

# Writing to entertain (KS1)

## Text Types

- ◆ Stories (including re-tellings)
- ◆ Descriptions
- ◆ Poetry
- ◆ In-character/role
- ◆ Diary

## Text Features

- ◆ Time sequenced
- ◆ Begin to differentiate between past and present tense to suit purpose

## Other Style Ideas

- ◆ Focus on oral work first
- ◆ Use opportunities to reading own work aloud

## Grammar and Sentences

- ◆ Use **coordinating conjunctions** to link two main ideas,  
*They pulled and pulled at the turnip to get it out.*
- ◆ Use **noun phrases** which add detail to description,  
*very old grandma, brave woodchopper*
- ◆ Use the **progressive form** for verbs,  
*Goldilocks was walking through the woods.*
- ◆ Use **exclamation sentences** where appropriate,  
*What big eyes you have, Grandma!*
- ◆ Add suffixes where the spelling of a root word may change.  
*ful, ment, ness, less, ly*

## Adverbials

First Then Next After Later  
The next day...

## Conjunctions

and but so or when  
that because of

## Punctuation Content

- ◆ Use **finger spaces** between words
- ◆ Use **capital letters** & **full stops** to mark sentences
- ◆ Use **capital letter** for first person 'I'
- ◆ Use **apostrophes** to mark contractions, e.g. *didn't*. Or possession, e.g. *girl's* or *girls'*
- ◆ Use **apostrophes** to mark Use **exclamation marks**, particularly in relation to speech
- ◆ Begin to use **inverted commas** to mark direct speech where appropriate.



# Writing to entertain (LKS2)

## Text Types

- ◆ Stories
- ◆ Descriptions
- ◆ Poetry
- ◆ Characters/settings
- ◆ Diary Entry

## Text Features

- ◆ Detailed description (*simile, metaphor, alliteration, varied vocabulary, onomatopoeia, 1st or 3rd person*)
- ◆ Organise paragraphs around a theme.

## Other Style Ideas

- ◆ Building tension
- ◆ Include the 5W's (*who, what, where, when, why*)

## Grammar and Sentences

- Use a range of **fronted adverbials** an event occurs,  
*Without a sound... After a moment...*
- Use **expanded noun phrases** to add detail & description  
*...the dark gloomy cupboard under the stairs...*
- Use **subordinate clauses** to add detail or context  
*Although Theseus was scared, he prepared to enter the maze.*
- Use **nouns & pronouns** for clarity and cohesion  
*They crept into Minos's great labyrinth. Inside the maze...*
- Use **determiners** *a* and *an*
- Use a **variety of sentence types** (*Statements, questions, commands, compound*)
- Opportunities for comparing **different forms of past tense** (*progressive and simple*)
- Use **prepositions** to express time, place or cause event.

-ed openers

-ing, -ed

## Adverbials

Soon Meanwhile As...  
The next day... Later...  
Carefully  
Without a thought...



## Conjunctions

### Coordinating



### Subordinating

if because unless  
so and but even if

## Punctuation Content

- ◆ Use full punctuation for direct speech, including punctuation within and before **inverted commas**,  
*Mum asked, "Will you be home for tea?"*
- ◆ Secure use of **apostrophes** for possession, including for plural nouns.
- ◆ Use **commas** after fronted adverbials and subordinate clauses
- ◆ Use **ellipsis** to build tension...
- ◆ **Capital letters** for proper nouns



# Writing to entertain (UKS2)

## Text Types

- ◆ Narrative
- ◆ Descriptions
- ◆ Poetry
- ◆ Characters/settings
- ◆ Diaries
- ◆ Plays

## Text Features

- ◆ Detailed description (*simile, metaphor, up leveled vocabulary, synonyms, language for suspense and tension*)
- ◆ Use paragraphs to organise in time sequence
- ◆ Shift to informal speech

## Other Style Ideas

- ◆ Use a range of tenses to indicate changes in timing, sequence, etc.
- ◆ Show not tell approach to description

## Grammar and Sentences

- Use **subordinate clauses** to add detail or context, including in varied positions.  
*Although Theseus was scared, he prepared to enter the maze.*  
*Theseus, although he was scared, prepared to enter the maze.*
- Use **relative clauses** to add detail or context,  
*Amy grabbed the torch, which she'd strapped to her belt, quickly.*
- Use a wide **range of sentence structures** to add interest
- Shift in **tense** appropriately.
- Use **adverbials** of time place and manner.
- Use a wide range of **descriptive phrases** including expanded noun phrases.

## Adverbials

Meanwhile Later that day Silently  
Within moments All night Nearby  
Under the treetops Never before  
-ing openers -ed openers

## Conjunctions

if when because while  
as until whenever once  
since although unless rather

## Punctuation Content

- ◆ Use **brackets** for incidentals,  
*Amy saw Katie (her best friend) standing outside.*
- ◆ Use **dashes** to emphasise additional information,  
*The girl was distraught - she cried for hours.*
- ◆ Use **colons** to add further detail in a new clause,  
*The girl was distraught: she cried for hours.*
- ◆ Use **semi-colons** to join related clauses,  
*Some think this is awful; others disagree.*
- ◆ Commas to clarify meaning and avoid ambiguity.
- ◆ Commas for parenthesis.

