

Curriculum Story

Our Writing Curriculum focuses on equipping children with the tools to write effectively in a sequential manner. At its centre is the idea that writing is made up of small building blocks which contribute to a child's ability to effectively convey ideas in writing. Much like Mathematics, knowledge and skills must be gained in a logical order. For example, just as children must know number bonds and place value in the early stages of their education to be effective Mathematicians later on, so must children be confident in understanding concepts like capital letters, full stops, conjunctions and nouns early on so that they can be effective Writers in multiple genres later.

To this end, our writing curriculum uses a mastery approach. At each stage of their education, children develop a deep knowledge of identified 'non-negotiables': the building blocks that they must understand at any given stage so that their written word can convey meaning and ideas with increasing accuracy and proficiency as they progress through school. A deep knowledge of the key components of writing in Year 1 is essential to understanding the next stage of the writing journey in Year 2; in Year 2, a deep knowledge of the identified key components of writing is essential so that they can understand the next stage of the writing journey in Year 3, and so on.

The 'Learning Journey' of our Writing Curriculum follows the notion that the **majority of** basic Grammatical Skills are embedded and secure by the time children leave Lower Key Stage 2. In Upper Key Stage 2, the focus is shifted towards the manner in which the writer employs and uses these prior learned skills - as well as a smaller number of new, more advanced skills – to contribute towards meaning and effective communication at the whole-text level. For example, in Year 5, pupils encounter the idea of the complex sentence (which utilises their previously acquired knowledge around conjunctions in Years 2, 3 and 4) and how it can be applied to great effect in descriptive passages where a reader may require further information about where, when or how an action has occurred.

Underpinning our writing curriculum is the belief that writing is a tool of communication and the means by which we '**effectively transmit ideas and knowledge in print**'. This means choosing the best format and language to match our audience and purpose. Our overall curriculum goals align with the notion of author John Dougherty, who expressed the idea that 'good writing is about communication, and will vary depending on what you're trying to communicate, what kinds of emotion you're trying to stir up, what kind of character you're trying to put into [the reader's] minds.'

Compositional Knowledge

Good composition, poor transcription

These children have good genre and text understanding, but struggle with handwriting, spelling, sentence construction etc.

Good composition, good transcription

Skilled at both elements, these children are comfortable with spelling, handwriting and sentence construction and use these to compose genre-appropriate writing.

Our aim is for our children to work in this quadrant; for all children to have good compositional knowledge and good transcriptional knowledge to best express their knowledge in writing.

Transcriptional Knowledge

Poor Composition, Poor Transcription

These children find transcription and composition challenging. They may find it difficult to generate ideas and put words on paper.

Poor composition, good transcription

Comfortable with spelling, handwriting and sentence construction, but may struggle with composing genre-appropriate writing

Essential Writing Knowledge

Process Knowledge

Knowledge about the processes and procedures that we use to make our writing effective.

For example:

Generating ideas, planning, drafting, editing, and publishing our work.

Genre Knowledge

Knowledge of the typical textual, linguistic, literary and grammatical features that make our writing successful.

Audience Knowledge

Knowledge of the purpose of their writing, who they are writing for, why a reader may choose to read it and how they can meet their readers' needs.

Transcriptional Knowledge

Knowledge of spelling and punctuation conventions, along with handwriting skills and keyboard skills where appropriate.

Big Concepts: Writing

Our Writing Curriculum is sequenced with the intention of building up key knowledge and skills over time. Throughout our writing units, we embed the big concepts of writing.

Many of these are linked closely to reading, and our curriculum relies heavily upon children using what they have read as inspiration for their own writing.



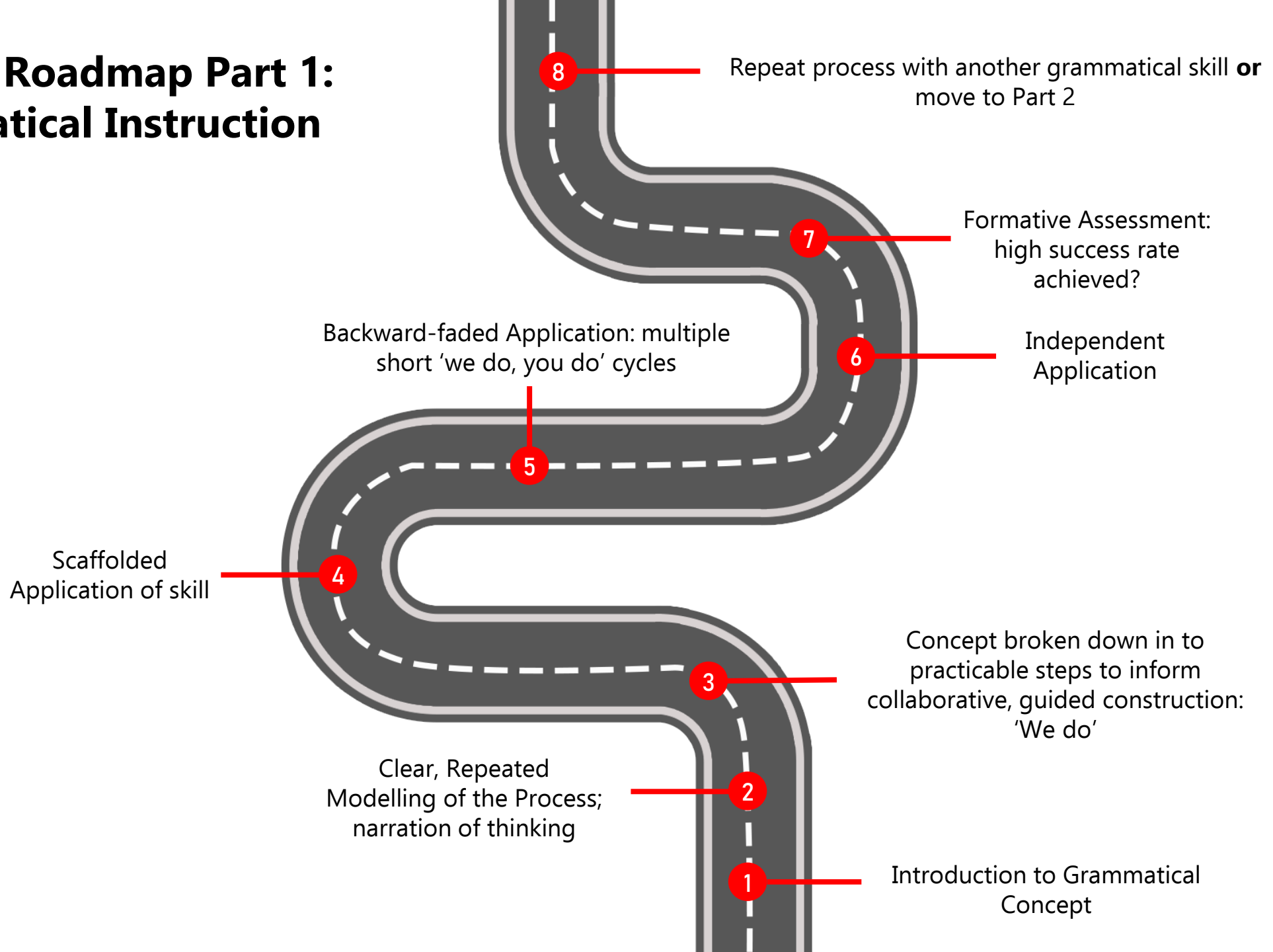
Concept	Definition	Associated Vocab Examples
Form	The name of the text type and its associated conventions.	Fiction, non-fiction, story, information, layout
Vocabulary	The choice of words we use at any moment to convey an idea.	adjectives, nouns, pronouns, adverbs, authorial intent, objective, meaning
Style	The way the author uses words: their word choice, sentence structure, figurative language, sentence arrangement etc	Complex sentences, simple sentences, descriptive, metaphor, simile, paragraph
Cohesion	The way we use words and grammatical structures to join ideas within a text across sentences and paragraphs.	Cohesive devices, conjunctions, cause and effect, time, addition, comparison, contrast.
Drafting	Attempting to write effectively.	Testing out, correcting, uplevelling
Editing	Making improvements and corrections so our writing is as effective as possible.	Error, addition, omission, deletion, improvement, uplevelling
Audience	Who our text is written for.	Knowledge (of the audience), age, intention,
Grammar	The rules which allows us to structure sentences.	Clauses, punctuation, speech, word order, word classes
Purpose	The intention behind our writing.	Reason, intention, aim
Punctuation	The varied marks we use outside of letter writing to denote meaning and share ideas	Full stop, comma, apostrophe, quotation, question, exclamation, brackets, braces, parenthesis, dash, hyphen, ellipsis, colon, semicolon.

Writing Sequence

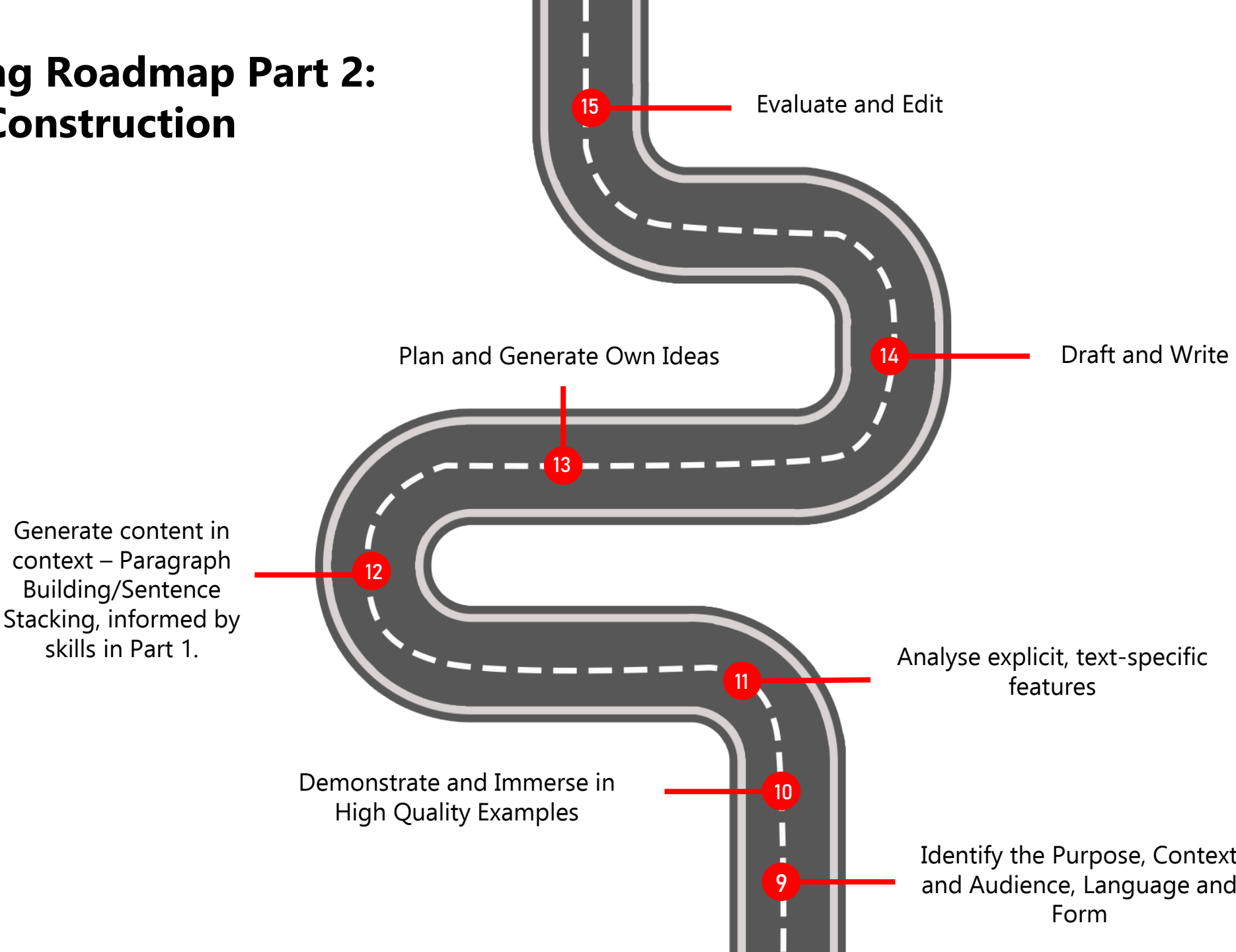
Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Grammar Objectives <i>Refer to Grammar Sequencing document</i>		Text Immersion and Analysis		Application of Grammar Objective in Context

Week 2				
Monday	Tuesday	Wednesday	Thursday	Friday
Sentence Stacking Application of new and old grammatical objectives in context.		Planning, Drafting, Editing		

Writing Roadmap Part 1: Grammatical Instruction



Writing Roadmap Part 2: Text Construction



Essential Knowledge

Reception

I know:

- ...that marks I make have meaning
- ...how to write my own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.
- ...how to make letter-type shapes to represent sounds of my name and other familiar words.
- ...that I use words to express my thoughts and knowledge.
- ...that words are made up of sounds.
- ...that sounds are represented by letters.
- ...that writing can be used to share information with others.

So I can...

- Talk about my work.
- Write on paper in a left to right direction.
- Hold my pencil effectively to form letters correctly.
- Sit correctly at a table to produce my written work.
- Break the flow of speech into words, to
- Hear and say sounds in words and start to segment the sounds in words and blend them together.
- Use my developing phonic knowledge to write things such as labels and captions.
- Write simple phrases and sentences that can be read by others.

Essential Knowledge

Year 1

I know:

- ...that a sentence is a set of words that mean something.
- ...that a sentence says something about someone or about something.
- ...that a series of sentences together can tell a story, recount events or convey information.
- ...that we can remember and recall a sentence verbally, and we can use this to write the sentence down.
- ...that a sentence which is written down always begins with a capital letter and nearly always ends with a full stop.
- ...that we can sometimes use 'and' in place of a full stop.
- ...that when we use 'and', we can add another sentence to the one we already have.
- ...that these words are called conjunctions.
- ...that 'I' is a word which I use when I talk about myself.
- ...that a piece of writing should give information to someone who is reading it.

So I can...

- ...orally rehearse a sentence and commit it to memory.
- ...recognise when a sentence makes sense.
- ...write a number of meaningful simple sentences in sequence.
- ...use a capital letter and a full stop to demarcate each sentence.
- ...leave appropriately sized spaces between words.
- ...that we can use 'and' in place of a full stop.
- ...join two sentences using 'and' to make a compound sentence.
- ...use the personal pronoun 'I' when referring to myself in writing.
- ...begin to write for a purpose.

Year 2

In addition to Year 1 knowledge...

I know:

- ...that a sentence can begin with *because, if, or when*
- ...that these words can also be used somewhere else in the sentence.
- ...that these words are conjunctions and can join two parts of a sentence together.
- ...that *and, but* and *or* are also conjunctions, but we do not use these to begin a sentence.
- **...that a written question ends with a question mark, not a full stop.**
- ...that an exclamation is a sentence which expresses an emotion. They can be spoken suddenly, loudly or emphatically.
- ...that a list is a set of words written down.
- ...that when a list is included in a sentence, each word should be separated by a comma apart from the last two.
- ...that the last two words in a list should be separated by 'and'
- **...that a noun is a word that names a thing, person or place.**
- ...that a noun almost always comes after a determiner.
- ...that determiners can tell us if there is one thing or several things (a, an, the, some, many)
- **...that an adjective is a word which describes a noun.**
- **...that when we use an adjective before a noun, it creates an expanded noun phrase.**
- **...that a verb is a doing, happening or action word**
- ...that we can change a verb to give a different impression of something.
- **...that an adverb says *how* something happens.**
- ...that adverbs sometimes, but do not always, end in -ly.
- **...that multiple sentences in sequence can form a narrative.**
- ...that narratives describe things that happened in the past, or that are happening now (present).
- **...that past tense words often end with 'ed'**
- ...that some verbs end in 'ing', and these are called progressive verbs.
- **...that an apostrophe can show us when a letter is missing from a word.**
- **...that apostrophes can also show us when one thing belongs to another thing.**
- **...that writing can be fiction or non-fiction, used to entertain or inform.**

So I can...

- ...write a number of sentences in sequence.
- ...plan and write with a beginning, middle and end.
- ...write using a variety of simple and compound sentences, joined with simple conjunctions e.g. and, then, but, or.
- ...write some sentences using subordinating conjunctions (e.g. when/if/that/because).
- ...write sentences using because, if, when.
- ...use exclamation marks and question marks correctly.
- ...write questions beginning with who, what, where, when, how, has...
- ...improve a noun phrase by adding one or more adjectives and/or replacing/strengthening the noun with an alternative noun.
- ...select and use alternative verbs.
- ...use ly adverbs in association with verbs.
- ...use apostrophes for possession.
- ...use apostrophes for omission.
- ...write a range of fiction and non-fiction.

Year 3

In addition to KS1 knowledge...

I know:

- **...that a paragraph is a group of sentences that together can cover one topic, subject or theme.**
- ...that a list can be made vertically on a page, but can also be included in a sentence.
- ...that when a list is included in a sentence, each word should be separated by a comma.
- ...that a group of nouns, adjectives or adverbs can be included in a list.
- ...that when a sentence begins with conjunctions such as because, if, or when, a comma is required to separate the two parts of the sentence.
- **...that a 'part' of a sentence is known as a clause.**
- **...that when we use a subordinating conjunction in a sentence, one of the clauses will not make sense on its own.**
- **...that this is called a subordinate clause.**
- **...that adverbs can indicate manner, time, place or frequency.**
- ...that adverbs say more about the verb in a sentence.
- ...that verbs, adverbs and adjectives are selected to create an effect within a text.
- ...that a preposition is a word that comes before a noun or an adjective
- ...that prepositions sometimes indicate the position of one noun relative to another.
- ...that a noun phrase can be extended by adding a preposition.
- **...that it is essential to maintain tense and person in a piece of writing for it to make sense.**
- **...that when a character speaks in a story, we use inverted commas to tell the reader which words the character is speaking.**
- **...that a comma can replace a full stop within inverted commas, if this is followed by an explanation of who is speaking ('said...').**
- ...that we still use question marks and exclamation marks when a character is asking a question or making an exclamation.
- **...that there are a range of fiction and non-fiction text types, each of which has a specific purpose.**

So I can...

- ...organise writing in to at least three paragraphs (beginning/middle/end, introduction/middle/conclusion).
- ...use a comma-separated lists in sentences.
- ...include sentences containing subordinating conjunctions, using a comma to separate clauses where necessary.
- ...include *when, where, how, how often* adverbs and adverbial phrases.
- ...include degree of intensity with *-ly* adverbs – *very, fairly, really*
- ...select alternative and more effective verbs.
- ...extend a noun phrase by adding a prepositional phrase - *at, over, by, with, to, behind, before, under, near, without*
- ...write using consistency of tense and person.
- ...change the order of words in a sentence and modify to make it into a question.
- ...include dialogue in a narrative.

Year 4

In addition to KS1 and Y3 knowledge...

I know:

- ...that the relative pronouns *which, who or that* (whom, whose) can be used to form a clause that says something more about the noun (hence it is adjectival).
- ...that a relative clause is a form of subordinate clause.
- **...some other subordinating conjunctions, in addition to *because, if, when, are so, that, while, since, though, although*.**
- ...that when a list consists phrases or clauses, the items should be separated by semi-colons.
- ...that a colon can be used to introduce the list.
- **...that adverbs can be used in a variety of places within sentences.**
- ...that when we use an adverb at the start of a sentence, it is called a fronted adverbial.
- **...that the order of clauses in a sentence can be chosen for effect.**
- **...that repeating a noun too often is unnecessary, hence the use of a pronoun.**
- ...that overuse of pronouns can create ambiguity.
- **...that an apostrophe is used in a noun to mark possession (but not plurality).**
- ...that a superlative denotes the highest degree or most quality.
- ...that a comparative compares one to another.
- ...that when using direct speech, a character's speech can be split up in to two 'chunks' (split speech).
- **...that fiction and non-fiction texts may be structured differently depending on their purpose and audience.**

So I can...

- ...organise writing into an appropriate number of paragraphs.
- ...use the relative pronouns *which* or *who* to make an embedded clause complex sentence. Shorten the clause by removing the pronoun.
- ...use the following range of conjunctions; *if, so that, while, since, though, although, when, because*.
- ...include in a sentence a semi-colon separated list.
- ...use a colon to introduce a list or a topic.
- ...include *how, when, where, how often* adverbs/ adverbial phrases in a variety of positions within a sentence.
- ...use a variety of simple, compound and complex sentences, experimenting with clause order and effect.
- ...use superlatives and comparatives.
- ...use an appropriate balance of nouns to pronouns to avoid ambiguity.
- ...use apostrophe to mark possession.
- ...use direct speech punctuation correctly.

Year 5

In addition to KS1 and LKS2 knowledge...

I know:

- **...a semi-colon can be used to join two independent and complete sentences together that are closely connected in their ideas.**
- ...that a semi-colon will often replace a conjunction.
- **...that there is a wide range of subordinating conjunctions that form subordinating clauses.**
- **...that brackets, hyphens or commas can be used for parenthesis.**
- **...that parenthesis is a way of adding extra information to a sentence.**
- ...that words such as *quite, fairly, rather, pretty* can modify an adjective or adverb.
- **...that words and phrases can be used to join ideas across sentences and paragraphs, and that this is called cohesion.**
- ...that most sentences contain a subject and an object.
- ...that the subject is the thing performing the verb.
- ...that the object is the thing being acted upon.
- ...that a passive sentence is a sentence that is written in the passive voice, which is where the person or object that receives an action is placed after the actual action itself.
- **...that the level of formality of a text depends on its purpose and audience.**

So I can...

- ...use a semi-colon as a silent connective.
- ...make complex sentences using - *after, as, as if, as long as, as though, before, if, in case, once, since, than, that, until, unless, when(ever), where(ever), whereas, while, providing, so long as*
- ...use a variety of longer and shorter sentences to enhance desired effect.
- ...use brackets, hyphens, commas for parenthesis.
- ...select adverbs for degree of intensity.
- ...create cohesion within a text.
- ...use active or passive sentences appropriate for text type.

Year 6

In addition to KS1, LKS2 and Y5 knowledge...

I know:

- ...that a long sentence can be simple, compound or complex.
- ...that a short sentence can be simple, compound or complex.
- ...that in narrative and non-narrative writing, there is a range of purposes for using shorter and longer sentences.
- ...that commas can be used to avoid ambiguity.
- ...that hyphens can be used to avoid ambiguity.
- ...that using the subjunctive form can allow our writing to become more formal.
- ...that we should change, control and adjust the level of formality within a text depending on the needs of the audience and the text (e.g. informal speech within dialogue).

So I can...

- ...Use a variety of sentence lengths and types (simple, compound, complex) sometimes using 2 or more subordinate clauses.
- ...Use a full range of punctuation correctly.
- ...Avoid ambiguity in my writing
- ...Use grammatical features which allow my writing to become more formal.

Transcriptional Knowledge

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children know how to...					
<p>write lower case and capital letters of the alphabet in the correct direction, starting and finishing in the right place .</p> <p>sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>form digits 0-9.</p>	<p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>form lower case letters of the correct size, relative to one another.</p> <p>use spacing between words that reflects the size of the letters.</p> <p>use the diagonal and horizontal strokes needed to join letters.</p>	<p>use a neat, joined handwriting style with increasing accuracy and speed and know when it is best to leave some letters un-joined.</p>	<p>confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>choose the standard of handwriting that is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>choose the writing implement that is best suited for a task.</p>

Essential Genre Knowledge

Year 1

Year 1	
Character Description	<ul style="list-style-type: none">• Know that we write a character description to help our audience imagine a character.• Know that a character description tells the reader a lot about a character.• Know that we should describe what a character looks like and what they sound like.• Know that we can describe what a character is thinking or feeling.
Setting Description	<ul style="list-style-type: none">• Know that we write a setting description to help our audience imagine a place.• Know that a setting description tells the reader a lot about a place.• Know that we should describe what the place looks, sounds, and smells like.
Narrative	<ul style="list-style-type: none">• Know that 'narrative' is another word for a story• Know that a narrative has a beginning, a middle and an end.• Know that narratives have a main character who the story is about.• Know that something interesting should happen to the main character.• Know that a narrative should be entertaining or fun for our reader.
Diary Entry	<ul style="list-style-type: none">• Know that a diary is a personal object filled with 'entries', which is when the writer writes about something that has happened to them.• Know that diaries are written in first-person.• Know that, like stories, diaries usually have a beginning, a middle and an end.• Know that diaries usually talk about exciting events.• Know that the writer of a diary writes about their thoughts and feelings about an event.

Year 1

Letter/Postcard

- Know that we write a letter or postcard when we want to talk directly to somebody.
- Know that a letter or postcard to someone we know uses the first person.
- Know that words like "I" and "you" are regularly used in letters and postcards.
- Know that a letter or postcard often describes what we have been doing
- Know that if we want the other person to respond, we can ask questions in our letter/postcard.
- Know that a letter should begin with "Dear..." and end with "From..."

Recount

- Know that a recount is when we talk about something that has happened to us or that we have seen.
- Know that a recount is usually written in the first person and uses words like "I", "me" and "my".
- Know that a recount should be in time order.
- Know that a recount uses words to tell us when and how something happened.
- Know that a recount can include what we think or feel about something.

Instruction

- Know that instructions tell somebody how to do something.
- Know that the title of an information text should tell the reader what they are going to be doing.
- Know that instructions should be written in order, from the first thing the reader should do all the way to the last thing.
- Know that the reader should be given a list of things they will need.
- Know that the writer should use commands to tell the reader exactly what to do.
- Know that we should put a new instruction on a new line to make sure it is easy to read.

Information Text

- Know that an information text should tell the reader something they don't know about.
- Know that an information text should have a title which tells the reader what the text is about
- Know that we can put information in to sections, and that each section can have its own subtitle.
- Know that an information text should contain a lot of facts.

Year 2

Traditional Tale

- Know that a traditional tale is a story which is directed at children.
- Know that a traditional tale is a story about a main character who has a problem.
- Know that there is often a villain in a Traditional Tale.
- Know that a traditional tale has a beginning, a middle and an ending.
- Know that a traditional tale should entertain.
- Know that a traditional tale should describe the setting and characters.
- Know that a story should be in either past or present tense throughout.

Character Description

- Know that we write a character description to help our audience imagine a character.
- Know that a character description tells the reader a lot about a person.
- Know that we should describe what the person looks like and what they sound like.
- Know that we can describe what a character is thinking or feeling.
- Know that we can describe a character's personality (what they are like).
- Know that we can describe the character's background (what they have done in the past).

Setting Description

- Know that we write a setting description to help our audience imagine a place.
- Know that a setting description tells the reader a lot about a place.
- Know that we should describe what the place looks, sounds, and smells like.
- Know that we can use a range of describing words to help the reader imagine a place.
- Know that expanded noun phrases help us to do this.

Adventure Story

- Know that an adventure story involves characters going to an unfamiliar place.
- Know that an adventure story should be entertaining.
- Know that an adventure story has a beginning, a middle and an end.
- Know that the characters in an adventure story should face a problem that needs to be solved.
- Know that the ending is where the problems introduced earlier are solved.
- Know that the setting and characters should be described to help the reader picture what is happening
- Know that a story should be in either past or present tense throughout.

Year 2

Instructions

- Know that instructions tell somebody how to do something.
- Know that the title of an instruction text should tell the reader what they are going to be doing.
- Know that an instruction starts with an introduction.
- Know that instructions should be written in order, from the first thing the reader should do all the way to the last thing.
- Know that the reader should be given a list of things they will need.
- Know that the writer should use commands to tell the reader exactly what to do.
- Know that we should put a new instruction on a new line to make sure it is easy to read.

Persuasive Writing

- Know that when we persuade someone, we are trying to get them to do or think something.
- Know that a persuasive text often uses the word 'you' to address the reader directly.
- Know that we should express a strong opinion in a persuasive text.
- Know that we can use facts to help make our persuasion stronger.
- Know that a persuasive text has an introduction and a conclusion.

Recount

- Know that a recount is when we talk about something that has happened to us or that we have seen.
- Know that a recount is usually written in the first person and uses words like "I", "me" and "my".
- Know that a recount should be in time order.
- Know that a recount uses words to tell us when and how something happened.
- Know that a recount can include what we think or feel about something.
- Know that a recount contains an introduction which explains to the reader the context of the event.
- Know that a recount often contains a conclusion which may contain an opinion on the event.

Explanation

- Know that an explanation text should tell the reader how and why something happens.
- Know that explanation texts should be written in the order that things happen.
- Know that an explanation text should have a title which tells the reader what the text is about.
- Know that an explanation text begins with an introduction and ends with a conclusion.
- Know that an explanation text is descriptive.

Year 3

Narrative

- Know that a narrative tells a story about one or more main characters.
- Know that the purpose of a narrative is to entertain the reader.
- Know that a narrative contains a beginning, which often describes the character and/or setting.
- Know that a narrative contains a middle, in which the character(s) encounter a problem.
- Know that the ending of a narrative is where the problem encountered has a resolution.
- Know that narratives often contain dialogue between two or more people.
- Know that narratives should be consistent in their tense.

Character Description

- Know that the purpose of a character description is to help our audience imagine a character.
- Know that we should describe what the person looks like and what they sound like.
- Know that we can describe what a character is thinking or feeling.
- Know that we can describe a character's personality (what they are like).
- Know that we can describe the character's background (what they have done in the past).
- Know that a character description is not narrative and should not contain a story.
- Know that ambitious vocabulary helps our reader to visualise the character.

Setting Description

- Know that the purpose of a setting description is to help our audience imagine a place.
- Know that we should describe what the place looks, sounds, and smells like.
- Know that a setting description should include atmosphere and mood.
- Know that a setting description is not narrative and should not contain a story.
- Know that the vocabulary in a setting description should be ambitious, so that our reader can visualise the setting.

Adventure Story

- Know that an adventure story involves characters going to an unfamiliar place.
- Know that an adventure story's purpose is to entertain.
- Know that an adventure story has a beginning, a complication/problem, a middle and an end.
- Know that the ending is where the problems introduced earlier are solved.
- Know that the setting and characters should be described throughout to help the reader picture what is happening.
- Know that adventure stories often rely upon dialogue (two or more characters talking) to be exciting.
- Know that stories should be consistent in their tense.

Year 3

Instructions

- Know that instructions tell somebody how to do something.
- Know that the title of an instruction text should tell the reader what they are going to be doing.
- Know that an instruction starts with an introduction.
- Know that instructions should be written in order, from the first thing the reader should do all the way to the last thing.
- Know that the reader should be given a list of things they will need.
- Know that the writer should use commands to tell the reader exactly what to do.
- Know that we should put a new instruction on a new line to make sure it is easy to read.
- Know that adverbs may help the reader to understand how to do something.
- Know that diagrams may help our reader to understand what to do.

Persuasive Writing

- Know that when we persuade someone, we are trying to get them to do or think something.
- Know that a persuasive text often uses the word 'you' to address the reader directly.
- Know that we should express a strong opinion in a persuasive text.
- Know that we can use facts to help make our persuasion stronger.
- Know that a persuasive text has an introduction and a conclusion.
- Know that we should write in paragraphs to make our points clear.
- Know that each paragraph should address an individual point.
- Know that a concluding paragraph restates opinions.

Recount

- Know that a recount is when we talk about something that has happened to us or that we have seen.
- Know that a recount is usually written in the first person and uses words like "I", "me" and "my".
- Know that a recount should be in time order and use time conjunctions at the start of paragraphs.
- Know that an introduction paragraph briefly covers who, what, where and when the event happened.
- Know that a recount uses words to tell us when and how something happened (adverbs).
- Know that a concluding paragraph can include what we think or feel about the event.
- Know that a recount contains an introduction which explains to the reader the context of the event.

Non-Chronological Report

- Know that a non-chronological report should tell the reader how and why something happens.
- Know that a non-chronological report is not in order of time.
- Know that an introductory paragraph details who/what/where.
- Know that each paragraph should discuss a different element of the topic.
- Know that paragraphs often have subtitles which tell the reader what the paragraph is about.
- Know that an explanation text should have a title which tells the reader what the text is about.
- Know that an explanation text begins with an introduction and ends with a conclusion.
- Know that an non-chronological texts are contain subject-specific vocabulary.

Year 4

Narrative

- Know that a narrative tells a story about one or more main characters.
- Know that the purpose of a narrative is to entertain the reader.
- Know that all narratives are about change or conflict, and how this is overcome.
- Know that a narrative contains a beginning, which often describes the character and/or setting when everything is 'normal'.
- Know that a narrative contains a middle, in which the character(s) encounter a problem or something changes.
- Know that the ending of a narrative is where the problem encountered is resolved.
- Know that narratives often contain dialogue between two or more people.
- Know that ambitious vocabulary allows the reader to visualise clearly what is happening.

Character Description

- Know that the purpose of a character description is to help our audience imagine a character.
- Know that we should describe what the person looks like and what they sound like.
- Know that we can describe what a character is thinking or feeling.
- Know that we can describe a character's personality (what they are like).
- Know that we can describe the character's background (what they have done in the past).
- Know that a character description is not narrative and should not contain a story.
- Know that ambitious vocabulary helps our reader to visualise the character.
- Know that describing words and phrases can create an impression of a character being a hero or a villain.
- Know that comparing characters to other people or objects can help our reader to imagine the character.

Setting Description

- Know that the purpose of a setting description is to help our audience imagine a place.
- Know that we should describe what the place looks, sounds, and smells like.
- Know that a setting description should include atmosphere and mood.
- Know that a setting description is not narrative and should not contain a story.
- Know that the vocabulary in a setting description should be ambitious, so that our reader can visualise the setting.
- Know that we can compare a setting to another place to help the reader imagine the setting.

Adventure Story

- Know that an adventure story involves characters going to an unfamiliar place.
- Know that an adventure story's purpose is to entertain.
- Know that an adventure story has a beginning, a complication/problem, a middle and an end.
- Know that the ending is where the problems introduced earlier are solved.
- Know that the setting and characters should be described throughout to help the reader picture what is happening.
- Know that adventure stories often rely upon dialogue (two or more characters talking) to drive the story forward.

Year 4

Instructions

- Know that instructions tell somebody how to do something.
- Know that the title of an instruction text should tell the reader what they are going to be doing.
- Know that an instruction starts with an introduction.
- Know that instructions should be written in order, from the first thing the reader should do all the way to the last thing.
- Know that the reader should be given a list of things they will need.
- Know that the writer should use commands to tell the reader exactly what to do.
- Know that we should put a new instruction on a new line to make sure it is easy to read.
- Know that adverbs may help the reader to understand how to do something.
- Know that diagrams may help our reader to understand what to do.
- Know that instructions may require a brief explanation of why the reader should take a certain step.

Persuasive Writing

- Know that when we persuade someone, we are trying to get them to do or think something.
- Know that a persuasive text often uses the word 'you' to address the reader directly.
- Know that rhetorical questions are often used in persuasive texts.
- Know that we should express a strong opinion in a persuasive text.
- Know that we can use facts to help make our persuasion stronger.
- Know that a persuasive text has an introduction and a conclusion, and that the conclusion often refers back to the introduction.
- Know that we should write in paragraphs to make our points clear.
- Know that each paragraph should address an individual point.
- Know that a concluding paragraph restates opinions.

Recount

- Know that a recount is when we talk about something that has happened to us or that we have seen.
- Know that a recount is usually written in the first person and uses words like "I", "me" and "my".
- Know that a recount should be in time order and use time conjunctions at the start of paragraphs.
- Know that an introduction paragraph briefly covers who, what, where and when the event happened.
- Know that a recount uses words to tell us when and how something happened (adverbs).
- Know that a concluding paragraph can include what we think or feel about the event.
- Know that a recount contains an introduction which explains to the reader the context of the event.

Non-Chronological Report

- Know that a non-chronological report should tell the reader how and why something happens.
- Know that a non-chronological report is not in order of time.
- Know that an introductory paragraph details who/what/where.
- Know that each paragraph should discuss a different element of the topic.
- Know that paragraphs often have subtitles which tell the reader what the paragraph is about.
- Know that an explanation text should have a title which tells the reader what the text is about.
- Know that an explanation text begins with an introduction and ends with a conclusion.
- Know that an non-chronological texts are contain subject-specific vocabulary.

Year 5

Narrative

- Know that a narrative tells a story about one or more main characters.
- Know that the purpose of a narrative is to entertain the reader.
- Know that all narratives are about change or conflict, and how this is overcome.
- Know that a narrative contains a beginning, which often describes the character and/or setting when everything is 'normal'.
- Know that a narrative contains a middle, in which the character(s) encounter a problem or something changes.
- Know that the ending of a narrative is where the problem encountered is resolved.
- Know that the ending often reflects on what has changed or leaves the possibility of something else happening (e.g. a cliffhanger)
- Know that narratives often contain dialogue between two or more people.
- Know that dialogue should be purposeful; it should convey character or advance the action in a story.
- Know that ambitious vocabulary allows the reader to visualise clearly what is happening.

Character Description

- Know that the purpose of a character description is to help our audience imagine a character.
- Know that we should describe what the person looks like and what they sound like.
- Know that we can describe what a character is thinking or feeling.
- Know that we can describe a character's personality (what they are like).
- Know that we can describe the character's background (what they have done in the past).
- Know that a character description is not narrative and should not contain a story.
- Know that ambitious vocabulary helps our reader to visualise the character.
- Know that describing words and phrases can create an impression of a character being a hero or a villain.
- Know that comparing characters to other people or objects can help our reader to imagine the character.
- Know that metaphor and simile are two ways we can compare characters to other things.

Setting Description

- Know that the purpose of a setting description is to help our audience imagine a place.
- Know that we should describe what the place looks, sounds, and smells like.
- Know that a setting description should include atmosphere and mood.
- Know that a setting description is not narrative and should not contain a story.
- Know that the vocabulary in a setting description should be ambitious, so that our reader can visualise the setting.
- Know that we can compare a setting to another place to help the reader imagine the setting.
- Know that personification can be used to help create an impression of a place.

Adventure Story

- Know that an adventure story involves characters going to an unfamiliar place.
- Know that the term 'adventure' is associated with intrigue or risk, and that the unfamiliar place should contain an element of this.
- Know that the location in an adventure story is key to its success.
- Know that an adventure story's purpose is to entertain.
- Know that an adventure story has a beginning, a complication/problem, a middle and an end.
- Know that the ending is where the problems introduced earlier are solved.
- Know that the setting and characters should be described throughout to help the reader picture what is happening.
- Know that adventure stories often rely upon dialogue (two or more characters talking) to drive the story forward.

Year 5

Instructions	<ul style="list-style-type: none">• Know that instructions tell somebody how to do something.• Know that the title of an instruction text should tell the reader what they are going to be doing.• Know that an instruction starts with an introduction which explains the purpose of the text and reminds the reader of their task.• Know that instructions should be written in order, from the first thing the reader should do all the way to the last thing.• Know that the reader should be given a list of things they will need.• Know that the writer should use commands to tell the reader exactly what to do.• Know that we should put a new instruction on a new line to make sure it is easy to read.• Know that adverbs may help the reader to understand how to do something.• Know that diagrams may help our reader to understand what to do.• Know that instructions may require a brief explanation of why the reader should take a certain step.• Know that technical vocabulary should be used to provide clarity to the reader.• Know that the level of formality depends on context.
Persuasive Writing	<ul style="list-style-type: none">• Know that when we persuade someone, we are trying to get them to do or think something.• Know that a persuasive text often uses the word 'you' to address the reader directly.• Know that rhetorical questions are often used in persuasive texts.• Know that we should express a strong opinion in a persuasive text.• Know that we can use facts to help make our persuasion stronger.• Know that repetition and the rule of three help us to emphasise our points.• Know that a persuasive text has an introduction and a conclusion, and that the conclusion often refers back to the introduction.• Know that we should write in paragraphs to make our points clear, and that cohesive phrases can help our writing to 'flow'.• Know that each paragraph should address an individual point.• Know that a concluding paragraph restates opinions and leaves the reader with a plea.• Know that some persuasive texts can be formal (e.g. a balanced debate) whereas some can be informal (e.g. advertising).
Recount	<ul style="list-style-type: none">• Know that a recount is when we talk about something that has happened to us or that we have seen.• Know that a recount is usually written in the first person and uses words like "I", "me" and "my".• Know that a recount should be in time order and use time conjunctions at the start of paragraphs.• Know that an introduction paragraph briefly covers who, what, where and when the event happened.• Know that a recount uses words to tell us when and how something happened (adverbs).• Know that a concluding paragraph can include what we think or feel about the event.• Know that a recount contains an introduction which explains to the reader the context of the event.• Know that some recounts may be formal (e.g. eyewitness report) or informal (e.g. letter to a friend).
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Year 6

Narrative

- Know that a narrative tells a story about one or more main characters.
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- Know that all narratives are about change or conflict, and how this is overcome.
- Know that a narrative contains a beginning, which often describes the character and/or setting when everything is 'normal'.
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Year 6

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