



Writing to Inform



	Y1	Y2	Y3	Y4	Y5	Y6
Genre/ text type	<ul style="list-style-type: none"> • Instructions • Non chronological report • Recount 	<ul style="list-style-type: none"> • Recount- Letter • Instructions/ recipe 	<ul style="list-style-type: none"> • Explanation • Instructions • Newspaper article 	<ul style="list-style-type: none"> • Explanation • Instructions • Newspaper article 	<ul style="list-style-type: none"> • Non chronological report • Recount Letter • Newspaper article 	<ul style="list-style-type: none"> • Non chronological report • Recount Letter • Newspaper article
Punctuation	<p>Capital letters.</p> <p>Full stops.</p> <p>Capital letters for names of people, places, days of the week and pronoun I.</p> <p>Corresponding capital letters and lower-case letters.</p>	<p>Capital letters for: start of sentences, I, proper nouns.</p> <p>Full stops.</p> <p>Commas to separate items in a list.</p> <p>Question marks.</p> <p>Apostrophes for singular possession.</p>	<p>Commas to mark subordinate clauses.</p> <p>Question marks.</p> <p>Commas to separate adjectives in an expanded noun phrase.</p> <p>Exclamation marks.</p> <p>Exclamation sentences.</p> <p>Apostrophes for contractions.</p>	<p>Commas for subordinate clauses that are at the start or end of sentences.</p> <p>Correctly punctuate speech.</p>	<p>Commas to mark and open subordinate clauses.</p> <p>Brackets, dashes, commas for parenthesis.</p> <p>Punctuate relative clauses.</p>	<p>Hyphens to avoid ambiguity.</p> <p>Colons to introduce a list.</p> <p>Semi colons to separate items in a list.</p> <p>Bullet points.</p>

<p>Grammar</p>	<p>Coordinating conjunction and.</p> <p>Subject and verbs in a clause.</p> <p>Multi clause sentences joined by and.</p> <p>Single and plural nouns.</p> <p>Past tense.</p> <p>Present tense.</p>	<p>Coordinating conjunctions to link 2 main clauses. (and, or, but)</p> <p>Verbs.</p> <p>Adverbs to describe how, when, where.</p> <p>Past tense verbs (-ed, ing, drink/drank)</p> <p>Noun phrases (adjective before noun) to describe.</p> <p>Simple past tense.</p> <p>Past progressive tense.</p> <p>Present tense.</p> <p>Subordinate conjunctions (when, if, that, because).</p> <p>Subordinate clauses at the start and end of sentences.</p>	<p>Independent clause</p> <p>Phrase</p> <p>Coordinating conjunctions (but, and, or, so)</p> <p>Subordinate clause (using because, after, before, when in the middle of a sentence)</p> <p>Rhetorical question</p> <p>Imperative verbs</p> <p>Expanded noun phrase (adjective, noun, verb)</p>	<p>Adverbials to express manner, time and place.</p> <p>Direct speech.</p> <p>express time, place and cause using:</p> <ul style="list-style-type: none"> • subordinating conjunctions to join clauses (ISAWAWABUB) including as openers. • coordinating conjunctions (FANBOYS). <p>Standard English.</p> <p>Verb inflections.</p> <p>Use the conjunctions, adverbs and prepositions:</p> <ul style="list-style-type: none"> • A – Although, after, as • Wh – when, whenever, whatever, whether, whereas, which • I – if, in order that, in case • T – though, til, that • E – even though, even if • B – because, before • U – until, unless • S – since 	<p>Subordinating conjunctions used in a variety of positions in sentences. (AWHITEBUS)</p> <p>Relative clauses:</p> <ul style="list-style-type: none"> • Defining relative clause • Non defining clause <p>Relative pronouns – who, which, where, whose, that.</p>	<p>Formal speech and writing.</p> <p>Passive voice</p> <p>Layout devises</p> <p>Subjunctive mood.</p>
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<p>Composition</p>	<p>Write with some support from an adult.</p> <p>Say out loud what is going to be written.</p> <p>Compose a sentence orally before it is written.</p> <p>Re-read what has been written to check it makes sense.</p> <p>Discuss what has been written with peers and adults.</p> <p>Sequence sentences to form short narratives.</p>	<p>That a letter has a date and address.</p> <p>That a letter starts with a salutation (a word or phrase to begin a letter)</p> <p>That you have to 'sign off' a letter</p> <p>Write a date and address for a letter.</p> <p>Plan and say what is going to be written aloud before writing.</p> <p>Write and use key words and vocabulary in writing.</p> <p>Encapsulate what is going to be written sentence by sentence.</p> <p>Evaluate writing by:</p> <ul style="list-style-type: none"> • reading to check it makes sense. • checking that verbs that indicate time are used correctly. • checking and changing spelling, grammar and punctuation errors 	<p>Examine a piece of informative writing (WAGOLL) to understand structure, vocabulary and grammar.</p> <p>Discuss and record ideas when planning.</p> <p>Compose and rehearse sentences orally, building a variety of vocabulary and sentence structures.</p> <p>Evaluate and edit vocabulary, grammar, spelling and punctuation.</p> <p>Write detailed descriptions of setting and character.</p> <p>Use paragraphs to group related ideas.</p> <p>Use headings and subheadings to label content.</p>	<p>Examine a piece of informative writing (WAGOLL) to understand structure, vocabulary and grammar.</p> <p>Discuss and record ideas when planning.</p> <p>Compose and rehearse sentences orally, building a variety of vocabulary and sentence structures.</p> <p>Organise paragraphs around a theme.</p> <p>Label content with headings and subheadings.</p> <p>Evaluate and edit vocabulary, grammar, spelling and punctuation.</p> <p>Use headings and subheadings to label content.</p>	<p>Plan writing by identifying the audience and purpose of writing.</p> <p>Select the appropriate form of writing when.</p> <p>Examine a piece of informative writing (WAGOLL) to understand structure, vocabulary and grammar.</p> <p>Note and develop initial ideas, drawing on reading and research.</p> <p>Select appropriate grammar and vocabulary, understanding how choices change and enhance meaning.</p> <p>Use organisational and presentational devices to structure a text to guide the reader (headings and underlining)</p> <p>Evaluate and edit effectiveness of writing including SPAG to enhance effects and clarify meaning, ensure correct tense is</p>	<p>When it is appropriate to write a precis</p> <p>A precis should contain essential information, retain authors mood and tone and should avoid long sentences.</p> <p>What cohesion is</p> <p>When performing a composition to use appropriate intonation, volume and movement.</p> <p>Write for a range of purposes, making sure that the language I am choosing shows an understanding of the person reading it.</p>
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