



Wessex Learning Trust



Axbridge C of E Academy

We Learn Together

# English Writing and Grammar Curriculum Documents





## Intent

At Axbridge C of E Academy, we believe writing is both an essential skill for success in the wider world and an art form. Therefore, we make our teaching of writing as resourceful as possible, as well as rigorously teaching the rules of spelling, punctuation and grammar. The creativity within our learning means that our children are exposed to English as a subject that spans every other topic, rather than as an isolated lesson on the timetable, with skills being shown in a contextualised environment where possible, providing further meaning and purpose. For example, the children may write: letters home in the role of a soldier in Roman Britain; postcards home describing the climate of a country they are 'visiting' in geography; accurate and well-labelled posters in science and reasoning in maths. We also try to create as many real-life situations for the children to practise writing skills. For instance, application letters for school council roles and thank you cards to visitors, as well as letters to the headteacher demanding change!

## Implementation

At Axbridge, we have implemented and refined the The 'Talk for Writing' approach, which provides an engaging, inspiring and motivating sequence of teaching to help children to learn to write. Short-burst writing sits alongside extended writing tasks, as children build up skills and grammar knowledge to improve upon model texts, producing high quality independent writing examples. We focus on giving the children a genuine purpose to their writing, whether that be creating stories to read to Reception Class, tour guides to Somerset or Welcome to Our School letters.

High quality texts immerse children in rich language which they can imitate, innovate and then apply in their own writing through the independent application stage. WAGOLLS are used to provide exemplary models for pupils, from which they can scaffold and build their learning around, but which are also adapted to ensure all children are able to access the curriculum.

Children are exposed to a wide range of texts, genres, authors and stimulus to ensure writing remains engaging at all times. Educational visits related to writing themes are widely encouraged to broaden children's knowledge and understanding of the world. These visits also provide children with a broader range of opportunities, experiences and vocabulary which translate into their writing. Spelling and grammar are taught within the teaching sequence, with additional discrete teaching of spelling taking place across the week. Teaching of spelling is high profile and children are encouraged to use dictionaries to aid with the spelling of more difficult words. We ensure that our children are immersed in a vocabulary rich environment.



## Implementation continued

Staff model the writing process through guided and shared writing sessions to show the children how to craft their writing.

Staff check children's understanding systematically, identify misconceptions accurately and provide clear, direct verbal feedback, as referenced in the Feedback Policy. Editing is evidenced through the 'green for growth' pencil and peer support/self-assessment takes place regularly.

We prioritise using high quality texts to support the teaching and delivery of English lessons, that are chosen to enhance the inquiry and to deepen knowledge and understanding.

We have a long-term planning overview for writing that identifies what genres, books, text-types and themes are being taught. Further medium term plans help inform short-term planning. High quality texts are identified and chosen to reflect a range of authors from different cultures, backgrounds, beliefs and gender. Planning also ensures there is a clear purpose for writing, as demonstrated through our Buddy letter writing and guides to Somerset.

Three yearly Testbase assessments for grammar and spelling take place, which help inform future planning and allow us to identify any gaps in knowledge. Staff assess writing outcomes with more detailed feedback, both verbal and written, to identify next steps in learning.

Writing is evidenced across the curriculum, with examples of excellent writing found in history, geography, RE and Science books. Writing is celebrated and displayed in the classrooms and corridors. Writing competitions also give opportunity for pupils to demonstrate their love of writing, as well as highlight the important status it holds within our setting.

## Impact

From the regular monitoring of plans, books and pupil interviews, it is clear that writing is taught in a systematic and progressive way, that prior teaching and learning is considered, and that learning is memorable. Children enjoy talking about their writing - about its construction, purpose and impact it may have on the reader. They are confident to share their writing with staff, children and parents alike and parents are complimentary about the stamina and standard of writing throughout the school.

As a result of the explicit teaching of writing skills, cross-curricular writing is of the same standard as writing completed in literacy units. All writing is planned with a clear intention and audience and editing ensures that writing is presented at its best. Children achieve well and are ready to access the middle school curriculum and the expectations of writing across all subjects.



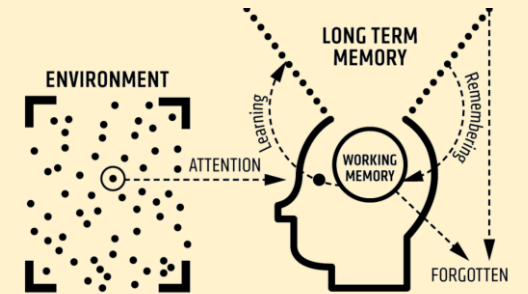
# Wessex Learning Trust Principles

## Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

## The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn  
Routines



Linking Prior +  
New Learning



Focused  
Instruction '*I Do*'



Practise  
Learning '*We Do*'



Learning Check  
'*You Do*'









Consolidating  
Learning

★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.

★ Disciplinary and substantive learning is integral to any planned sequence of learning.



<h2>Ready To Learn Routines</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Emotional learning environment</li> <li>- physical learning environment</li> </ul>	<p>Learning environments are safe, inclusive and welcoming. Relationships are positive and <b>love of learning</b> is promoted. Everyone <b>feels safe</b> to take risks and explore learning without judgement. Praise and rewarding effort is used to <b>motivate and engage</b>. A sense of <b>pace and challenge</b> is established from the start of the lesson.</p>
<h2>Linking Prior + New Learning</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Pace of talk, clarity of instruction</li> </ul>	<p>Prior learning is checked and revisited to <b>strengthen connections and longer-term memory</b>. Know more, remember more. Planning ensures <b>new learning builds on prior learning</b>. <b>Vocabulary is explicitly taught</b> using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. <b>Problem solving and number skills</b> are revisited, retaught and applied in unfamiliar contexts to support deeper learning. <b>Gaps in learning and misconceptions</b> are revisited, including feedback and improvement tasks. Planning is <b>adapted</b> lesson on lesson so that core skills and knowledge are retaught where necessary. <b>Precision learning is explained</b> so that skills and knowledge are well understood, and misconceptions are minimised.</p>
<h2>Focused Instruction 'I Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Explicit teaching of vocabulary</li> <li>- Explicit teaching of listening</li> </ul>	<p>The steps to new learning are broken down into manageable amounts and <b>reduce cognitive load</b>. <b>High-quality explanations</b> are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through <b>decision making modelled, visible and explicit</b>. Approaches to <b>getting unstuck</b> are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of <b>how to solve problems solve</b> and minimize misconceptions. Deeper learning is sequenced so that all learners can understand <b>each developing stage</b>. Learners know <b>what excellent learning looks like</b> and have success criteria to support their independent work.</p>
<h2>Practise Learning 'We Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Explicit teaching paired, small group talk</li> </ul>	<p><b>Guided practice and worked examples</b> are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used <b>skilfully to check understanding</b> and the impact of planned learning. Peer explanation + modelling scaffolds and <b>prepares for independent practice</b>. Learners use <b>expert thinking and talking</b> to explore deeper learning. Scaffolding and support (including TAs) is in place to <b>develop and build independence</b>.</p>
<h2>Learning Check 'You Do'</h2>			<p>Skills and knowledge are explored using a <b>variety of contexts</b>. Independent practice and application of learning (including homework) <b>builds confidence, self esteem and motivation</b>. <b>Metacognition and self-regulation</b> are developed over time. <b>Learning is consolidated</b>. Scaffolding and support is <b>reduced and removed over time</b>. <b>Feedback</b> is used to deepen learning and address misconceptions.</p>
<h2>Consolidating Learning</h2>			<p>Learner's plan, review and evaluate their progress <b>reflecting on what excellent learning looks like</b> and success criteria. <b>Next steps are identified</b> and used to <b>inform teacher planning</b> and develop mastery approaches over time. <b>Learning skills continue</b>. <i>Next lessons, rest of day, community, wider world.</i></p>



## English National Curriculum Statements – Progression of Skills

English National Curriculum Statements – Progression of Skills					
		Year 1	Year 2	Year 3	Year 4
<b>Phonic and whole word spelling</b>		<ul style="list-style-type: none"> <li>Words containing each of the 40+ phonemes taught</li> <li>Year 1 common exception words</li> <li>Days of the week Name the letters of the alphabet in order</li> <li>Using letter names to distinguish between alternative spellings of the same sound</li> </ul>	<ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some with each spelling, including a few common homophones</li> <li>Year 2 common exceptions words Distinguishing between homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>Spelling further homophones</li> <li>Year 3 Common Exception words</li> <li>Spells words which are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>Spelling further homophones</li> <li>Year 4 Common Exception words</li> <li>Spells words which are often misspelt (Appendix 1)</li> </ul>
<b>Other word building spelling</b>		<ul style="list-style-type: none"> <li>Using the spelling rule for adding -s or -es as the plural for nouns and their third person singular marker for verbs</li> <li>Using -ing, -ed,-er and -est where no change is needed in the spelling of the root words</li> <li>Apply simple spelling rules and guidance from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>Learning the possessive apostrophe (singular)</li> <li>Learning to spell more words with contracted forms</li> <li>Add suffixes to spelling longer words, including -ment, -ness, -ful, -less, -ly Apply spelling rules and guidelines from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them Place the possessive apostrophe accurately in words with regular irregular plurals</li> <li>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them Place the possessive apostrophe accurately in words with regular irregular plurals</li> <li>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>



<b>Transcription</b>	<ul style="list-style-type: none"> <li>• Write from memory simple sentences dictated by the teacher that include words using in GPC's and common</li> <li>• exception words taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>

<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Sits correctly at a table, holding a pencil comfortably and correct pencil grip</li> <li>• Begin to form lower-case letters in the correct direction starting and finishing in the right place</li> <li>• Form capital letters</li> <li>• For digits 0 to 9</li> <li>• Understand which letters belong to which handwriting family and practice these</li> </ul>	<ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another</li> <li>• Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• Use spacing between words that</li> <li>• reflect the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined</li> <li>• Increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined</li> <li>• Increase the legibility, consistency and quality of their handwriting</li> </ul>



<p><b>Contexts for Writing</b></p>	<ul style="list-style-type: none"> <li>• Writing fiction and real recounts</li> <li>• Writing fiction narratives</li> <li>• Labels</li> <li>• Cross curricular writing</li> </ul>	<ul style="list-style-type: none"> <li>• Writing narratives about personal experiences and those of others (real and fiction)</li> <li>• Writing about real events</li> <li>• Writing poetry</li> <li>• Writing for difference purposes</li> <li>• Cross curricular writing</li> </ul>	<ul style="list-style-type: none"> <li>• Range contexts as listed in Year 2</li> <li>• Discussing writing similar to that which they are planning to writing in order to understand learn from its structure, vocabulary and grammar</li> <li>• Writing for difference purposes</li> <li>• Cross curricular writing</li> </ul>	<ul style="list-style-type: none"> <li>• Contexts as for Year 2</li> <li>• Discussing writing similar to that which they are planning to writing in order to understand learn from its structure, vocabulary and grammar</li> <li>• Writing for difference purposes</li> <li>• Cross curricular writing</li> </ul>
<p><b>Planning Writing</b></p>	<ul style="list-style-type: none"> <li>• Saying out loud what they are going to write about</li> <li>• Composing a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>• Planning or saying out loud what they are going to write about</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing and recording ideas</li> <li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing and recording ideas</li> <li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>
<p>Talk 4 Writing process: Model Text read and learn orally using actions, to develop linguistic competency. Pupils actively, hear it, say it, play it, dramatise it, draw it which leads into writing. S and L activities; Imitate Write (from the quality text used) Planning using e.g. Story maps, boxing up, planning grids followed by Innovate and Invent writes.</p>				
<p><b>Drafting Writing</b></p>	<ul style="list-style-type: none"> <li>• Sequencing sentences to form short narratives</li> <li>• Re-reading what they have written to check that it makes sense</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Writing down ideas and/or key words, including new vocabulary</li> <li>• Encapsulating what they want to say, sentence by sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Organising paragraphs around a theme</li> <li>• In narratives, creating settings, characters and plot</li> <li>• In non-narrative material, using simple organizational devices (headings &amp; subheadings)</li> </ul>	<ul style="list-style-type: none"> <li>• Organising paragraphs around a theme</li> <li>• In narratives, creating settings, characters and plot</li> <li>• In non-narrative material, using simple organizational devices (headings &amp; subheadings)</li> </ul>



<b>Editing Writing</b>	<ul style="list-style-type: none"> <li>Discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating their writing with the teacher and other pupils</li> <li>Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently including verbs in the continuous form</li> <li>Proofreading to check for errors in spelling, grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Proofread for spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Proofread for spelling and punctuation errors</li> </ul>
<b>Performing Writing</b>	<ul style="list-style-type: none"> <li>Reading their writing aloud clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and the volume so that the meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and the volume so that the meaning is clear</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Leaving spaces between words Joining words and joining clauses using 'and'</li> </ul>	<ul style="list-style-type: none"> <li>Expanded noun phrases to describe and specify</li> </ul>	<ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Using conjunctions, adverbs and prepositions to express time and the cause (and place)</li> </ul>	<ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Using conjunctions, adverbs and prepositions to express time and the cause (and place)</li> </ul>



<p>2)</p>	<ul style="list-style-type: none"> <li>• Regular plural noun suffixes (-s, -es)</li> <li>• Verb suffixes where root word is unchanged (-ing, -ed, -er)</li> <li>• Un-prefix to change meaning of adjectives/adverbs</li> <li>• To combine words to make sentences, including using 'and'</li> <li>• Sequencing sentences to form short narratives</li> <li>• Separation of words with spaces</li> <li>• Sentence demarcation (. ! ?)</li> <li>• Capital letters for names and pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences with different forms: statement, question, exclamation and command</li> <li>• Including the progressive form</li> <li>• Subordination (using when, if, that or because) and co-ordination (using or, and, but)</li> <li>• Some features of written Standard English</li> <li>• Suffixes to form new words (-ful, -er, ness)</li> <li>• Sentence demarcation</li> <li>• Commas in lists</li> <li>• Apostrophes for omission and singular possession</li> </ul>	<ul style="list-style-type: none"> <li>• Using the present perfect form of verbs in contrast to the past tense</li> <li>• Form nouns using prefixes (super, anti)</li> <li>• Use the correct form of 'a' or 'an'</li> <li>• Word families based on common words (solve, solutions, dissolve, insoluble)</li> </ul>	<ul style="list-style-type: none"> <li>• Using frontal adverbials</li> <li>• Difference between plurals and possessive 's'</li> <li>• Standard English verb inflections (e.g. 'I did' versus 'I done')</li> <li>• Extended noun phrases including with prepositions</li> <li>• Appropriate choice of pronoun or noun to create cohesion</li> </ul>
<p>Punctuation edited from Appendix 2)</p>	<ul style="list-style-type: none"> <li>• Beginning to punctuate sentences using a capital, full stop, question or exclamation mark</li> <li>• Using a capital letter for names of people, places, the days of the week and personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>• Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation or question marks, commas for lists and apostrophes for both contracted forms and singular possession</li> </ul>	<ul style="list-style-type: none"> <li>• Using and punctuating direct speech i.e. inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>• Using commas after frontal adverbials</li> <li>• Indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>• Using and punctuation direct speech (including punctuation within and surrounding inverted commas)</li> </ul>



English Skills Progression - Adapted from Talk4Writing

Text Structure	EYFS	Year 1	Year 2	Year 3	Year 4
Fiction	<p>Whole class retelling of story Understanding of beginning/ middle / end</p> <p>Retell simple 5-part story: Once upon a time First / Then / Next But So Finally, ... happily ever after</p>	<p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding of beginning /middle /end to a story using 5 step process:</p> <p>Opening Once upon a time...</p> <p>Build-up One day...</p> <p>Problem / Dilemma Suddenly,.. / Unfortunately,...</p> <p>Resolution Fortunately,...</p> <p>Ending Finally,...</p>	<p>Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing up' grid</p> <p>(Refer to Story Types grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. In a land far away.... One cold but bright morning.....</p> <p>Build-up e.g. Later that day</p> <p>Problem / Dilemma e.g. To his amazement</p> <p>Resolution e.g. As soon as</p> <p>Ending e.g. Luckily, Fortunately,</p> <p>Ending - clear ending should link back to the start, show how the character is feeling,</p>	<p>Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Paragraphs to organise ideas into each story part Extended vocabulary to introduce 5 story parts</p> <p>: Introduction -should include detailed description of setting or characters</p> <p>Build-up -build in some suspense towards the problem or dilemma</p> <p>Problem / Dilemma -include detail of actions / dialogue</p> <p>Resolution - should link with the problem</p> <p>Ending - clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning</p>	<p>Introduce: Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)</p> <p>Plan opening using: Description /action</p> <p>Paragraphs: to organise each part of story to indicate a change in place or jump in time</p> <p>Build in suspense writing to introduce the dilemma</p> <p>Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending</p> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters</p>



English Skills Progression - Adapted from Talk4Writing

Text Structure	EYFS	Year 1	Year 2	Year 3	Year 4
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Non - Fiction</p>	<p>Factual writing closely linked to a story</p> <p>Simple factual sentences based around a theme</p> <p>Names</p> <p>Labels</p> <p>Captions</p> <p>Lists</p> <p>Diagrams</p> <p>Message</p>	<p>Planning tools: text map / washing line</p> <p>Heading</p> <p>Introduction Opening factual statement</p> <p>Middle section(s) Simple factual sentences around a theme</p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending - Concluding sentence</p>	<p>Secure use of planning tools: Text map / washing line / 'Boxing -up' grid</p> <p>Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>Middle section(s) Group related ideas / facts into sections</p> <p>Sub headings to introduce sentences /sections</p> <p>Use of lists - what is needed / lists of steps to be taken</p> <p>Bullet points for facts</p> <p>Diagrams</p> <p>Ending</p> <p>Make final comment to reader Extra tips! / Did-you-know? facts / True or false?</p> <p>The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming he was shouting)</p>	<p>Secure use of planning tools: e.g. Text map, washing line, 'Boxing -up' grid, story grids</p> <p>Paragraphs to organise ideas around a theme</p> <p>Introduction Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....?</p> <p>Middle Section(s) Group related ideas /facts into paragraphs</p> <p>Sub headings to introduce sections / paragraphs</p> <p>Topic sentences to introduce paragraphs</p> <p>Lists of steps to be taken</p> <p>Bullet points for facts</p> <p>Flow diagram</p> <p>Develop Ending</p> <p>Personal response</p> <p>Extra information / reminders e.g. Information boxes/ Five Amazing Facts / Wow comment</p> <p>Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said.</p> <p>Use of present perfect instead of simple past. He has left his hat behind, as opposed to He left his hat behind.</p>	<p>Introduce: Secure use of planning tools: Text map/ washing line/ 'Boxing -up' grid</p> <p>Paragraphs to organise ideas around a theme</p> <p>Logical organisation</p> <p>Group related paragraphs</p> <p>Develop use of a topic sentence</p> <p>Link information within paragraphs with a range of connectives</p> <p>.Use of bullet points, diagrams</p> <p>Introduction</p> <p>Middle section(s) Ending</p> <p>Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p>



English Skills Progression - Adapted from Talk4Writing

Grammar	EYFS	Year 1	Year 2	Year 3	Year 4
Sentence Construction	Simple sentences	Types of sentences:	Types of sentences: Statements, Questions, Exclamations, Commands,	Vary long and short sentences	Long and short sentences
	Simple Connectives: and who until but	Statements Questions Exclamations	-‘ly’ starters e.g. Usually, Eventually, Finally, Carefully, Slowly, ...	Embellished simple sentences: Adverb starters to add detail;	Start with a simile
	Compound sentences using connectives	Simple Connectives: and or but so because so that then that while when where	Vary openers to sentences	Adverbial phrases used as a ‘where’, ‘when’ or ‘how’ starter (fronted adverbials)	Secure use of simple / embellished simple sentences
	Embellished simple sentences using adjectives	Also as openers: While... When... Where...	Embellished simple sentences using: adjectives e.g. The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill.	Prepositional phrases to place the action	Secure use of compound sentences using coordinating conjunction: and, or, but, so, for, nor, yet
	Say a sentence, write and read it back to check it makes sense	Simple sentences e.g. I went to the park. The castle is haunted.	Secure use of compound sentences (Coordination) using connectives: and/ or / but / so (coordinating conjunctions)	Compound sentences (Coordination) using conjunctions: and/ or / but / so / for /nor / yet (coordinating conjunctions)	Develop complex sentences: Main and subordinate clauses with range of subordinating conjunctions
	-‘ly’ openers	Embellished simple sentences using adjectives e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.	Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland.	Develop complex sentences with range of subordinating conjunctions (FRONTED & FOLLOWING)	Consolidate understanding of fronted adverbials
	Repetition for rhythm and in description	Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.	Additional subordinating conjunctions: what/while/when/where/ because/ then/so that/ if/to/until e.g. While the animals were munching breakfast, two visitors arrived During the Autumn, when the weather is cold, the leaves fall off the trees.	-‘ing’ clauses as starters	Expanded -‘ing’ and -‘ed’ clauses as starters & dropped in
		Complex sentences: Use of ‘who’ (relative clause) e.g. Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.	Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.	Drop in a relative clause using: who/whom/which/whose/ that	-‘ly’ phrases as starters
		‘Run’ - Repetition for rhythm e.g. He walked and he walked and he walked.	Expanded noun phrases e.g. lots of people, plenty of food	Sentence of 3 for description	Sentence of 3 for action
		Repetition for description e.g. a lean cat, a mean cat a green dragon, a fiery dragon	List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.	Pattern of 3 for persuasion	Repetition to persuade
				Topic sentences to introduce non-fiction paragraphs	Dialogue - verb + adverb
				Dialogue -powerful speech verb	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition - text cohesion established through effective pronoun use



English Skills Progression - Adapted from Talk4Writing

Grammar	EYFS	Year 1	Year 2	Year 3	Year 4
Word Structure and Language	<p>Determiners: the a my your an this that his her their some all</p> <p>Prepositions: up down in into out to onto</p> <p>Adjectives e.g. old, little, big, small, quiet</p> <p>Adverbs e.g. luckily, unfortunately, fortunately</p> <p>Similes - using 'like'</p>	<p>Determiners: the, a, my, your, an, this, that, his, her, their, some, all, lots, of, many, more, those, these</p> <p>Prepositions: up, down, in, into, out, to, onto, inside, outside, towards, across, under</p> <p>Adjectives to describe</p> <p>Adverbs</p> <p>Similes using 'like'</p> <p>Alliteration</p> <p>Precise, clear language to give information</p> <p>Regular plural noun suffixes -s or -es</p> <p>First (I &amp; we), Second (you) &amp; Third (he &amp; she) Person</p>	<p>Prepositions: behind above along before between after</p> <p>Alliteration</p> <p>Similes using like and as</p> <p>Onomatopoeia (start)</p> <p>Two adjectives to describe the noun</p> <p>Adverbs for description</p> <p>Adverbs for information</p> <p>Generalisers for information</p> <p>Formation of nouns using suffixes such as -ness, -er Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the spelling appendix.) Use of the suffixes -er and -est to form comparisons of adjectives and adverb</p>	<p>Prepositions: Next, to, by, the, side, of, in front of, during, through, throughout, because, of</p> <p>Powerful verbs</p> <p>Boastful Language &amp; exaggeration</p> <p>Nouns formed from prefixes e.g. auto... super...anti...</p> <p>Word Families based on common words e.g. teacher -teach, beauty - beautiful</p> <p>Use of determiners <i>a</i> or <i>an</i> according to whether next word begins with a vowel</p> <p>Standard English forms for verb inflections instead of local spoken forms</p>	<p>Prepositions at underneath since towards beneath beyond</p> <p>Conditionals - could, should, would</p> <p>Comparative and superlative adjectives e.g. small...smaller...smallest good...better...best</p> <p>Proper nouns refers to a particular person or thing e.g. Monday, Jessica, October, England</p> <p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p>



English Skills Progression - Adapted from Talk4Writing

Grammar	EYFS	Year 1	Year 2	Year 3	Year 4
Punctuation	<p>Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p>Capital Letters:</p> <p>Capital letter for names</p> <p>Capital letter for the personal pronoun I</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p>Demarcate sentences: Capital letters</p> <p>Full stops</p> <p>Question marks Exclamation marks</p> <p>Commas to separate items in a list</p> <p>Comma after -ly opener e.g. Fortunately,....Slowly,....</p> <p>Speech bubbles /speech marks for direct speech Apostrophes to mark contracted forms in spelling e.g. don't, can't</p> <p>Apostrophes to mark singular possession e.g. the cat's name</p>	<p>Colon before a list e.g. What you need:</p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</p>	<p>Commas to mark clauses and to mark off fronted adverbials</p> <p>Full punctuation for direct speech: Each new speaker on a new line</p> <p>Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella!</p> <p>Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural</p>

## RECOUNT

Recounts are one of the easier text-types to learn. Because recounts focus on re-telling what happened, they have many of the same key ingredients as stories. The main difference is that, whereas stories are imagined, recounts tell or, purport to tell, events that actually happened, in the first person if it is a personal recount or third person if the events happened to others. Recounts are a common form non-fiction writing with applications throughout the school and in most areas of the curriculum, ranging from formal and accurate reporting to anecdotes and jokes. Like narrative, effective recounting relies on the ability of the writer to relate events in interesting ways. Like all text types, variants of recounts can occur and they can be combined with other text types. For example, newspaper 'reports' on an event often consist of a recount of the event plus elements of explanation or directions, information from other text types. The recount toolkit ideas below can be used in conjunction with ideas drawn from the fiction toolkits e.g. to develop character, settings plot, suspense etc. where they may be equally relevant depending on the topic and the audience.

Year R	Year 1 and 2	Year 3/4
<p>Imitation: learn and retell simple recounts based on real experiences that all children in the class have shared</p>	<p>Opening to describe When? Who? What? Where? to create introductory sentences which capture the main event e.g. Last Thursday afternoon Mrs James took us to the fire station to see the fire engines.</p>	<p>Create well-crafted openings using complex sentences to capture reader's attention</p> <p>Organise text into paragraphs introduced with topic sentences</p>
<p>Using maps and props, adapt model(s) to retell other experiences in sequence</p>	<p>A middle section to expand opening and describe events in detail, e.g. We went by coach after lunch. The fire officer, who was called Mr Bunday, showed us the fire engine. I sat in the driver's seat then.... Next we looked at the ladders and hoses... Luckily there were no fires so... etc.</p>	<p>Link paragraphs appropriately with a range of connectives to steer readers through the sequence, and provide hooks inviting them to read on e.g. to: – sequence events: firstly, secondly, later, etc... – add information: also, additionally, furthermore, not only... etc. – change direction: but, however, although etc. – conclude and summarise: finally..., in the end..., at last..., etc.</p>
<p>Use complete sentences in sequence</p>	<p>A conclusion to round it off, and show how it felt. When we got back to school my mum was waiting. I liked the blue flashing light and the siren but...etc</p>	<p>Use past tenses verb appropriately e.g. We climbed up the slope... (simple past); While we were climbing up the slope,... (continuous past); when we had climbed up the slope...(past perfect); We had been climbing up the slope while...(past perfect continuous); - NB no need to name these</p>
<p>Use past tense</p>	<p>Use first person consistently: we, us for shared experiences; I, me for personal experiences.</p>	<p>Create 1st person recounts based on individual and shared experiences, show how you feel – your emotions and attitudes by describing settings, people, objects so the reader can see through your eyes.</p>
<p>Use some simple time connectives e.g. first, then, after that, finally</p>	<p>Use past tense consistently and correctly</p>	<p>Create 3rd person recounts for specific audiences e.g. newspaper reports, police reports</p>
	<p>Use a range of time connectives and conjunctions to sequence sentences first, after that, when, but, then, so, or, because etc.</p>	<p>Use sentences of different types and lengths to vary the pace, combine information, create emphasis, effect e.g. – long and short sentences: We left the house full of energy and looking forward to trying out the raft for the first time...;; 'Got it', he shouted... etc. – sentences with 'drop-in' phrases and clauses The beaver, with the rope between his teeth, was heading for the weir... etc. – a variety of sentence openers: The beaver began chewing hungrily..., Hungrily, the beaver began chewing..., etc.</p>
	<p>Use technical vocabulary for accuracy e.g. windscreen, siren, valve</p>	<p>Questions and exclamations: Why would he swim so close to the raft? we wondered..., Look out, or he'll start eating the rope!</p>
	<p>Choose adjectives and similes to add detail and precision e.g. brass nozzles, flashing blue light, as high as...</p>	
	<p>Add information using who/which clauses: The fireman, who showed us his helmet, said...</p>	

## Instruction

Instructional language is a familiar part of school and family life from an early age. 'Sit down', 'get your coat on', 'clean your teeth' etc., are common speech patterns, usually internalised before children begin school. The basic organisation of an instruction text is straightforward. The paradigm is a simple recipe with an introduction, some sequenced steps and a conclusion - mostly written with 'bossy' verbs. It is an important and challenging task to get this work effectively started with young children. However, a rather simplistic conception of instructional writing has led some believe that it has only limited potential for older children - what's the point of carrying on writing recipes? They are wrong. Instructional forms of learning and writing should play a vital part in developing logical understanding especially in maths, science and technology where processes and procedures are at the heart of understanding these subjects. Also, Instructional texts, more than most other text-types frequently depend on graphics: pictures, symbols, diagrams, flowcharts etc. to make processes clear, and this should be an additional challenge. The Y5/6 guidance underlines this, showing how instructional writing, should become progressively more complex. By the end of Y4, if the foundations have been well laid, instructional writing should become significant asset to children's learning.

Year R	Year 1/2	Year 3/4
<p>Based on a real experience, discuss and list what is needed to tell someone how to do something and what steps need to be taken e.g. a class cooking activity, cleaning my teeth, How to get to another part of the school to another etc.</p> <p>Make a map to show a process getting the steps in the right order</p> <p>Use the map to learn and retell instructions with a few simple steps, with appropriate actions emphasising use of language features:</p> <p>A title which should explain what is to be done e.g. Getting to the hall from Red Class; Making peppermint Creams</p> <p>Numbers, numerical or time connectives e.g. 1,2,3; first second; then, next, after that etc. as for recounts.</p> <p>Short, clear direct sentences</p> <p>Imperative (bossy) language e.g. Put the flour in the bowl, then add some water, mix them together etc.</p> <p>Use shared writing to invent and retell new instructions by changing the map. These can be imaginative and creative to practice and learn the structures above e.g. How to get to the moon; How to make baby bear happy; How to make soup for a giant etc.</p>	<p>Expand the range and scale of instructions using exemplar texts, building in language features from YR – title – sequential connectives – short clear sentences – imperative language e.g. recipes, directions to get somewhere, simple instructions for games, how to make a scary mask, how to grow butter beans.</p> <p>Use shared writing to invent and new instructions by changing the map; these can be inventive and creative to practice and learn the structures above e.g. How to get to the moon; How to make baby bear happy; How to make soup for a giant etc., leading to independent writing based on the structure with new invented content</p> <p>Extend range of connectives used to include: number first second, firstly, secondly etc. co-ordinating conjunctions and, but, so time connectives before, after, when, finally; linking words who, which, that, etc.</p> <p>Use a range of prepositions appropriately to indicate place, position and time accurately in front of, behind, beside, while etc.</p> <p>Use appropriate punctuation: commas for lists, bullet points, new lines to frame the sequence for readers</p> <p>Keep sentences short by choosing precise nouns and verbs (words and phrases) whisk; select, twist, arrange, the red door by the entrance, the top shelf, a cold dark cupboard etc.</p> <p>Use adverbs and adjectives sparingly and only to add precision: – stir carefully, press hard, at the top step after three go's... etc. – comparatives and superlatives: green- er, green-est; – adjectives of degree: boiling-warm tepid; quarter-half-three quarters; dark-pale-light etc</p> <p>Use diagrams, arrows, pictures etc. alongside text, where it helps to make instructions clear.</p>	<p>Expand the range and scale of instructions (e.g. recipes, directions to get somewhere, simple instructions for games, how to make a scary mask etc.) using exemplar texts, building in and extending language features from Y1/2: – an interesting title -to grab reader's attention – extended range of connectives – short clear sentences – imperative language – precise nouns and verbs – sparing use of adverbs ad adjectives for brevity and precision – varied sentence order and openings for emphasis and effect e.g. Carefully, place them on the board before ..., – diagrams etc. alongside text to clarify meaning</p> <p>Include introductions to interest or hook the reader e.g. These simple directions will help you to... Have you ever wondered how to...? Have you ever been bored by...Well this game will give you hours of fun...</p> <p>And conclusions to wrap up and summarise e.g. Follow these directions carefully and you will never need to...; These simple instructions should enable anyone to...</p> <p>Use appropriate punctuation: commas for lists, colons and bullets, for points and subpoints, new lines and paragraphs etc. to frame the sequence for readers.</p> <p>Use a range of add-on and drop-in phrases/clauses to advise and warn e.g. Without spilling it, transfer the powder to...; the next player, who should have taken a card already... ; First climb up the beanstalk, taking care not to...,</p> <p>Through shared writing and invention, practice and use the tools above to create imagined instructions and directions which practice using the structures so they become transferrable e.g. How to tame a house goblin... The popular new game Crunket: How to play it... How to cross a river with no bridge, without getting wet...</p> <p>Apply instructional writing to work in other curricular areas e.g. how to play mathematical games or do calculations, how to find something on the internet, how to assemble a model, what to do in an emergency etc.</p>

# Information

Information texts are sometimes called non-chronological reports to distinguish them from newspaper-type reports which tend to be narrative in form and more like recounts. Nonchronological reports are typical of encyclopaedia entries – almost every page of Wikipedia is written in this form. They generalise about a subject, to inform people objectively and are usually written in the present tense, which is why we call them information texts. Young children need to encounter this text-type in the classroom because, unlike recounts and instructions, it is not a common style in everyday language. For young children, learning to speak and write information texts should mark an important step towards more abstract and discursive thinking, essential for progress in most subjects of the curriculum. The language and vocabulary used to structure information writing shifts their thinking from the particular to the general, and from concrete towards more abstract ideas. Its aim is to collect, describe, classify and sequence experience according to common characteristics, binding them together as concepts. Information reading and writing should be a pervasive feature of work at every stage in children’s progress through the primary school. As with all text types, non-chronological reporting is not a discrete form; elements of information writing may well be required in writing recounts, instructions, explanations, persuasive or discussion texts – and vice versa.

Year R	Year 1/2	Year 3/4
<p>Imitation: learn and retell simple information texts based on real experience, using or adapting the framework below: animals, cars, tractors, ambulances, food, playground games, etc., choosing topics you can generalise about: guinea pigs are small and furry; they eat cereals and fruit but they don’t like meat etc.</p>	<p>Learn and retell simple information texts with a three-part structure in sentences or short paragraphs: – an opening that introduces reader to the topic e.g. Guinea pigs are small friendly creatures that some people keep as pets... – a number of chunks of information about the topic e.g. Guinea pigs come from South America..., They are and are not really pigs at all..., They eat grass and hay... – a conclusion with an amazing fact e.g. Buttercups are poisonous to guinea pigs, so be careful if you keep your pet in the garden... Use this framework to create new texts by simple substitution and addition.</p>	<p>Topics for information texts can include the natural world (sharks, dinosaurs, butterflies etc.), Places (our school, the beach, Alaska), People (life in the Caribbean) objects (bulldozers, the TV, aircraft) Hobbies, sports etc. Where possible, information text writing should draw on other subjects in curriculum</p>
<p>Use shared writing to create a simple text e.g.: – A title and simple introductory topic sentence: Tractors are very big, they plough fields and pull heavy loads..., – list points, re-read, extend as discussion develops: Tractors have enormous wheels to drive over rough ground; Some tractors have a cab to keep the driver dry in the rain; They cannot go very fast, Sometimes they are used to...etc. – a conclusion with a more personal touch: We have a toy tractor in our play area with two trailers...</p>	<p>Collect and use known facts or invent facts e.g. rabbits, racing cars, giants etc.</p> <p>Organise facts into a sequence for writing following the three stage framework</p> <p>Link information text writing to stories that children have been working on e.g. facts about bears, caterpillars, witches, a lighthouse etc. to practice the structure in a familiar context where you can invent rather than research the facts</p> <p>Create clear topic sentences to introduce readers to the subject. These normally take the form of a definition: Ambulances are emergency vehicles for carrying sick people to hospital; A lot of people own dogs but they keep them for different reasons.</p>	<p>Collect and organise ideas developing the three part structure (Y1/2) ‘boxing-up’ information to plan the writing sequence with: – a topic sentence to capture interest and define subject. – A reason and/or invitation to read on; – more detailed definitions e.g. of type, appearance, where found, habitat and diet for creatures, purposes and uses for materials etc.; – a range of interesting facts and ideas about the topic in a sequence which builds up information logically; – a conclusion leaving an amazing, unexpected and memorable fact to leave the reader thinking.</p> <p>Sections may have one or more paragraphs, to mark new information, subsections etc.</p> <p>Use a more sophisticated range of generalisers and connectives: – generalisers e.g. all..., many..., the majority..., typically..., Like most..., always..., often..., sometimes., usually... – to add information: as well as..., furthermore..., additionally..., moreover..., Not only..., – showing cause and effect: because., so..., as a result..., due to..., this means that..., – to compare: like the..., similarly., as with..., equally..., in contrast to., etc. – for emphasis: most of all..., most importantly..., In fact..., without doubt., etc.</p>
<p>Emphasise use of classifying words and turns of phrase: ...Some cars are red..., All cars have steering wheels, Windscreen wipers (i.e. in general) help you see in the rain</p>	<p>Consolidate and extend the use of generalising and classifying words from N/YR to show that you are writing about groups, classes, types, genres of things rather than things in particular e.g. all, most, many, some, a few, every, always, sometimes, never etc. Experiment with using them, to see how they alter the meaning of sentences</p>	<p>Use correct punctuation: commas to mark clauses in sentences, commas for lists, colons and bullets for lists where appropriate</p> <p>Use mostly present tense, 3rd person in formal style for an unknown audience.</p>
	<p>Generalisation is also achieved by omitting articles e.g. Cats are carnivores ..., or using ‘the’ as a category word e.g. The cat has..., (meaning all cats instead of any particular cat) has retractable claws.</p>	<p>Collect and use specialised and technical vocabulary linked to the topic: originated, mammal, rodent; medical, stretcher oxygen; , axle, tread, tow-bar; location, site, situation etc.</p> <p>Use complex sentences to combine information clearly and precisely, and vary sentence style and length to keep the reader interested e.g. Dormice are small, nocturnal rodents who can hibernate for up to 6 months each year, while the weather is cold.</p>

## Information continued

Information texts are sometimes called non-chronological reports to distinguish them from newspaper-type reports which tend to be narrative in form and more like recounts. Nonchronological reports are typical of encyclopaedia entries – almost every page of Wikipedia is written in this form. They generalise about a subject, to inform people objectively and are usually written in the present tense, which is why we call them information texts. Young children need to encounter this text-type in the classroom because, unlike recounts and instructions, it is not a common style in everyday language. For young children, learning to speak and write information texts should mark an important step towards more abstract and discursive thinking, essential for progress in most subjects of the curriculum. The language and vocabulary used to structure information writing shifts their thinking from the particular to the general, and from concrete towards more abstract ideas. Its aim is to collect, describe, classify and sequence experience according to common characteristics, binding them together as concepts. Information reading and writing should be a pervasive feature of work at every stage in children’s progress through the primary school. As with all text types, non-chronological reporting is not a discrete form; elements of information writing may well be required in writing recounts, instructions, explanations, persuasive or discussion texts – and vice versa.

Year R	Year 1/2	Year 3/4
<p>Develop a repertoire of key generalising and classifying terms: most some, a few, every, always, sometimes, never etc. Highlight these words for children to remember, experiment with and use - on washing lines, word walls etc. and use the terminology of classification frequently when talking to the children in other contexts, to internalise and reinforce it</p> <p>Use complete sentences with correct punctuation and simple conjunctions and, so, but etc. to join and add information</p> <p>Make shared writing into big books, reading walls etc. with pictures, photographs etc. Have children make individual books on topics of special interest to read independently and share with parents</p>	<p>Use complete simple and compound sentences to give information clearly and objectively, with well-chosen adjectives to denote size, colour, behaviour etc.: Guinea pigs are small, docile, hairy animals... They eat mainly grass and sometimes grow so fat that they can hardly walk.</p> <p>Use prepositions where appropriate to show position and direction: behind, above, towards etc.</p> <p>Use correct sentence punctuation and, for an amazing fact, an exclamation mark!</p> <p>Write in the present tense and usually 3rd person to give text an impersonal and objective voice.</p>	

## Explanation

An explanation generally answers 'how' or 'why' questions and includes causes, motives, reasons and justifications. The verb 'explain', however, is often loosely used to mean 'report', for example 'Explain what you did' generally means 'tell me or describe what you did' and may not have any reasons attached to it. Explanations are often similar in structure and purpose to information texts and sometimes sound more like instructions or directions than explanations; there is frequent overlap. The difference lies more in the purpose than in the organisation and structure of these texts i.e. shifting attention from describing what to explaining why. The similarity between these text-types means that some tool-kit elements are common to both. Despite this however, the cognitive difference between describing and explaining is important and often challenging, especially for younger children. In preparation for writing explanations teachers need to invest time in discussion about reasons, motives, causes related to the topic. The logical and causal thinking and speaking required are an essential foundation for progress in many subjects of the curriculum throughout the school.

### Year 1/2

Invest time in structured discussion before attempting to learn a model text. Choose familiar issues, close to children's experience, with clear opposing points e.g. Should we be allowed to keep animals in the classroom? Should we eat crisps at playtime? Or choose a story with a simple dilemma e.g. Should Goldilocks have eaten the porridge? Discuss and note points on each side of the issue separately; Orally rehearse the arguments on each side, separately and list them We should have crisps at playtime because..., etc. Learn and retell prepared text on the issue that you have been discussing with – a title: Should we keep a animals in the classroom? – an opening sentence to introduce the issue e.g. We have been discussing whether we should... – list points in favour e.g. Some of us think we should keep animals in the classroom, Our reasons are:..., – use numerical connectives firstly, secondly etc. – then change viewpoint e.g. On the other hand..., and list points against, – An ending e.g. In conclusion/so, we think that...etc. Use this as a framework for discussion and shared writing of a different issue substituting new reasons. Keep ideas simple and straightforward to focus on balancing the argument.

Use complete simple or compound sentences with correct punctuation.

Write mostly in the present tense 1st person (I or We)

Focus on a few essential connectives to join ideas and structure the argument: – whether (or not)..., to set out alternatives. – But..., although..., on the other hand ... etc. to mark change of viewpoint; – if...then..., to show consequences e.g. If we keep animals in the classroom, someone will have to look after them at the weekend...;

### Year 3/4

Draw on a wider range of topics but still well within children's interests and experience e.g. from their own concerns e.g. What's the point of wearing school uniform? Should children have mobile phones? from fantasy topics Do giant exist?; from stories Should Daleks be allowed to live on earth?

Develop the framework from Y1/2, boxing the text up, to create connected paragraphs in place of simple sentences and lists: – opening paragraph to interest the reader in the topic e.g. Since the arrival of the Daleks, there has been much discussion about whether... – a series of points in favour in a connected paragraph, – a series of points against in a connected paragraph – a reasoned conclusion which can be justified by the arguments.

Use complex sentences to combine information, create emphasis and make the text more interesting for the reader: – relative clauses e.g. Daleks, who are fearless and hard-working, are also..., – subordinate clauses While many people think this is a good thing, others believe..., First they point to the fact that, when Daleks have previously visited, they always..., etc.,

Use generalised language to depersonalise and objectify the writing: – generalisers: some, most, everyone, – category nouns e.g. people, animals, food, vehicles, vegetables.

Use a variety of connecting words and phrases to guide the reader through the argument: – to set out alternatives and set the scene e.g.to decide ...whether or not/ if we should/ where the/ either...or etc..., – to add on and sequence ideas e.g. The first reason..., also., furthermore..., moreover..., – to introduce a different viewpoint e.g. However..., On the other hand..., many people also believe that... – to conclude e.g. In conclusion..., Having considered the arguments..., Looking at this from both sides...

Use correct punctuation for sentences, clauses, questions, exclamations

## Explanation

An explanation generally answers 'how' or 'why' questions and includes causes, motives, reasons and justifications. The verb 'explain', however, is often loosely used to mean 'report', for example 'Explain what you did' generally means 'tell me or describe what you did' and may not have any reasons attached to it. Explanations are often similar in structure and purpose to information texts and sometimes sound more like instructions or directions than explanations; there is frequent overlap. The difference lies more in the purpose than in the organisation and structure of these texts i.e. shifting attention from describing what to explaining why. The similarity between these text-types means that some tool-kit elements are common to both. Despite this however, the cognitive difference between describing and explaining is important and often challenging, especially for younger children. In preparation for writing explanations teachers need to invest time in discussion about reasons, motives, causes related to the topic. The logical and causal thinking and speaking required are an essential foundation for progress in many subjects of the curriculum throughout the school.

### Year 1/2

Learn and retell simple explanatory texts with a three-part structure in sentences or short paragraphs. These may be based on: – real experiences or processes e.g. why bees are important..., How our hamster escaped... – familiar stories e.g. Little Red Hen – play and invention e.g. Why bananas are curly..., The structure should comprise: – A title which sets up expectations for the reader e.g. Why we must look after our bees..., Why wouldn't Little Red Hen share her bread? – an opening that introduces reader to the topic and signals the purpose of the text e.g. Bees are important because they can make honey. They also help trees and plants to grow ... – an ordered list of events or reasons leading up to the outcome signalled in the title e.g. First, she asked all the animals to help plant the seeds but they all said 'No', so she did it herself. Then she asked them to help... – a conclusion which follows from the reasons listed in section 2 and links back to the title e.g. Because no one would help her... she kept the bread for herself; So without bees, we would have no fruit. Now you know why they are so important. Where appropriate, use generalising words: e.g. most, many, some, few

Use connectives for: – time and sequence: then, before, when etc. first second etc. to sequence information leading towards the conclusion; – cause and effect to link reasons/motives and conclusions: so..., so that..., because..., in order to... , that's why..., etc.

Use complete simple and compound sentences to give information clearly and objectively, with well-chosen adjectives to denote size, colour, behaviour etc.

Use prepositions to show position and direction: behind, above, towards etc.

Write in the present tense and usually 3rd person to give text an impersonal and objective voice

Use correct sentence punctuation.

### Year 3/4

Explanation texts are sometimes hard to provide because explanations involve manipulating complex ideas. Suitable topics might include: – plants and animals e.g. What do plants need to grow? Why are foxes coming into our gardens? Why trees don't fall over. – health and diet e.g. Why are vegetables good for us? – staying safe e.g. how to treat a cut, what you need for healthy teeth and gums. – familiar physical processes e.g. how does a kettle/a bicycle etc. work – simple moral questions e.g. Why a character in a story should have told the truth. – Play and invention e.g. Why rainbows don't wobble in the wind... Extend use of three-part text structure, boxing up the text: – general statement to introduce the topic, e.g. in the autumn some birds migrate – a series of logical steps explaining how or why something occurs, e.g. because the days get shorter and there is less light..., – steps continue until the explanation is complete. End with a summary statement or memorable piece of information. As a result, Dinosaurs quickly became extinct along with about 50% of other animal species.

Interest the reader e.g. with: – a title that captures the text The discovery of bubble gum; Why are dragons extinct? – an exclamation Beware - foxes can bite! – questions, Did you know that...? – tempting turns of phrase: strange as it may seem..., not many people know that..., Interestingly... – add extra, interesting bits of information e.g. the first balloons were made from animal intestines.

Explore options for organising and reorganising sentence order which lead most effectively to the conclusion.

Collect and use a range of connectives and generalisers to link sentences and add interest for readers: – for cause and effect e.g. this means that..., as a result..., owing to..., in order to, leading to..., where..., when..., therefore..., consequently..., – to add information: e.g. as well as..., furthermore..., additionally..., moreover..., Not only..., – to compare: like the..., similarly..., as with..., equally..., in contrast to..., etc. – for emphasis: most of all..., most importantly..., In fact..., without doubt..., etc. – to generalise e.g. all..., many..., the majority..., typically..., Like most..., always..., often..., sometimes..., usually... – to conclude: finally., so..., thus..., in conclusion..., to sum up..., which explains why..., etc.

Use technical language, explaining what it means where necessary.

Use descriptive language to illustrate key points and help the reader build a picture of what is being explained

Use mostly present tense, 3rd person in formal style for an unknown audience.

Use correct punctuation for sentences, clauses, questions, exclamations.

## Persuasion

Persuasion texts present a single point of view designed to encourage, persuade, cajole, sell, warn etc. Persuasion can be more or less objective and rational depending on the writer's purpose and the intended audience. For example, it would be pointless to try convincing the local council to approve a planning application using language typical of an advertisement. Nevertheless, informal, direct, idiomatic and figurative language, with opinions dressed up as facts are common elements in persuasive writing, where grabbing attention and securing commitment from the reader is of greater priority than with other text-types. Children's lives are steeped in persuasive language which, mostly, they accept uncritically. A particular benefit of working on this text-type is that it raises critical awareness of how language can be used to manipulate our thoughts, feelings and actions. Persuasion is common currency in advertising, publicity, invitations, complaints, journalistic commentary, political debate and estate agency. It is relatively easy to create examples and contexts for this work in the classroom and to link it to subjects across the curriculum. The structure of persuasive writing is relatively straightforward but its content is often rich in figurative language which is where much of the teaching needs to be directed. Persuasive writing is also a useful preparation for writing discussion texts which are designed to balance two sides of an argument and are generally more objective and rational. Like other text types, persuasive writing is not a discrete category. Depending on purpose and audience, persuasion is likely to include elements of: recount and anecdote to relate it to the reader's experience or give examples, information and explanatory writing to inform and justify, and directions or instructions to give it some imperative force. Neutrality is alien to persuasion so what it is not likely to contain is a balanced discussion of pros and cons!

### Year 1/2

Learn and retell simple persuasive texts linked to children's experience with a three-part structure in sentences or short paraphrased points to promote e.g.: – school events or products e.g. concerts, sports days fetes, biscuits baked in school etc. – favourite stories, TV programmes, food, games etc. – special clothes, toys, places to visit etc. The structure should comprise: – An catchy title naming the product or event e.g. The Red Class Crispy Biscuit – An opening sentence or two inviting readers to e.g. Try the Red Class Crispy biscuit. – A series of positive points to recommend the event or product e.g. You will really like our biscuits because: They are really crispy and delicious..., they are perfect for a quick snack..., they don't leave any crumbs..., they contain nuts which are good for you..., they are very cheap at 5 pence each..., all the money we collect is for helping sick animals... – A conclusion drawn from the points e.g. you are sure to enjoy these great biscuits, so come to our class and buy some today.

Focus on a few essential connectives to join ideas and structure the argument: – numerical firstly, secondly..., to list points – conjunctions and, but, because, as, when to add information and extend ideas – if...then..., to persuade e.g. If you enjoy biscuits, you will really enjoy...

Use a version of this as a framework for discussion and shared writing on new topics, substituting new persuasive points.

Keep ideas simple and straightforward to focus on remembering and applying the structure Magpie and save adjectives which enhance persuasive impact delicious, crispy, fascinating, gripping, unmissable etc.

Use simple comparatives and superlatives: best, fastest, lighter, tastier etc.

Use complete simple or compound sentences with correct punctuation.

Use the present tense and usually 2nd person (you) to talk directly to the reader

### Year 3/4

Consolidate and extend the text structure introduced in Y1/2 with: – a title to hook reader and capture the topic clearly e.g. The Mary Rose – an unmissable experience – an introduction which: (a) Invites the reader directly e.g. Have you ever wondered...?, If you enjoy... don't miss..., What could be easier than to...? (b) uses a punchy topic sentence to make clear what is being promoted e.g. The New Mary Rose exhibition could be just the place to visit this weekend..., – a main section setting out the points in favour in a connected sequence: (a) as a list with numbers, numerical connectives or bullets. (b) as a connected paragraph, or series of paragraphs.

Introduce points with a topic sentence e.g. The sky tower gives you..., or an invitation e.g. See things differently from the top of the sky tower...

Add information to tempt and entice e.g. In the old mill, where they still grind flour... – a conclusion to round off e.g. At the end of your visit why not enjoy..., you can have all this and more for the price of..., Book now. Tickets are available from..., Invest time in shared reading a variety of persuasive texts – adverts and publicity – to understand how they are organised. This has the added benefit of improving comprehension and critical reading at a key point in children's reading development.

Use this to magpie a bank of persuasive devices: – use of informal language: Join us for a great day out... – imperative, direct forms of address: Don't forget to ride on the train... – Repetition: Find us, find the fun..., – Boasting and exaggeration: The highest tower in the south of England..., The UK's first..., breathtaking..., stunning..., hair-raising..., fantastic..., fabulous..., incredible..., – Short sentences: Don't wait...try it now..., – Patterns of three: Make your own T-shirt in 15 minutes: design it, print it, wear it...,

Use complex sentences to combine and compress information, create emphasis and make the text more interesting for the reader: – relative clauses e.g. This walkway, which has the one of the longest..., – subordinate clauses: On the train ride, as you cross the bridge, a red signal will...

Use a wider range of connecting words and phrases to: – Address and invite readers: See the new..., Have you ever been... etc. – add information: as well as..., additionally..., etc. – mark time and sequence: when, after, as soon as..., etc. – change of direction: but, however, although, etc.

Use correct punctuation for sentences, clauses, questions, lists and exclamations

## Balanced Argument

Discussion texts involve presenting a reasoned and balanced over-view of an issue or controversy. Discussion writing is highly prized because it involves presenting both sides of an argument, weighing up evidence and points of view and coming to a reasoned conclusion. One essential feature which distinguishes this from other forms is the need to be able to switch viewpoint as you write. This is a challenge for many younger writers which needs to be carefully managed, for example by choosing issues with clear opposing sides and focussing on each side of an argument separately before trying to bring the two together. Discussion writing is the foundation of more formal and discursive, essay-type, writing. Conquering this form with confidence by the end of the primary school will stand children in good stead for future success in the school system. Discussion contrasts with persuasion, which develops only one viewpoint (usually the writer's own) and may or may be based on preference, prejudice or other nefarious motives. Discussion, on the other hand, should be balanced, objective and reasoned. Discussion writing is not limited to controversial issues - although polarised views may make it easier to teach. Discussions can equally well be evaluations e.g. points of view about a film, a book or a product; or considerations of the pros and cons of a proposed course of action; or interpretations of outcomes, for example of a science experiment which lends itself to competing explanations. Because of its nature, discussion writing is often more cognitively demanding than other text-types, requiring a degree of hypothetico-deductive reasoning i.e. imagining possibilities then exploring the consequences. It needs to be carefully introduced from Y1 onwards but should have a major emphasis along with persuasive writing in Y5 and Y6. As with other text-types, discussion writing is not a discrete form and may well incorporate elements of recount and anecdote, instructions, explanations, and frequently, the use of persuasive language and argument.

### Year 1/2

Invest time in structured discussion before attempting to learn a model text. Choose familiar issues, close to children's experience, with clear opposing points e.g. Should we be allowed to keep animals in the classroom? Should we eat crisps at playtime? Or choose a story with a simple dilemma e.g. Should Goldilocks have eaten the porridge? Discuss and note points on each side of the issue separately; Orally rehearse the arguments on each side, separately and list them We should have crisps at playtime because..., etc. Learn and retell prepared text on the issue that you have been discussing with – a title: Should we keep a animals in the classroom? – an opening sentence to introduce the issue e.g. We have been discussing whether we should... – list points in favour e.g. Some of us think we should keep animals in the classroom, Our reasons are:..., – use numerical connectives firstly, secondly etc. – then change viewpoint e.g. On the other hand..., and list points against, – An ending e.g. In conclusion/so, we think that...etc. Use this as a framework for discussion and shared writing of a different issue substituting new reasons. Keep ideas simple and straightforward to focus on balancing the argument.

Use complete simple or compound sentences with correct punctuation.

Write mostly in the present tense 1st person (I or We)

Focus on a few essential connectives to join ideas and structure the argument: – whether (or not)..., to set out alternatives. – But..., although..., on the other hand ... etc. to mark change of viewpoint; – if...then..., to show consequences e.g. If we keep animals in the classroom, someone will have to look after them at the weekend...;

### Year 3/4

Draw on a wider range of topics but still well within children's interests and experience e.g. from their own concerns e.g. What's the point of wearing school uniform? Should children have mobile phones? from fantasy topics Do giant exist?; from stories Should Daleks be allowed to live on earth?

Develop the framework from Y1/2, boxing the text up, to create connected paragraphs in place of simple sentences and lists: – opening paragraph to interest the reader in the topic e.g. Since the arrival of the Daleks, there has been much discussion about whether... – a series of points in favour in a connected paragraph, – a series of points against in a connected paragraph – a reasoned conclusion which can be justified by the arguments.

Use complex sentences to combine information, create emphasis and make the text more interesting for the reader: – relative clauses e.g. Daleks, who are fearless and hard-working, are also..., – subordinate clauses While many people think this is a good thing, others believe..., First they point to the fact that, when Daleks have previously visited, they always..., etc.,

Use generalised language to depersonalise and objectify the writing: – generalisers: some, most, everyone, – category nouns e.g. people, animals, food, vehicles, vegetables.

Use a variety of connecting words and phrases to guide the reader through the argument: – to set out alternatives and set the scene e.g.to decide ...whether or not/ if we should/ where the/ either...or etc..., – to add on and sequence ideas e.g. The first reason..., also., furthermore..., moreover..., – to introduce a different viewpoint e.g. However..., On the other hand..., many people also believe that... – to conclude e.g. In conclusion..., Having considered the arguments..., Looking at this from both sides...

Use correct punctuation for sentences, clauses, questions, exclamations