Text Types overview Cycle A:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Squirrels (R&Y1)	Narrative Fairy tale Animation	Narrative Fairy tale Animation	Narrative	Narrative Fairy tale Animation	Narrative Poetry	Narrative Poetry
Foxes (Y2)	Character descriptions (2 weeks) Informal letter (2 weeks) Poetry (1 week)	Narrative – traditional tales (2 weeks) Recount (2 weeks) Poetry (1 week)	Narrative – overcoming the monster (2 weeks) Instructions (2 weeks) Poetry (1 week)	Narrative – tale from another culture (2 weeks) Non-chronological report (2 weeks) Poetry (1 week)	Narrative – Overcoming the monster (2 weeks) Persuasive leaflet (2 weeks) Poetry (1 week)	Narrative – Rags to riches (2 weeks) Recount (2 weeks) Poetry (1 week)
Badgers (Y3&4)	Narrative – Quest 1st person (3 weeks) Non-chronological report (2 weeks) Emotional poetry (1 week)	Formal letters to complain (2 weeks) Narrative – comedy 3rd person (3 weeks) Performance poetry (1 week)	Narrative – 3rd Person rags to riches (3 weeks) Non-chronological report (2 weeks)	Narrative – Overcoming the monster (3 weeks) Instructions (2 weeks) Playscripts (1 week)	Narrative – Voyage & return 3rd person (3 weeks) Formal letters (2 weeks)	Narrative – Rebirth (3 weeks) Explanation text (2 weeks)
Red Deer (Y5&6)	Narrative – 1st person Quest Formal letter of application (2 weeks) 3rd person Myths & Legends (3 weeks)	Narrative – 3rd person Rags to riches (2 weeks) Balanced argument (2 weeks) Poems that use word play (2 weeks(	Narrative – 3rd person Voyage and return (3 weeks) Non-chronological report (2 weeks	Playscript retelling (2 weeks) Biography (3 weeks)	Narrative – 3rd person Tragedy (2 weeks) Newspaper report (2 weeks)	Persuasive letter (2 weeks) Poems with explore form (2 weeks)

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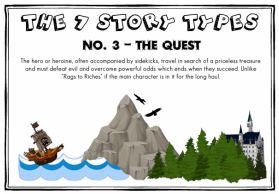
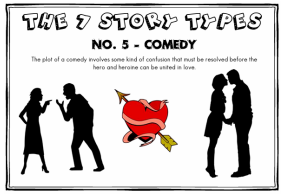
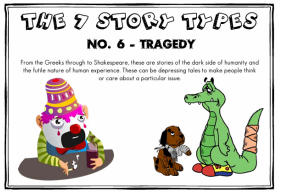
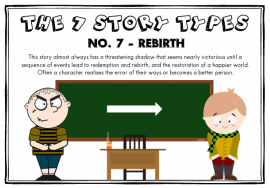
Text Types overview Cycle B:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Squirrels (R&Y1)	Narrative Fairy tale Animation	Narrative Fairy tale Animation	Narrative	Narrative Fairy tale Animation	Narrative Poetry	Narrative Poetry
Foxes (Y2)	Character descriptions (2 weeks) Informal letter (2 weeks) Poetry (1 week)	Narrative – traditional tales (2 weeks) Recount (2 weeks) Poetry (1 week)	Narrative – overcoming the monster (2 weeks) Instructions (2 weeks) Poetry (1 week)	Narrative – tale from another culture (2 weeks) Non-chronological	Narrative – Overcoming the monster (2 weeks) Persuasive leaflet (2 weeks)	Narrative – Rags to riches (2 weeks) Recount (2 weeks) Poetry (1 week)

				report (2 weeks) Poetry (1 week)	Poetry (1 week)	
Badgers (Y3&4)	Narrative – 1st person Overcoming the monster (3 weeks) Diary entry (2 weeks) Newspaper report (2 weeks)	Narrative – 3rd person myths & legends Non-chronological report (2 weeks) Performance poetry (2 weeks)	Narrative – 3rd person Voyage & return (3 weeks) Biography (2 weeks)	Historical narrative – 1st person (3 weeks) Formal letter (2 weeks)	Narrative – 3rd person Overcoming the monster (2 weeks) Balanced arguments (2 weeks) Instructions (1 week)	Information brochure (2 weeks) Persuasive speech (2 weeks) Poetry (1 week)
Red Deer (Y5&6)	Narrative – Rags to Riches (3 weeks) Persuasive Letter- formal application (2 weeks) Biography (2 weeks)	Balanced argument (2 weeks) Narrative – 1st person Myths & Legends (3 weeks) Performance poetry (2 weeks)	Narrative – Rebirth (3 weeks) Playscripts – retelling of The Tempest (1 week)	Narrative – Overcoming the monster (3 weeks) Newspaper article for The Daily Prophet (2 weeks)	Narrative – Historical context Informal letter from evacuees (2 weeks) WW2 Poetry	Narrative – 1st person Voyage & return (2 weeks) Non-chronological report (2 weeks)

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Seven plot types structure:

Overcoming the monster *E.g. The Gruffalo, Harry Potter, Little Red Riding Hood*	**Rags to riches** *E.g. Cinderella, Street child, Matilda*	**Quest** *E.g. The Journey Home, The Explorer, Holes*	**Voyage and return** *E.g. Lost and Found; The Lion, the witch & the wardrobe; Alice's adventures in Wonderland*	**Comedy** *E.g. Stig of the Dump, I was a rat!, Anasi the Spider*	**Tragedy** *E.g. The Tale of Peter Rabbit, James and the Giant Peach, Frankenstein,*	**Rebirth** *E.g. Kaspar: Prince of Cats, The Snowman, Wonder, A Christmas Carol*
						
Threat (something scary appears) **Decision** (Hero decides to act) **Struggle** (Hero faces a problem) **Climax** (Hero fights the monster) **Victory** (Hero defeats the monster)	**Rags** (introduces character and setting at low point) **Chance** (opportunity to improve life) **Frustration** (things go wrong) **Breakthrough** (hero overcomes the problem) **Riches** (hero achieves dreams/improves life)	**Call** (hero is given a goal) **Journey** (hero leaves home) **Frustration** (hero faces a problem) **Success** (hero achieves their goal) **Return** (hero returns home to share success)	**Departure** (Hero leaves home) **Dream** (Hero arrives in an amazing new world) **Frustration** (things aren't as the first seemed) **Nightmare** (things get worse) **Return** (Hero returns home, changed in some way by their journey)	**Introduction** (introduce character in their ordinary life) **Chaos** (something goes wrong) **Attempt** (characters try to fix the problem) **Solution** (problem is fixed) **Harmony** (everyone lives happily ever after)	**Flaw** (hero has a weakness) **Mistake** (hero makes an error) **Frustration** (things go wrong) **Nightmare** (things get worse) **Doom** (ultimate failure/death)	**Introduction** (hero is sad/lonely/unpleasant) **Frustration** (something happens to test hero) **Nightmare** (things get worse) **Awakening** (hero faces fears and overcomes problem) **Growth** (hero learns or changes)

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Progression Plan					
	Reception	**Year 1**	**Year 2**	**Year 3/4**	**Year 5/6**
Composition	**Planning** • Say aloud what they are going to write about **Drafting** • Compose a sentence orally	**Planning** • Jot down key words and new vocabulary • Say aloud what they are going to write about **Drafting**	**Planning** • Plan or say aloud what they are going to write • Write down ideas/key words including new vocabulary **Drafting** • Encapsulate what they	**Planning** • Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar **Drafting**	**Planning** • Identify the audience and purpose of the writing and select the appropriate form • Note and develop initial ideas, drawing on reading and research, where necessary

	before they write it **Evaluating and Editing** • Discuss what they have written with the teacher and other pupils	• Compose a sentence orally before they write it **Evaluating and Editing** • Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher and other pupils **Read aloud their writing clearly enough to be heard by their peers and the teacher.**	want to say sentence by sentence • Write narratives about personal experiences and those of others **Evaluating and Editing** • Evaluate their writing with the teacher and other pupils • Re-read to check that their writing makes sentence and that verbs to indicate time are used correctly and consistently • Proof-read to check for errors in spelling, grammar and punctuation **Read aloud what they have written so that the meaning is clear**	• Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures • Organise paragraphs around a them • Create settings, characters and plots **Evaluating and Editing** • Assess the effectiveness of their own and other's writing suggesting improvements • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns • Proof-read for spelling and punctuation errors **Read aloud their own writing, to a group of the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear**	**Drafting** • Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning • Precis longer passages • Use a range of devise to build cohesion within and between paragraphs • Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed **Evaluating and Editing** • Assess the effectiveness of their own and others' writing • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensure that consistent and correct use of tense throughout a piece of writing • Ensure correct subject and very agreement when using singular and plural • Proof-read for spelling and punctuation errors **Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear**
	Handwriting Sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in	Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place	Correctly form all lower-case letter correctly Formation of capitals and digits 0-9 using the correct size and orientation Use consistent spacing between words Begin to use diagonal and	Horizontal and diagonal strokes needed to join letters Increase consistency, legibility and quality of handwriting Handwriting is appropriate to the school policy.	Writing joined, legibly, fluently and with increased speed Choosing writing style for the task Handwriting is appropriate to the school policy.

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	the right place Handwriting is appropriate to the school policy.	Form capital letters Form digits 0–9 Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. Handwriting is appropriate to the school policy.	horizontal strokes to join letters Handwriting is appropriate to the school policy.		

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Instructions – Writing to Inform	Purpose	Types
Involves writing about procedures and rules, whose aim is to ensure that something is done properly. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving. Could be fictional or non-fictional.	To tell how to do or make something To give information on how to complete a task To describe a process in chronological order	Recipe Science Experiment Instructions – 'How to…'

Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Reception	Oral retelling of how to make and do something Simple sentence containing imperative verb at the start spoken and then written	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop
Year 1	Title or Goal List of Equipment/Materials Numbered Steps	Use of simple sentence structures. Imperative verbs to start sentences Lists	Noun Imperative verbs Present tense verbs Adjectives Time conjunctions to show chronological order	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Goal – outline statement about what will be achieved Sequenced steps to achieve the goal Diagrams and illustrations to support the process	Imperative verbs used for clarity Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Progressive verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives Third person Imperative/bossy verbs	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Goal – outline statement about what will be achieved Ingredients and equipment lists are outlined clearly Tips and suggestions and precautionary advice embedded in the text	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Imperative/bossy verbs	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets

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Year 5/6	Instructions for more complex processes Includes introductions and closing sentences/conclusion.	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length Use of passive and active	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type Imperative/bossy verbs	Parenthesis Dashes Colons Semi-colons Bullet point Numbered list

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Recount – Writing to Inform and Entertain	Purpose	Types
This form of writing can be used to inform and entertain. Recounts can be written about the writer or about someone else. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and self-awareness. Could be fictional or non-fictional	To retell events in time order. To give an account of an event or experience To write in chronological order	Letter Biography/Autobiography Newspaper report Diary/Journal

Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Reception	Oral retelling of events using time words and past tense Simple sentence recounting the event spoken and then written	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop
Year 1	Title Introductory sentence to show – who, what, when, where and why Series of sequences demarcating the passing of time Simple ending	Use of simple sentence structures. Use of time conjunctions at the start	Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Title Clear introduction and conclusion Ideas organised into chronological paragraphs demonstrating the passing of time	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Simple and Progressive past tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Title Introduction to give a clear understanding of what they text will be about Concluding paragraph to summarise the overall impact Links between sentences and paragraphs to navigate the reader Paragraphs organised around key events Elaboration within paragraphs to develop: description, action and feelings	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets
Year 5/6	Fully developed introduction and	Variation in sentence structures and	More complex examples of: Adverbs of	Parenthesis

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	conclusion to include personal responses Paragraphed events, which are detailed and engaging Clear chronology throughout the piece by directing the reader to time and place Information is prioritised to the reader	wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion Use of passive and active	time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech	Dashes Colons Semi-colons

Non-chronological Report – Writing to Inform	Purpose	Types
This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving. This could be fictional or non-fictional.	To describe what things are like (were like) To inform the reader of a specific subject content	Factfile Report Science encyclopaedia/documentary type Information Leaflet

Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Reception	Oral description of an object/person/place or thing Simple sentence containing an adjective	Use of simple sentence structures. Caption Writing – Creating Facts	Nouns and verbs correct	Capital letter and full stop
Year 1	Introduction Ideas grouped into similarities Use of causal conjunctions Simple sentence with a capital letter and full stop.	Use of simple sentence structures. Use of time conjunctions at the start	Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Clear introduction to classify the subject of the report Grouping Information into specific paragraphs: Classification Description Habitats etc.	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Simple and Progressive present and past tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Generalising words – many, most, some Use of technical vocabulary	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Clear introduction and conclusion Paragraphs organised correctly into key ideas Subheadings used to organise information	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Sentences contain more than one clause using coordination and subordination	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets
Year 5/6	Introduction and conclusion provide	Variation in sentence structures and	More complex examples of: Adverbs of	Parenthesis

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	detail and give cohesion to the piece Subheadings and bullets points enhance the organisation Introductory sentence for each paragraph to explicitly give the main idea	wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion Use of passive and active Comparative sentences	time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Correct use of simple past, past progressive and past perfect Fronted adverbials Third person Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech	Dashes Colons Semi-colons Bullet point

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Narrative – Writing to Entertain	Purpose	Types
Children write many different types of story through KS1 and KS2. Although most share a common purpose (to tell a story in some way) there is specific knowledge children need in order to write a particular narrative text	To tell a story To share knowledge To celebrate and praise To entertain To reflect or share knowledge	Narrative types are developed throughout the school and can include: Myths, legends, fantasy, adventure, stories from religions, stories from different cultures, stories based upon film or media, traditional tales, fables, historical and other relevant types.

Year Group	Narrative Styles/Organisation	Sentence Features/Story Language	Grammatical Features	Punctuation
Reception	Oral retelling of events using time words and past tense Simple sentence recounting the story spoken and then written	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop
Year 1	Clear beginning and end using story language e.g. Once upon a time, One day, In the end. Ideas grouped together in chronological order Problem and simple resolution	Use of simple sentence structures. Size adjectives **big, small,** **enormous big,** **bigger, biggest** Emotion adjectives **sad, angry, cross, happy** Pronouns **I, she, he, they** Prepositions **up, down, into, out, to, onto** Time reference **once upon a time, one day, happily ever after**	Noun Consistent Past tense Adjectives Adventurous vocabulary	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Sentences written in chronological order indicated by time words Characters and setting are described in detail Paragraphing for a change of time or place Trigger event followed by a series of events and a conclusion	Simple adverbs to express how to do an action Noun phrases to describe **Story Language** **Adverbs** suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily **Story Starters** by the next morning, one day, as soon as **Story Endings** in the end, at the end of the day	Noun and noun phrase Progressive verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives Third person	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
	Correct use of pronoun Peter and Jane, they			

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Year 3		Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses **Story Language** **Simile and Metaphor** …as small as a mouth… …strong like a bull…	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations

	Time and place referenced at the start of each sentence Characters are introduced and who, what, when, where and why are established Story flows well and raises doubt and suspense There is a clear complication and events, which are paragraphed throughout Cohesion throughout	He had a heart of gold. Her tears were a river flowing down her face. **Adverbs** suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily **Accurate Action Verbs** pushed, rushed, shoved **Alliteration** Stunning stories, terrific tales.	Fronted adverbials Implied second person	
Year 4	Links between opening and resolution Links between paragraphs help to link one idea to the next Paragraphs organised correctly to build up to key events	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses **Story Language Simile and Metaphor** …as small as a mouth… …strong like a bull… He was a walking encyclpeadia. Her tears were a river flowing down her face. **Adverbs for Frequency or Subtlety** often, seldom, exactly, suspiciously, craftily **Conjunctions to add information** moreover, furthermore, in addition, in due course **Alliteration** Stunning stories, terrific tales.	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets
Year 5	Opening and resolution shape the story Paragraphs varied in length and structure Dialogue is used to move the action	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often	Parenthesis Dashes Colons Semi-colons

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	on or to heighten empathy for a character	Clauses Variation in sentence length **Simile and Metaphor** …as small as a mouth… …strong like a bull… He was a walking encyclpeadia. Her tears were a river flowing down her face. **Alliteration** **Adverbs for Frequency or Subtlety** often, seldom, exactly, suspiciously, craftily **Repetition** The boys ran and ran until they could run no more. **Personification** The bees played hide and seek with the flower. The first rays of morning tiptoed through the field.	Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type Pronouns used to hide the doer of the action – it crept into the woods	

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Year 6	The story is well constructed and raises intrigue Dialogue is used to move the action on or to heighten empathy for a character Deliberate ambiguity is set up in the mind of the reader to be answered later on in the text	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length **Active and Passive** They removed the ring from the drawer. The ring was removed from the drawer. **Modifiers for intensity** insignificant amount, exceptionally, recently, evidently **Alliteration** **Repetition** The boys ran and ran until they could run no more. **Personification** The bees played hide and seek with the flower. The first rays of morning tiptoed through the field.	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type	Parenthesis Dashes Colons Semi-colons

Persuasive – Writing to Persuade	Purpose	Types
This form of writing provides the writer with the opportunity to encourage the reader/listener towards seeing thing the same way as them This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.	To make a case for a particular point of view To motivate, move or convince someone towards a certain opinion	Poster Advertisements Travel Brochure Letter (eg letter of complaint)

Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Year 2	Posters and Letters using key language features	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe process Subordinating and Coordinating sentences used to add information and detail	Noun and noun phrase Simple and Progressive present tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Technical vocabulary	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Clear introduction and conclusion Paragraphs organised around key ideas/subject and issue Use of subheading to navigate the reader(where appropriate)	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Rhetorical questions Turning opinion into fact Emotive language Exaggeration Facts and figures	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials First and third person Standard English	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets and other parenthesis
Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece Paragraphs organised to structure the argument Arguments are well-constructed with evidence Viewpoint of the writer is evident throughout	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion Use of passive and active Concession and condescension are used to impact the	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise	Parenthesis Dashes Colons Semi-colons

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		Reader Exaggeration Facts and figures Rhetorical questions	Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech	

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Discursive – Writing to Discuss	Purpose	Types
This form of writing allows for a reasoned and balanced overview to discuss an issue or controversial topic. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving	To present arguments and information from different viewpoints To show for and against	Newspaper Article Essay

Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece Paragraphs organised to structure the argument Arguments on both sides are well-constructed Formal language is used throughout to show a balanced viewpoint	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Rhetorical questions Variation in sentence length to support cohesion	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech Abstract nouns	Parenthesis Dashes Colons Semi-colons

Elveden C of E Primary Academy Text Type

Poetry

Children will also have the opportunity throughout the school to write and perform poetry. This could take the form of haikus, acrostic poems, shape poems, free verse and others.