

Writing for a purpose: To entertain

Text type: Descriptions (setting/character), writing in role  
To create an image in the reader's mind using descriptive devices and imagination

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text features		<ul style="list-style-type: none"> <li>Time sequenced</li> <li>Differentiate between past and present as appropriate</li> </ul>		<ul style="list-style-type: none"> <li>Detailed description in fully formed sentences</li> <li>Paragraphs/sections to organise in time sequence</li> </ul>		<ul style="list-style-type: none"> <li>Detailed description in fully formed sentences</li> <li>Paragraphs to organise in time sequence</li> <li>Carefully chosen vocabulary</li> </ul>	
Grammar skills (word classes, sentence structure and punctuation)		<ul style="list-style-type: none"> <li>Adverbials: <i>first, then, next, after, later, the next day etc...</i></li> <li>Exclamation sentences where appropriate e.g. <i>What big eyes you have, Grandma!</i></li> <li>Finger spaces between words</li> <li>Capital letters and full stops to mark sentences</li> <li>Capital letters for proper nouns</li> <li>Work shows evidence of vocabulary used for effect e.g. <i>the dark forest</i></li> </ul>	<ul style="list-style-type: none"> <li>Conjunctions: <i>and, but, so, or, when, if, because</i></li> <li>Use of noun phrases which add detail to the description e.g. <i>very old grandma, brave woodcutter</i></li> <li>Multiclaue sentences - using conjunctions to join two clauses together: <i>because, although, if,</i></li> <li>Exclamation marks</li> <li>Apostrophes for contractions (can't)</li> </ul>	<ul style="list-style-type: none"> <li>Nouns and pronouns to avoid repetition and for clarity and precision</li> <li>Expanded noun phrases to add detail and description (the dark gloomy cupboard under the stairs)</li> <li>Subordinate clauses to add detail or context using the conjunction: <i>when, if, because, although</i></li> <li>Use of apostrophes for possession including plural nouns</li> <li>Full punctuation for direct speech included inside of inverted commas (<i>Mum asked, "Will you be home for tea?"</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Fronted Adverbials: <i>soon, meanwhile, as, carefully, without a thought, after a moment etc...</i></li> <li>Commas after fronted adverbials</li> <li>Subordinate clauses to add detail or context using the conjunction: <i>when, if, because, although, while, as, until, once, after</i></li> </ul>	<ul style="list-style-type: none"> <li>Adverbials: <i>silently, within moments, all night, nearby, under the treetops, -ing openers, -ed openers</i></li> <li>Conjunctions: <i>when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since</i></li> <li>Subordinate clauses to add detail or content, including in various positions</li> <li>Relative clauses (with a range of relative pronouns)                             <ul style="list-style-type: none"> <li>A wide range of sentence structures to create interest</li> </ul> </li> <li>Brackets</li> <li>Dashes</li> </ul>	<ul style="list-style-type: none"> <li>As before</li> <li>Colons</li> <li>Semi colons</li> <li>Use of thesaurus to edit and improve vocab</li> </ul>



Writing for a purpose: To entertain

Text type: Story writing

To entertain using imaginative ideas

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text features	<ul style="list-style-type: none"> <li>◇ Orally during shared reading</li> <li>◇ Beginning or ending language discussed</li> <li>◇ Explore characters and settings</li> <li>◇ Discuss main events</li> </ul>	<ul style="list-style-type: none"> <li>◇ Beginning or ending signalled e.g. One day, Happily ever after</li> <li>◇ Attempt at third person e.g. The wolf was hiding</li> <li>◇ Written in the appropriate tense (mainly consistent) e.g. Goldilocks was....Jack is</li> </ul>	<ul style="list-style-type: none"> <li>◇ Sentences organised chronologically by time related words e.g. next, finally</li> <li>◇ Connections between sentences</li> <li>◇ Plan and write a 3 part story</li> <li>◇ Story starters (by the next morning)</li> <li>◇ Story endings (at the end of the day)</li> <li>◇ Power of 3 (He leaped from his horse, charged to the gate and raised his sword)</li> </ul>	<ul style="list-style-type: none"> <li>◇ Time and place are referenced e.g. In the morning, Later that day, Meanwhile etc...</li> <li>◇ Text organised into paragraphs</li> <li>◇ Characters are introduced and who, what, when, where and why are established</li> <li>◇ Story flows well and raises doubt and suspense</li> <li>◇ There is a clear complication and events, which are paragraphed throughout</li> <li>◇ Cohesion is strengthened through relationships between characters e.g. Jack, His, His Mother, Her etc...</li> <li>◇ Power of 3 (He leaped from his horse, charged to the gate and raised his sword)</li> <li>◇ Simile/metaphor</li> </ul>	<ul style="list-style-type: none"> <li>◇ Link between opening and resolution</li> <li>◇ Link between sentences</li> <li>◇ Paragraphs organised correctly building up to the event/climax</li> <li>◇ Simile/metaphor</li> <li>◇ Power of 3 (He leaped from his horse, charged to the gate and raised his sword)</li> </ul>	<ul style="list-style-type: none"> <li>◇ Sequence of plot may be disrupted for effect e.g. a flashback</li> <li>◇ Opening and resolution shape the story</li> <li>◇ Use of repetition for effect</li> <li>◇ Paragraphs varied in length and structure</li> <li>◇ Pronouns used to create suspense e.g. It crept into the woods</li> <li>◇ Plan and write a 5 part story</li> </ul>	<ul style="list-style-type: none"> <li>◇ The story is well structured and raises intrigue</li> <li>◇ Dialogue is used to move the action on or to heighten empathy for a character</li> <li>◇ Deliberate ambiguity is set up in the mind of the reader to be answered later on in the text</li> </ul>

Grammar skills (word classes, sentence structure and punctuation)	<ul style="list-style-type: none"> <li>◇ Capital letters full stops</li> <li>◇ Fingers spaces</li> <li>◇ Phonetically plausible attempts at words</li> <li>◇ Story language</li> </ul>	<ul style="list-style-type: none"> <li>◇ Use of nouns</li> <li>◇ Use of verbs including simple past tense -ed</li> <li>◇ Verbs used for a specific action e.g. rushed, shoved, pushed, barged etc...</li> <li>◇ Use of adjectives</li> <li>◇ Join ideas using and</li> <li>◇ Simple, single clause sentences starting with a pronoun and verb e.g. He went home.</li> <li>◇ Finger spaces, full stops, capital letters, exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>◇ Progressive form of verbs</li> <li>◇ Correct and consistent use of past and present tense</li> <li>◇ Use of conjunctions: and, but, so, or, when, if, because</li> <li>◇ Use of adverbs</li> <li>◇ Use of nouns and expanded noun phrases</li> <li>◇ Subject/verb agreement</li> <li>◇ Questions marks</li> <li>◇ Apostrophes for contractions and possessions (singular e.g. The girl's book)</li> <li>◇ Commas in a list</li> </ul>	<ul style="list-style-type: none"> <li>◇ Nouns and pronouns used to avoid repetition</li> <li>◇ Present perfect forms of verbs</li> <li>◇ Choose appropriate adjectives</li> <li>◇ Subordinating conjunctions: when, if, because, although</li> <li>◇ Sentences with added description</li> <li>◇ Tense consistent - past tense for narration, present for dialogue</li> <li>◇ Expanded noun phrases e.g. two horrible hours</li> <li>◇ Adverbials e.g. When they reached home</li> <li>◇ Possessive apostrophe for plural nouns</li> <li>◇ Inverted commas for speech</li> <li>◇ Accurate action verbs (pushed, rushed, shoved)</li> <li>◇ Prepositional phrases</li> </ul>	<ul style="list-style-type: none"> <li>◇ Correct and consistent use of tense</li> <li>◇ Adverbs which express time and cause</li> <li>◇ Noun phrases expanded by modifying adjectives and prepositional phrases</li> <li>◇ Use of adverbial phrases - fronted adverbials followed by a comma</li> <li>◇ Variation in sentence structures</li> <li>◇ Adverbs to show frequency or to add subtlety (craftily, often, seldom, suspiciously)</li> <li>◇ Subordinating conjunctions: when, if, because, although, while, as, until, once, after</li> <li>◇ Full speech punctuation</li> <li>◇ Conjunctions to add detail (moreover, in addition)</li> </ul>	<ul style="list-style-type: none"> <li>◇ Modal verbs</li> <li>◇ Conjunctions: when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since</li> <li>◇ Adverbials of time, place, manner and number</li> <li>◇ Parenthesis (brackets, dashes and commas)</li> </ul>	<ul style="list-style-type: none"> <li>◇ Link ideas across the text using a range of cohesive devices</li> <li>◇ Change tense if appropriate</li> <li>◇ Colons and semicolons</li> <li>◇ Active and Passive (They removed the ring from the drawer. The ring was removed from the drawer)</li> <li>◇ Modifiers for intensity (insignificant amount)</li> <li>◇ Personification</li> </ul>
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