of colour and images for advertising Argue and give reasons	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Rhetorical questions Turning opinion into fact Emotive language	Imperative verbs to convey urgency e.g. <i>Buy it today! Listen very carefully...</i> Rhetorical questions to engage the reader e.g. Do you want to have an amazing day out? Noun phrases to add detail and description e.g. <i>Our fantastic resort has amazing facilities for everyone</i> Subordinating conjunctions: <i>when, if, because, although</i> Adverbials: <i>Firstly, Also, Finally</i> ?! for rhetorical questions and exclamatory sentences	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets
Year 4			?! for rhetorical questions and exclamatory sentences Subordinating conjunctions: <i>when, if, because, although, while, as, until, once, after</i> Adverbials: <i>Firstly, Also, In addition to, On the other hand, therefore, in conclusion</i> Commas after fronted adverbials e.g. <i>After your visit, you will not want to leave!</i>	
Year 5	Introduction and conclusion provide detail and give cohesion to the piece	Variation in sentence structures and wider range of examples of:	Conjunctions: <i>when, if, because, although, while, as, until, once, after</i>	Brackets Dashes

	<p>Paragraphs organised to prioritise the most important argument Arguments are well-constructed Viewpoint of the writer is evident throughout Personal Pronouns One paragraph for each argument/point Short sentence for emphasis e.g. <i>This has to stop! Vote for change!</i> Emotive language throughout to engage the reader Hyperbole (used to exaggerate, intensify and emphasise different points in your writing - it is not meant to be taken literally!) <i>The décor is to die for!</i></p>	<p>Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion Use of passive and active Concession and condescension are used to impact the reader</p>	<p><i>whenever, wherever, before, despite, even though, though, since</i> Relative clauses (correctly punctuated) to provide additional enticement e.g. <i>Our hotel, which has three swimming pools, overlooks a stunning beach</i> Adverbials: <i>Firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion</i> Brackets or dashes for parenthesis for emphasis e.g. <i>This is our chance - our only chance - to make a difference</i></p>	<p>Colons Semi-colons</p>
<p>Year 6</p>	<p><i>The NHS care was out of this world!</i> Conclusion to get people on side/agree Use bold and capital letters to add emphasis Catchy names and slogans</p>		<p>As above Subjunctive form for formal structure e.g. <i>If I were you, I would ...</i> Colons and semi colons to list features, attractions or arguments Semi colons for structure repetition e.g., <i>Bring your friends; bring your children; bring the whole family!</i></p>	

To discuss		Purpose	Types	
Year group	Text organisation	Sentence Features	Grammatical features	Punctuation