Year 1	Writing to Entertain	Writing to Inform	Writing to Persuade	Writing to Discuss
Focus	Focus on emotion of the reader to move them is some way (funny, sad, scary, comforting etc.	Focus on the knowledge of the reader to inform, equip or aid them		
Text Types	**Stories (including retellings)** **Descriptions, Writing in character** **Poetry**	**Recount** **Letter** **Instructions**		
Compositional choices	Focus on **oral work** first Pictures or **illustrations** can help the reader see what you are writing about in their mind Use a **title** to hook the reader's interest and to know what the writing might be about Use opportunities to read own writing aloud			
Compositional Features	Stories usually have a main **character** and the reader needs to understand what happens to them Sentences go in order of what happened in a story so that the reader can follow more easily – this is the **plot** of the story Writing is **time sequenced** Introduce idea of rise-fall **story shape** for basic narrative structure Careful choice of **nouns** and **verbs** help the reader to create a picture in their minds	Use **labels** or **captions** to show the reader something they might not know about You could speak to the reader directly, using 'you' if you need to tell them or ask them to do something May include pictures or images		

Year 2	Writing to Entertain	Writing to Inform	Writing to Persuade	Writing to Discuss
Focus	Focus on emotion of the reader to move them is some way (funny, sad, scary, comforting etc.	Focus on the knowledge of the reader to inform, equip or aid them		
Text Types	**Stories (including retellings)** **Descriptions** **Poetry** **Writing in character**	**Recount** **Letter** **Instructions**		
Compositional choices	Writers select and stay in the **same (consistent) tense** to avoid confusing the reader – usually **simple present or simple past tense** The **present progressive and past progressive** tense is often used to indicate that something is or was happening when another event occurred at the same time Could use a **writing frame** to structure sections			
Compositional Features	Use of **sound and other senses** to develop clear picture for reader to develop mood of **setting (show not tell)** **Speech bubbles** let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing A **simile** that compares a subject with something similar helps the reader to create a picture in their mind Introduce other **story shapes** - slow rise and slow fall	**Diagrams** show the reader more details about the important parts of what they are finding out about Some information (such as instructions) needs to be in the **correct time (chronological) order** if the reader needs to follow clear steps or learn about something that happened in the past When we provide information to our reader, this information is usually in the **simple present tense** or **simple past tense**		

Year 3	Writing to Entertain	Writing to Inform	Writing to Persuade	Writing to Discuss
Focus	**Focus on emotion of the reader to move them is some way (funny, sad, scary, comforting etc.**	**Focus on the knowledge of the reader to inform, equip or aid them**	**Focus on emotion and knowledge of the reader to make them act or change their mind**	
Text Types	Stories, Descriptions, Poetry, Characters Settings	Explanation, recount, letter, biography, newspaper article	Advertising, Letter, Speech, Poster	
Compositional choices	**Paragraphs** used to group related ideas or organise into time sequence Include detailed descriptions with adjectives, noun phrases and adverbs Writers usually select and stay in the **same (consistent) tense** to avoid confusing the reader – usually **simple present or simple past tense** The **present progressive and past progressive tense** is often used to indicate that something is or was happening when another event occurred at the same time The **present perfect tense** can be used to indicate the something started in the past but is still relevant now			
Compositional Features	**Dialogue** can introduce a character and tell the reader more about them Build upon **show not tell** techniques: description of **character appearance and behaviour** shows the reader how they might be feeling along with their **inner thoughts** Introduce use of **power of three** for repetition and/or emphasis (e.g. listing adjectives in groups of three) **Zoom in (more detail)** & spend longer on the most important moment in the narrative to ensure that the reader is fully involved in this section Stories or descriptions are usually written **in first-person narrative** (I went….) or **third-person narrative** (They/ he/ she/ Bilal went….) Use of **metaphor** creates a vivid picture in the reader's mind Use of **alliteration** helps to create rhythm and mood, or sometimes for humorous effect Introduce other **story shapes** (fall, then rise; rise-fall-rise; fall-rise-fall) to help guide the **plot** structure **Story openings**: usually open with either: action, dialogue or description of setting or character **Story endings**: can end with a moral message, happy ending, surprise or cliff-hanger	Use **paragraphs** to write about a different topic or sub-topic **Headings** and **subheadings** breaks down information into manageable chunks or parts for the reader and make specific information easier to find Text may be built around a key image Might include **quotes** from people to provide more information and add interest for the reader	Use Imperative verbs to convey urgency Often use 'you' (**second-person narrative**) to put the reader on the spot and make them think Use **facts to support opinions** to make the reader take the writing more seriously Sometimes use **rhetorical questions** to make the reader think more deeply about the subject Use of **alliteration** helps to make a phrase more memorable	

Year 4	Writing to Entertain	Writing to Inform	Writing to Persuade	Writing to Discuss
Focus	**Focus on emotion of the reader to move them is some way (funny, sad, scary, comforting etc.**	**Focus on the knowledge of the reader to inform, equip or aid them**	**Focus on emotion and knowledge of the reader to make them act or change their mind**	
Text Types	Stories, Descriptions, Poetry, Characters Settings	Explanation, recount, letter, biography, newspaper article	Advertising, Letter, Speech, Poster	
Compositional Features	**Dialogue** can show how a person speaks e.g. **dialect, slang** and tells the reader more about the character (**show not tell**) Use a new **paragraph** to show when a new or different character is speaking or when the setting changes **Zoom in and out** to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting **Onomatopoeia** describes sounds and brings these to life for the reader to use all senses to feel the setting being described, the action or how a character is feeling **Personification** brings objects to life so that the reader can connect something to what they know or linger on a particular image that might be unusual Build upon use of **story shapes** (fall, then rise; rise-fall-rise; fall-rise-fall) to help guide the **plot** structure **Story openings**: usually open with either: action, dialogue or description of setting or character **Story endings**: can end with a moral message, happy ending, surprise or cliff-hanger **Precise noun choices** to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice Add **detail to expanded noun phrases** with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description	**Paragraphs** are used to organise ideas around a theme, to write about a different topic or sub-topic **Headings** and **subheadings** breaks down information into manageable chunks or parts for the reader and make specific information easier to find Might include **quotes** from people to provide more information and add interest for the reader	Include **anecdotes** to support and provide evidence for the point you are trying to make Use noun phrases to add detail and description – Our <u>wonderful resort</u> has <u>fantastic facilities</u> that will amaze everyone Use of **power of three** to make something more memorable for the reader and make them think about it for longer Use planned repetition for impact	

Year 5	Writing to Entertain	Writing to Inform	Writing to Persuade	Writing to Discuss
Focus	Focus on emotion of the reader to move them is some way (funny, sad, scary, comforting etc.	Focus on the knowledge of the reader to inform, equip or aid them	Focus on emotion and knowledge of the reader to make them act or change their mind	Focus on the knowledge of the reader and helping them to think critically
Text Types	Narrative, Descriptions, Poetry, Characters and settings	Report, recount, biography, newspaper article, Essay	Advertising, letter, speech, campaign	Balanced argument Newspaper article review
Compositional choices	Use of paragraphs to organise in time sequence Use a range of tenses to indicate changes in timing, sequence etc	Use of paragraphs to group related ideas Use of technical vocabulary	Link to oracy – i..e. presentations/ speeches	Use paragraphs to structure arguments Maintain formal impersonal tome
Compositional Features	Create **atmosphere** through description of the senses, setting, character actions in order to shape the mood felt by the reader Create **suspense** and **tension** by varying sentence length (long and without pause to create sense of rushing, then short and sharp, even fragments, at height of tension) to guide reader to feel tension with their breath during reading Use of **assonance** to link to sounds within words and create rhythm (poetry/ rap) **Story endings**: can end with a reference to the beginning of the story (feels cyclical)	**Formality** in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing Begin to use the **passive voice** to remain formal or detached More formal writing usually **avoids contracting words** so that it does not mimic everyday speech (do not instead of don't) More formal writing usually **avoids phrasal verbs** (e.g. turn up; look into; call off, etc) for more precise verb choices		
		Use **bullet points** to convey information precisely **Underline** important words or phrases that you want to draw reader's attention to	Use of the **2nd person** **Planned repetition** for impact Use of **hyperbole/ exaggeration** to support the point being made and make the reader pay attention Use of **modal verbs** to indicate degree of possibility along with obligation, to urge the reader to act (e.g. Surely, you should…')	

Year 6	Writing to Entertain	Writing to Inform	Writing to Persuade	Writing to Discuss
Focus	Focus on emotion of the reader to move them is some way (funny, sad, scary, comforting etc.	Focus on the knowledge of the reader to inform, equip or aid them	Focus on emotion and knowledge of the reader to make them act or change their mind	Focus on the knowledge of the reader and helping them to think critically
Text Types	Narrative, Descriptions, Poetry, Characters and settings	Report, recount, biography, newspaper article, Essay	Advertising, letter, speech, campaign	Balanced argument Newspaper article review
Compositional Features	**Dialogue** can be used to convey character (**show not tell**) or move on the action (**plot device**)	**Formality** in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing - use the **passive voice** to remain formal or detached More formal writing usually **avoids contracting words** so that it does <u>not</u> mimic everyday speech (do not instead of don't) More formal writing often **avoids phrasal verbs** (e.g. turn up; look into; call off, etc) for more precise verb choices		
		Use **full range of layout devices** to support and guide reader to follow and understand e.g. **bullet points, columns, tables, headings, subheadings, diagrams**) Use of **passive voice** to affect the presentation of information in a sentence – guides the reader's focus to the **object** rather than the **subject**	Use of **controlled hyperbole/ exaggeration** to convince the reader without overdoing it! Use of facts and statistics to back up points made Use of **passive voice** to direct – or deflect – the reader's attention to what they should focus on to suit the agenda, sometimes leaving out who or what was responsible (did the action) Use of **subjunctive** & pronoun 'one' to speak to the reader without using 'you' in more formal situations (If one were to…..)	More formal writing may use the **subjunctive** to make a suggestion to the reader in conclusion (e.g. In conclusion, I suggest that people recycle daily in order to make a difference) **Careful use of adverbials** to maintain **cohesion** for the reader (e.g. On the other hand…. In contrast….) Use of **modal verbs** to indicate possibility in measured and unbiased way (e.g. Some people _might_ argue that….. Others _may_ believe that…)