

**English**  
**Writing**  
**Progression of Text Types**



## **Progression in Narrative Writing**

Narrative is central to children's learning. They use it as a tool to help them organise their ideas and to explore new ideas and experiences. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively.

The range of narrative that children will experience and create is very wide. Many powerful narratives are told using only images. ICT texts tell stories using interactive combinations of words, images and sounds. Narrative poems such as ballads tell stories and often include most of the generic features of narrative. Narrative texts can be fiction or non-fiction. A single text can include a range of text types, such as when a story is told with the addition of diary entries, letters or email texts.

### **Purpose:**

The essential purpose of narrative is to tell a story, but the detailed purpose may vary according to genre. For example, the purpose of a myth is often to explain a natural phenomenon and a legend is often intended to pass on cultural traditions or beliefs.

## Year 1

Topic: Story Writing	Phase: KS1	Strand: Narrative		
<b><u>What should I already know?</u></b>	<b><u>Diagrams/WAGOLL</u></b>	<b><u>Story Writing Skills:</u></b>		
<ul style="list-style-type: none"> <li>Recall popular fairy tales/stories</li> <li>Have read/heard different stories and can talk about them.</li> </ul>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>The Little Brown Duck*</b></p> <p>Once upon a time<sup>1</sup> there was a little brown duck. She loved bread and she wanted to make some to eat.<sup>2</sup></p> <p>First she had to plough the field to plant the wheat seeds. She pulled and pulled the farmer's plough but she fell and landed on the bumpy soil.<sup>3</sup> Who could help? She saw the farmyard horse and she asked him to help her. He was too busy swishing his tail<sup>4</sup> so the little brown duck would have to work all day on her own until it was done so she did.<sup>5,6</sup></p> <p>The next day she went to the barn to get the seeds but the sack was too heavy.<sup>7</sup> She asked the cow to help but she was too busy chewing the grass. The duck would have to do it by herself and so she did.<sup>8,9</sup></p> <p>The little brown duck dragged the sack all on her own and began to drop the seeds into the soil with her beak. It was going to take a long time<sup>10</sup> so she asked the rooster to help but he was too busy cleaning his feathers. The duck would have to do it by herself and so she did.<sup>11</sup></p> <p>At last<sup>12</sup> it was time to pick the grains and take them to the windmill to be turned into flour. The little brown duck did not ask for help this time.<sup>13</sup></p> <p>The next day she marched into the farmyard with something under her wing. What a wonderful loaf of bread! The unkind horse and the cow and the rooster all asked if they could help to eat it. The little brown duck told them that she had done the work all by herself so she would eat the bread all by herself.<sup>14</sup> And so she did!<sup>15</sup></p> </div>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">                     Reading Writing SPaG Investigation Expression                 </td> <td style="width: 50%; padding: 5px;">                     Interpretation Reflection Empathy Analysis Synthesis                 </td> </tr> </table>	Reading Writing SPaG Investigation Expression	Interpretation Reflection Empathy Analysis Synthesis
Reading Writing SPaG Investigation Expression	Interpretation Reflection Empathy Analysis Synthesis			
<b><u>What will I know by the end of the unit?</u></b>	<b><u>Vocabulary</u></b>			
<ul style="list-style-type: none"> <li>Stories need to include:                             <ul style="list-style-type: none"> <li>➤ Characters/objects</li> <li>➤ Setting</li> <li>➤ Beginning</li> <li>➤ Middle</li> <li>➤ End</li> </ul> </li> <li>Characters must be described</li> <li>Settings need to be described</li> <li>The beginning of the story introduces the characters and setting<sup>?</sup></li> <li>The middle needs a problem, what has gone wrong?<sup>?</sup></li> <li>The ending explains how the problem got fixed and how the story finished <sup>?</sup></li> <li>A range of adjectives makes a story more interesting <sup>?</sup></li> <li>Use full stops and capital letters<sup>?</sup></li> <li>Use conjunctions like 'and' and 'because' to extend sentences</li> <li>Include all appropriate requirements from the Year 1 banding sheet for writing</li> </ul>	<p style="text-align: center;"><b>Fiction</b> Made up – not real.</p> <p style="text-align: center;"><b>Characters</b> People/creatures in the story</p> <p style="text-align: center;"><b>Setting</b> Where the story takes place</p> <p style="text-align: center;"><b>Structure</b> The way something is set out</p>			

## Year 2

Topic: Story Writing	Phase: KS1	Strand: Narrative
<b><u>What should I already know?</u></b>	<b><u>Diagrams/WAGOLL</u></b>	<b><u>Story Writing Skills:</u></b>
<ul style="list-style-type: none"> <li>• Stories need to include:               <ul style="list-style-type: none"> <li>➢ Characters/objects</li> <li>➢ Setting</li> <li>➢ Beginning</li> <li>➢ Middle</li> <li>➢ End</li> </ul> </li> <li>• Characters must be described</li> <li>• Settings need to be described</li> <li>• The beginning of the story introduces the characters and setting?</li> <li>• The middle needs a problem, what has gone wrong?</li> <li>• The ending explains how the problem got fixed and how the story finished</li> <li>• A range of adjectives makes a story more interesting</li> <li>• Use full stops and capital letters?</li> <li>• Use conjunctions like 'and' and 'because' to extend sentences</li> </ul>	<div style="text-align: center;"> <p><b>The Gingerbread Man</b></p> </div>	<ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>SPaG</li> <li>Investigation</li> <li>Expression</li> <li>Interpretation</li> <li>Reflection</li> <li>Empathy</li> <li>Analysis</li> <li>Synthesis</li> </ul>
<b><u>What will I know by the end of the unit?</u></b>		<b><u>Vocabulary</u></b>
<ul style="list-style-type: none"> <li>• Stories need to include:               <ul style="list-style-type: none"> <li>➢ Title</li> <li>➢ Beginning</li> <li>➢ Build Up</li> <li>➢ Dilemma</li> <li>➢ Resolution</li> <li>➢ Ending</li> <li>➢ Characters/setting</li> </ul> </li> <li>• Capital letters and full stops used correctly</li> <li>• Characters are included and described</li> <li>• Setting are included and described</li> <li>• A triggering event is included</li> <li>• Events are described</li> <li>• There is a logical solution</li> <li>• Text is written in sequence</li> <li>• Include all appropriate requirements from the Year 2 banding sheet for writing.</li> </ul>		<ul style="list-style-type: none"> <li><b>Fiction</b> Made up – not real.</li> <li><b>Characters</b> People/creatures in the story</li> <li><b>Setting</b> Where the story takes place</li> <li><b>Structure</b> The way something is set out</li> <li><b>Dilemma</b> Problem</li> <li><b>Resolution</b> Solving a problem</li> <li><b>Event</b> Something happening</li> </ul>

## Year 3

Topic: Story Writing	Phase: KS2	Strand: Narrative
<b><u>What should I already know?</u></b>	<b><u>Diagrams/WAGOLL</u></b>	<b><u>Story Writing Skills:</u></b>
<ul style="list-style-type: none"> <li>• Stories need to include:               <ul style="list-style-type: none"> <li>➤ Title</li> <li>➤ Beginning</li> <li>➤ Build Up</li> <li>➤ Dilemma</li> <li>➤ Resolution</li> <li>➤ Ending</li> <li>➤ Characters/setting</li> </ul> </li> <li>• Capital letters and full stops used correctly</li> <li>• Characters are included and described</li> <li>• Setting are included and described</li> <li>• A triggering event is included</li> <li>• Events are described</li> <li>• There is a logical solution</li> <li>• Text is written in sequence</li> </ul>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;"><b>Charlie's Magical Chalk<sup>1</sup></b></p> <p style="font-size: small; margin: 0;">It was a hot, summer's day and Charlie was bored. Charlie's grandad came into the garden and gave him a box of chalk. "This is a special box of chalk that I had when I was a small boy. You can play with them if you like but only if you draw something nice,"<sup>2</sup> he explained kindly. Charlie wasn't very excited. He was an eight-year-old boy, who was far too cool and grown up to play with chalk. He stuffed the chalk into his backpack politely. "Thanks Grandad," said Charlie half-heartedly as he set off out of the door for summer school.<sup>2</sup></p> <p style="font-size: small; margin: 0;">Charlie spotted his best friend Amy as soon as he arrived. Charlie thought that Amy was funny and he looked forward to playing football and telling jokes with her. "Hey Charlie! I have been waiting for you. Let's play outside because it's not raining for once!"<sup>3</sup> she excitedly announced as she bounced off towards the door without even waiting for Charlie to reply. Charlie smiled. He knew Amy was impulsive but playing outside sounded like an excellent idea so he couldn't disagree with her.<sup>3</sup></p> <p style="font-size: small; margin: 0;">"What shall we do then?"<sup>7</sup> asked Amy. "My grandad gave me some chalk and said we could draw something nice,"<sup>7</sup> mumbled Charlie as he rolled his eyes. Amy looked excited. She snatched the chalks and drew a cat on the hard playground.</p> </div>	<p>Reading</p> <p>Writing</p> <p>SPaG</p> <p>Investigation</p> <p>Expression</p> <p>Interpretation</p> <p>Reflection</p> <p>Empathy</p> <p>Analysis</p> <p>Synthesis</p>
<b><u>What will I know by the end of the unit?</u></b>	<div style="border: 1px solid black; padding: 5px;"> <p style="font-size: small; margin: 0;">"Do you think that's nice enough for your grandad?" she smirked as she got back on her feet but Charlie didn't smile back. He blinked, rubbed his eyes and stared with his mouth wide open. Amy was completely confused and was about to give him a friendly punch in the arm when she heard a tiny, gentle mew from behind her. She span around to see that her drawing of a cat had come to life! The cat brushed softly between Amy's legs as she stood there amazed. Charlie picked up the magical pack of chalk and looked mischievously at Amy.<sup>4</sup></p> <p style="font-size: small; margin: 0;">Charlie began drawing furiously all over the floor while Amy stroked the cat and waited for him to finish. Charlie proudly looked down at his chalk picture after a few minutes. He had drawn a pink and purple spotted monster with three green eyes, big claws on its hands and a yellow, wiggly mouth. Amy chuckled and Charlie looked hurt. "He will scare all of the little kids when he comes alive. He likes to eat small children!" Suddenly, Charlie's creature popped up off the floor like a bouncy spring. It looked around the playground and then hungrily started walking towards Amy. "No! Don't eat her!" Charlie yelled but the monster kept shuffling towards his best friend. "Run, Amy! Ruuuuuuum!"<sup>5</sup> Charlie screamed.</p> <p style="font-size: small; margin: 0;">The monster started to run after them both. They dived quickly into one of the climbing frame tunnels because they knew that it was too big to fit inside. The horrible creature stayed at the end of the tunnel growling and trying to reach for the children with his pointed, sharp claws. The children were stuck and they didn't know what to do. It seemed impossible so Amy began to cry.<sup>6</sup></p> </div>	<p style="text-align: center; font-size: large;"><b><u>Vocabulary</u></b></p> <p><b>Fiction</b> Made up – not real.</p> <p><b>Characters</b> People/creatures in the story</p> <p><b>Setting</b> Where the story takes place</p> <p><b>Structure</b> The way something is set out</p> <p><b>Dilemma</b> Problem</p> <p><b>Resolution</b> Solving a problem</p> <p><b>Event</b> Something happening</p> <p><b>Emotions</b> Feelings</p> <p><b>Dialogue</b> Speech (using inverted commas)</p> <p><b>Chronological Order</b> In order of events happening</p> <p><b>Tense</b> Past, present, future</p>



## Year 4

Topic: Story Writing	Phase: KS2	Strand: Narrative
<b><u>What should I already know?</u></b>	<b><u>Diagrams/WAGOLL</u></b>	
<ul style="list-style-type: none"> <li>• Stories need to include:</li> <li>• The title reflects what will happen in the story</li> <li>• How to make the story flow well and create suspense</li> <li>• How to use language descriptions to keep the reader's attention (adjectives, adverbs, interesting verbs)</li> <li>• Which tense to use</li> <li>• How to include dialogue using inverted commas</li> <li>• How to introduce the main character</li> <li>• How to set the scene (who, what, when, where, why)</li> <li>• How to introduce a problem</li> <li>• How to resolve the problem</li> <li>• How to write in chronological order of events</li> <li>• How to include emotions and feelings of characters</li> <li>• How to end a story successfully</li> </ul>	<div style="text-align: center; font-weight: bold; margin-bottom: 10px;">Anansi and the Bottled Laughter</div> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%; font-size: small;"> <p><b>Use an introduction</b></p> <p>It was a typical morning on the island. The gurgling orange sea lapped to the sand and flattened the waves as they lapped onto the golden sands. The palm trees leaves swayed gently as they were tickled by the warm Caribbean air. Anansi was enjoying his usual morning swim while singing his favourite song.</p> <p>Anansi is the best, Anansi is the best, the greatest trickster ever and I'm never going to quit." His right spindly legs and arms were getting slightly tangled as he jiggled and splashed towards the golden shore.</p> </div> <div style="width: 35%; font-size: small;"> <p><b>Use a build-up</b></p> <p>As Anansi sat down on the beach for a moment's rest, he overheard some of the villagers discussing a naughty trick that Mr Hyena had played. They were speaking of him in admiration.</p> <p>"I think that Mr Hyena is an even better trickster than Anansi. How do you think about the strange trick that he played last night on the village?" gurgled one of the women.</p> <p>"It was probably the best trick I've ever seen. Mr Hyena is my number one fan", replied one of the other villagers.</p> </div> <div style="width: 30%; font-size: small;"> <p><b>Use a dilemma</b></p> <p>Depressed, Anansi stomped back to his spacious web inside the hollows fruit tree with his head hung low. He disliked the fact that the people of St. Lucia thought Mr Hyena to be clever than him so he needed to think of a solution, and fast. Anansi idly tapped his right legs on the silty ground of his web, and being the most cunning trickster on the island it wasn't long before he had thought of a plan. Grinning slyly to himself, Anansi waited until the sun rose to put his special plan into action and while he waited, he sang his song.</p> <p>Anansi is the best, Anansi is the best, the greatest trickster ever and I'm never going to quit."</p> </div> </div> <div style="margin-top: 10px; font-size: x-small;"> <p><b>Use dialogue to introduce the action</b></p> <p>The next morning, Anansi sneaky ran in the direction of the village, concealing on his back a small glass bottle with a cork stopper. It wasn't long until he met Mr Hyena walking down the same dusty lane.</p> <p><b>Use an event or phrase that happens often</b></p> <p>"Mr Hyena, I would like to share with you the funniest joke you will ever hear," cooed Anansi smiling to himself. Intrigued, Mr Hyena bent towards Anansi and the spider shared his joke quickly as the other creature's ear. A cackle of laughter filled the air as Mr Hyena giggled uncontrollably at Anansi's silly joke. While Mr Hyena was rolling on the ground in fits of hysterics, Anansi smirked his little and, scooped up the animal's laughter. It was Anansi who then lapped to chuckle. As he copped laughing, he muttered under his breath, "That was just too easy." When he had left Mr Hyena far behind, he once again burst into song.</p> <p><b>Use a simile or metaphor to describe a character</b></p> <p>Having walked, Anansi walked into the village's market. He was well-dressed, looking so long when he was the greatest trickster of all time. Finally, Anansi spotted the bottle of laughter with him in the crowd around for a suitable village to share it with. He walked the chosen street.</p> <p>"Hey Mr Hyena! Look what I have here," called Anansi as he held up the glass bottle.</p> <p>"It looks like a bottle of olive oil to me," replied Mr Hyena frowning. "Most of the village's animal has walked to my market and hopes to buy my bottle of oil with olive oil. They hold up olive oil from their own trees and they hold up olive oil from the most cunning animal in the whole Caribbean."</p> <p>"It's Mr Hyena's laughing laughter," he explained. "Anansi Anansi is happy," smiling, the white moustache animal in truth. "They still didn't believe him."</p> <p>"It's olive oil!" shouted Anansi angrily, scattering the bottle.</p> </div> <div style="margin-top: 10px; font-size: x-small;"> <p><b>Use a resolution</b></p> <p>All of a sudden, the shoppers in the market were completely startled as they started to speculate on what would come out of the bottle. A long cloud of grey misted out of the top of the container and disappeared into the air above them. Anansi had to run to grab a hat and just did tremble, though his winking fingers.</p> <p>Soooooooooooooo gurgled Anansi, as the laughter began to drift away on the wind. (Anansi laughs) By now, the crowd around Anansi were rolling around on the floor, clutching their sides as they chuckled and laughed to themselves.</p> <p>Finally, they had seen Anansi tell others to the same point. It was about this time that Anansi himself burst on a prophetic laugh. From that day on, every time Mr Hyena did not his own gurgling laughter, Anansi remembered that he should never be a cheer-up.</p> </div>	
<b><u>What will I know by the end of the unit?</u></b>	<b><u>Vocabulary</u></b>	
<ul style="list-style-type: none"> <li>• To know to organise work into paragraphs around a theme</li> <li>• To create settings, characters and a plot</li> <li>• To know to use nouns and pronouns appropriately</li> <li>• To know to use expanded noun phrases to add more detail</li> <li>• To know to include dialogue</li> <li>• To know to use ambitious vocabulary</li> <li>• To know to include a range of year 3 and 4 punctuation and grammar</li> <li>• To know that your writing should interest the reader</li> <li>• Include a title</li> <li>• Include a beginning, a build-up, a dilemma, a resolution and include an ending</li> <li>• Include all appropriate requirements from the Year 4 banding sheet for writing.</li> </ul>	<p><b>Fiction</b> Made up – not real.</p> <p><b>Characters</b> People/creatures in the story</p> <p><b>Setting</b> Where the story takes place</p> <p><b>Structure</b> The way something is set out</p> <p><b>Dilemma</b> Problem</p> <p><b>Resolution</b> Solving a problem</p> <p><b>Event</b> Something happening</p> <p><b>Emotions</b> Feelings</p> <p><b>Dialogue</b> Speech (using inverted commas)</p> <p><b>Chronological Order</b> In order of events happening</p> <p><b>Tense</b> Past, present, future</p> <p><b>Ambitious Vocabulary</b> High level adjectives and description</p>	

**Year 5**

Topic: Narrative	Phase: KS2	Strand: Narrative
<p><b>What should I already know?</b></p> <ul style="list-style-type: none"> <li>To know to organise work into paragraphs around a theme</li> <li>To create settings, characters and a plot</li> <li>To know to use nouns and pronouns appropriately</li> <li>To know to use expanded noun phrases to add more detail</li> <li>To know to include dialogue</li> <li>To know to use ambitious vocabulary</li> <li>To know to include a range of year 3 and 4 punctuation and grammar</li> <li>To know that your writing should interest the reader</li> <li>Include a title</li> <li>Include a beginning, a build-up, a dilemma, a resolution and include an ending</li> </ul>	<p align="center"><b>Diagrams/WAGOLL</b></p>	<p align="center"><b>Narrative Writing Skills:</b></p>
<p><b>What will I know by the end of the unit?</b></p> <ul style="list-style-type: none"> <li>Include a beginning which sets the scene and introduces the characters</li> <li>Include a build-up – make tension and suspense</li> <li>Include a dilemma</li> <li>Include a resolution</li> <li>Include an ending</li> <li>Introduce speech between characters</li> <li>Vary length of sentences for effect</li> <li>Include all appropriate requirements from the Year 5 banding sheet for writing.</li> </ul>	<p align="center"><b>The Pheasant and the Fire Ant</b></p> <p><i>Use a beginning</i></p> <p>“On a warm summer’s day in the woods, a young fire ant was busy working and helping his colony of friends to collect food. All the worker ants marched along in a line as they foraged for food to take back to the nest. Whilst not paying proper attention, a particular ant wandered out of formation from the line of workers and found himself tumbling downhill towards the river.</p> <p>“Unable to stop himself from rolling right over the edge of the riverbank, the ant slipped into the water and was quickly carried along by the strong current.</p> <p><i>Use a build-up</i></p> <p>“At the side of the riverbank, where there were a few bushes and shrubs, a pheasant stood silently and realised what was happening. Normally, the fate of a tiny ant would not have mattered at all to such a bird. However, this particular pheasant took pity on the insect and decided to help.</p> <p>“I must find a way to help,” she thought. “I cannot simply watch the poor ant drown.”</p> <p>With some quick thinking, she used her beak to pluck a few twigs from the floor around her and tossed them carefully into the river. Fortunately, one of the twigs landed close enough to the stricken fire ant.</p> <p>Relieved, the ant clambered aboard the nearest twig and was able to drift unharmed to the edge of the riverbank. Safely hopping onto dry land to straighten himself out, he understood what the kind pheasant had done and felt extremely thankful.</p> <p>Meanwhile, a poacher had been sneaking through the woods in search of birds and other small animals to hunt. The poacher, who soon spotted the pheasant from behind, could see that the beautiful bird was out in the open so he crept closer and prepared to shoot his gun.</p> <p>“The ant recognised the danger and knew she must find a way to help the pheasant. Scurrying the short distance back along the riverbank, the ant reached the poacher just as he was about to aim his weapon at the bird.</p> <p>“Being a fire ant capable of a nasty sting, the tiny creature scampered up the front of the hunter’s leg and bit purposefully into his shin. Now, he had hoped that this would surely be enough to at least distract the poacher and save the bird. However, the poacher managed to hide his annoyance at the tiny ant bite, remaining quiet enough to still point his gun at the bird.</p> <p>“Luckily – having interrupted their duties to witness all the events that had just occurred – the whole colony of fire ants was not far away. They knew they must find a way to help their fellow ant! In a flash, a large group had descended onto the poacher and sunk their tiny ant teeth into both his legs.</p> <p>This time, unable to stifle the pain, the poacher let out a huge scream. As he dropped his gun by his side and hopped madly off towards the shallow waters to find comfort, the startled pheasant flew up from the ground and circled in the air.</p> <p>“The pheasant knew the ants had saved her and flapped her wings in gratitude whilst the fire ants knew they had repaid the kindness of the pheasant.</p> <p><i>Use a dilemma</i></p> <p><i>Use a resolution</i></p> <p><i>Use a build-up</i></p> <p><i>Use a resolution</i></p>	<p>Reading Writing SPaG Investigation Expression Interpretation Reflection Empathy Analysis Synthesis</p>
		<p align="center"><b>Vocabulary</b></p> <p><b>Title</b> The name of the piece of work  <b>Narrative Story</b>  <b>Atmosphere</b> Tone or mood  <b>Dilemma</b> Problem  <b>Resolution</b> Solving a problem  <b>Fiction</b> Not real, imaginary  <b>Dialogue</b> Speech (using inverted commas)  <b>Clauses</b> Main clause – make sense on its own. Subordinate clause – doesn’t make sense on its own.  <b>Genre</b> Style or category, e.g. adventure, sci-fi, horror, romance.</p>

# Year 6

## Phase: KS2

## Strand: Narrative

### Topic: Narrative

### Diagrams/WAGOLL

### Narrative Writing Skills:

### What should I already know?

- Include a beginning which sets the scene and introduces the characters
- Include a build-up – make tension and suspense
- Include a dilemma
- Include a resolution
- Include an ending
- Introduce speech between characters
- Vary length of sentences for effect

### What will I know by the end of the unit?

- To include an interesting title.
- To include a beginning which sets the scene and introduces characters
- To include a build up by creating an atmosphere and tension
- To include a dilemma
- To include a resolution
- To include an ending
- Use dialogue to move on the action
- Use a range of clauses
- Be able to adapt your writing to suit the genre of the story e.g. horror, suspense and tension building.
- Include all appropriate requirements from the Year 6 banding sheet for writing.

**Snow White**

**1/2 a beginning**

Once upon a time, in a tiny kingdom perched high up in the mountains, a king and queen lamented<sup>1</sup> that, although they had been married for many years, still they could not conceive a child.

**2/3 a build-up**

Sewing in her chamber one snowy day, the queen listened to the voices of the village children playing in the street below and began to cry at the sadness of her childless state<sup>2</sup>. Her eyes grew misty with tears; she forgot what she was doing...ouch! She had accidentally pricked her finger with the ebony needle; bright, red blood oozed out and a single drop fell onto the snow-white fabric on her lap. The queen gazed at it and burst out passionately, "Oh saints, spirits and gods, please give me a child! I long for a child that is white as snow, red as blood and black as ebony."<sup>3</sup> And perhaps her prayers were answered because almost at once she found she was pregnant.

**4/5 a resolution**

The kingdom was full of joy<sup>4</sup> when the little girl was born: black of hair, white of skin and red of lip. She became known as Snow White and everyone agreed she was the most beautiful child ever born. The king and queen were ecstatic<sup>5</sup> but their happiness was short-lived for the queen developed a terrible fever and very soon died.

**6/7 a dialogue to advance the action**

The king grieved<sup>6</sup> for his beloved wife but, as Snow White grew, he realised she needed a mother and decided he should marry again. Unfortunately, he chose a vain, malicious woman, who despised the little princess and wanted all attention for herself<sup>7</sup>. Snow White's stepmother had a magical mirror; every morning she would look into it and demand, "Mirror, mirror on the wall, who is the fairest of them all?"<sup>8</sup> The mirror always replied, "Oh queen, we all must understand - you are the fairest in the land."<sup>9</sup> Until the day of Snow White's tenth birthday, when it smugly informed her<sup>8</sup>, "Alas, no longer are you fairest, it's now Snow White - the lovely heiress."<sup>9</sup> The spiteful queen flew into a dreadful rage<sup>8</sup> at this news: she couldn't bear the idea that another was more beautiful than herself<sup>9</sup>. Resolving immediately to dispose of Snow White, she summoned one of the royal huntsmen and commanded him to take the child into the forest and kill her. "When you have done it, bring me her heart so I'll know she's dead!"<sup>10</sup>

**8/9 a repeated phrase**

Luckily, the huntsman was too kind-hearted<sup>8</sup> to carry out the order. When they got to the heart of the forest, he found he couldn't kill Snow White. Instead, he told her to run away and never come near the kingdom again. Worried that the queen would be angry<sup>9</sup>, he killed a wild boar and took its heart as proof in place of Snow White's. The queen was delighted<sup>8</sup> at this evidence and immediately called the castle cook to roast the flesh for her dinner. Who can imagine such a person? After finishing her meal, the queen put on a tragic face<sup>9</sup> and went to find the king - she told him that Snow White had been killed by wild animals when playing in the forest. He was so distraught<sup>8</sup> that he shut himself up in his rooms and left word that the queen was to rule in his place.

**9/10 a surprise for the reader is built in**

Meanwhile, terrified Snow White<sup>9</sup> fled away through the trees until she came - quite by chance - upon a tiny house. Politely, she knocked at the door but there was no answer. Smoke was curling up invitingly from the chimney pot and poor Snow White (by now chilled to the bone) thought that perhaps she might sneak in and warm herself for a while. On entering, she found seven little armchairs clustered round the embers of the fire, while along the wall were seven miniature beds. Who on earth

**1/2 a beginning**

could they belong to? However, she was too cold and tired to investigate any further so she lay down on one of the beds and was soon in a deep sleep.

**2/3 a build-up**

What a surprise! She was wakened by whispered arguing close by and opened her eyes to find herself surrounded by seven little bearded fellows - apparently the owners of the house - who were furious<sup>2</sup> to find her there. Snow White was full of apologies and begged them not to throw her out<sup>3</sup> into the cold. After much discussion, the seven dwarfs decided that she could stay in their home, so long as she would be their housekeeper while they were out at work each day: the poor girl was only too happy<sup>4</sup> to agree. And so it was - every morning Snow White slaved away in the dwarfs' house, cooking and cleaning, while they went off to toil deep in the mines.

**4/5 a dilemma or problem**

Some years later, the wicked queen stood again before her mirror: "Mirror, mirror on the wall, who is the fairest of them all?"<sup>4</sup>

**6/7 a resolution**

"Although," it smirked, "You're quite nice hair, only for Snow White do we care!"<sup>6</sup> Once again, the queen was livid<sup>7</sup>: how could she get rid of the wretched girl for good? Down in the dungeons, she transformed herself into an old pedlar (for she was really a witch), gathered a basket of tempting goods and set out vengefully<sup>7</sup> to find and kill Snow White.

**8/9 a repeated phrase**

It didn't take long to track her down - the young woman was busy planting vegetables outside the cottage. She welcomed the chance for company<sup>8</sup> and chatted to the old woman as she worked. The queen plucked a crisp, juicy-looking apple from her basket and offered it to Snow White, who bit into it with relish<sup>9</sup>. However, the moment the fruit touched her lips, her face went deathly white and she slumped to the ground. The apple was poisoned! Laughing vindictively<sup>9</sup>, the queen stalked back to the castle. Satisfied<sup>8</sup> that Snow White was gone forever, she imperiously demanded of the magic mirror, "Mirror, mirror on the wall, NOW who is the fairest of them all?"<sup>9</sup> The mirror replied, "Yes, oh queen, now Snow White's dead, our praises go to you instead."<sup>8</sup> As the triumphant witch<sup>9</sup> swept away, the mirror shattered into a thousand pieces.

**9/10 a surprise for the reader is built in**

When the dwarfs returned from their day's work, they were heartbroken<sup>9</sup> to find Snow White dead - they were really very fond of her<sup>8</sup>. Rather than burying her in the cemetery, they constructed a glass coffin and placed her body inside. Then they made a clearing in the forest and set the coffin on a plinth surrounded by flowers, where each day one of the dwarfs stood as a mournful guard<sup>9</sup>. Travellers passing through the forest were amazed<sup>8</sup> to see that Snow White's body didn't decay: her white skin, red lips and ebony-black hair remained exactly as they had always been.

**1/2 a surprise for the reader is built in**

The huntsman's son chanced upon the clearing one day and fell in love<sup>1</sup> at once with the tragic beauty of the dead girl. Over several months, he returned time and again until finally he could no longer resist<sup>2</sup>: he eased back the lid of the coffin and leaned over, meaning to kiss the red lips. Unfortunately, it was so heavy that he dropped it and the crash rocked the whole glass case. Snow White coughed violently and opened her eyes. She was alive! It seemed the poisonous apple had lodged in her throat and, as long as it stayed there, she remained unconscious.<sup>3</sup>

**3/4 a surprise for the reader is built in**

Together with the overjoyed dwarfs<sup>3</sup>, she and the young man went to her father's castle to confront the queen. When he heard what had really happened to his much-loved daughter, the king was enraged<sup>4</sup>. At the party to celebrate Snow White's return he presented the queen with a pair of red-hot iron shoes and commanded her to dance all night as a punishment! The wicked queen could not bear the humiliation or pain and so she threw herself from the highest tower and came to a very unfortunate end!<sup>4</sup>

- Reading
- Writing
- SPaG
- Investigation
- Expression
- Interpretation
- Reflection
- Empathy
- Analysis
- Synthesis

### Vocabulary

- Title The name of the piece of work
- Narrative Story
- Atmosphere Tone or mood
- Dilemma Problem
- Resolution Solving a problem
- Fiction Not real, imaginary
- Dialogue Speech (using inverted commas)
- Summary A brief statement about the main points.
- Clauses Main clause – makes sense on its own.
- Subordinate clause – doesn't make sense on its own.
- Genre Style or category, e.g. adventure, sci-fi, horror, romance.

## **Progression in Poetry Writing**

Poetry is a very wide-ranging type of text and has many purposes and forms. Often written or spoken for an intended reader, it may also be composed for a personal outcome because the concise and powerful nature of poetry conveys emotion particularly well. Like oral storytelling, poetry has strong social and historical links with cultures and communities. The fact that poetry often plays with words makes it an attractive text type for children and one that they experiment with in their early language experiences. Features of other text types are frequently used as the basis for a poem, e.g. lists, dialogue, questions and answers. As children become familiar with a wider range of poetic forms and language techniques they can make increasingly effective use of wordplay to explore and develop ideas through poetry.

### **Purpose:**

Poems can have many different purposes, e.g. to amuse, to entertain, to reflect, to convey information, to tell a story, to share knowledge or to pass on cultural heritage. Some forms of poetry are associated with certain purposes, e.g. prayers to thank, celebrate, praise; advertising jingles to persuade; limericks to amuse. Although a poem may share the same purpose as the text type it is related to (e.g. to recount) the context for writing does not always mean that a poem is the most appropriate choice of text type.

# Year 1

Topic: Poetry

Phase: KS1

Strand: Poetry

## What should I already know?

- Recall some well-known nursery rhymes.

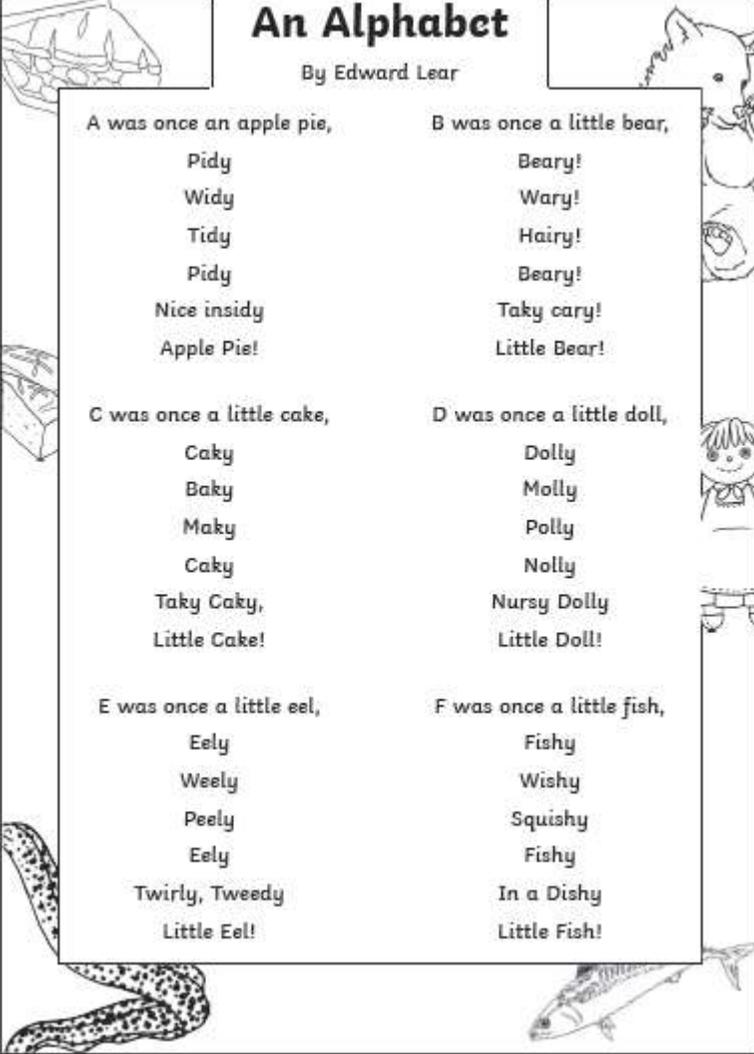
## Diagrams/WAGOLL

## Poetry Writing Skills:

Reading  
Writing  
SPaG  
Investigation  
Expression  
Interpretation  
Empathy  
Analysis  
Synthesis

## What will I know by the end of the unit?

- Know what rhyme means.
- Name two different types of poetry, e.g.:
  - Acrostic
  - Shape poems (concrete poems)
  - Rhyming poems (rhyming couplets)
  - Repeating poems
  - Haiku
  - Kenning
- Recite a poem from memory.
- Include all appropriate requirements from the Year 1 banding sheet for writing



### An Alphabet

By Edward Lear

A was once an apple pie, Pidy Widy Tidy Pidy Nice insidy Apple Pie!	B was once a little bear, Beary! Wary! Hairy! Beary! Taky cary! Little Bear!
C was once a little cake, Caky Baky Maky Caky Taky Caky, Little Cake!	D was once a little doll, Dolly Molly Polly Nolly Nursy Dolly Little Doll!
E was once a little eel, Eely Weely Peely Eely Twirly, Tweedy Little Eel!	F was once a little fish, Fishy Wishy Squishy Fishy In a Dishy Little Fish!

## Vocabulary

**Rhyme** Words with similar sounding final syllables  
**Rhythm** Patterns that make things easier to remember  
**Line breaks** Starting a new line to help slow down the reader  
**Repetition** Repeat a word or phrase  
**Syllable** The beats of a word.

## Year 2

### Topic: Poetry

### Phase: KS1

### Strand: Poetry

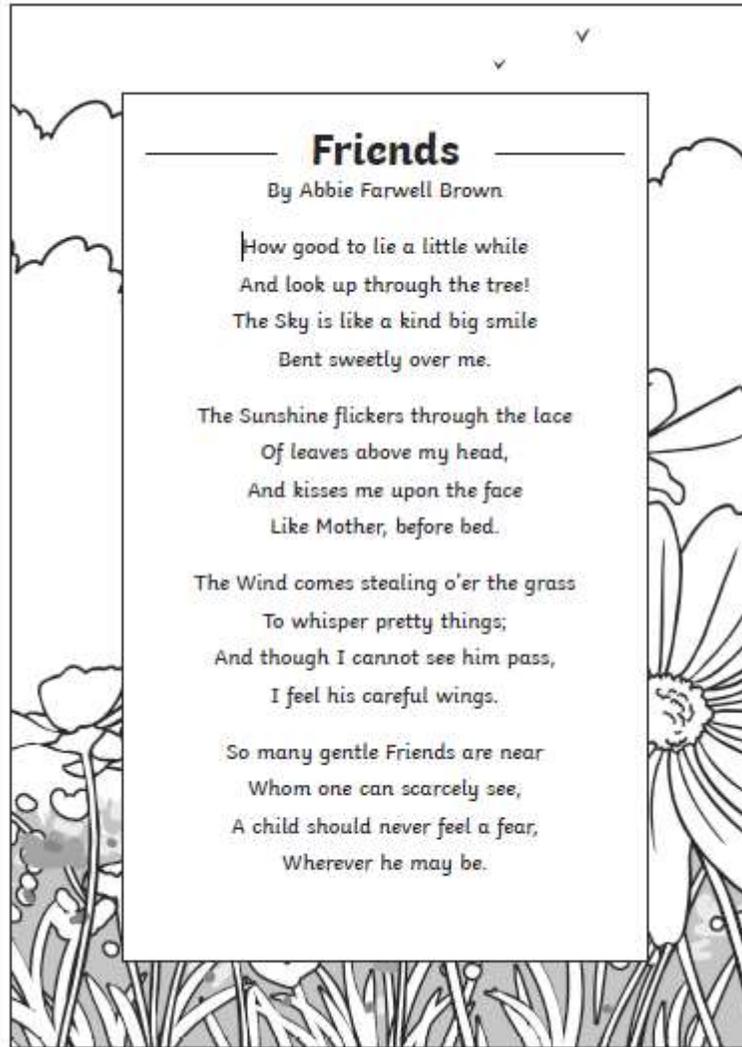
#### What should I already know?

- Know what rhyme means.
- Name two different types of poetry, e.g.:
  - Acrostic
  - Shape poems (concrete poems)
  - Rhyming poems (rhyming couplets)
  - Repeating poems
  - Haiku
  - Kenning
- Recite a poem from memory.

#### What will I know by the end of the unit?

- Name a variety of different types of poetry, e.g.:
  - Acrostic
  - Shape poems (concrete poems)
  - Rhyming poems (rhyming couplets)
  - Repeating poems
  - Haiku
  - Kenning
  - Diamantes
  - Free verse
- Each line begins with a capital letter and ends with a comma or full stop
- Include a title
- The body of text relates to the title
- How to organise poetry into stanzas
- Use alliteration, rhyme, personification and similes.
- Include all appropriate requirements from the Year 2 banding sheet for writing

#### Diagrams/WAGOLL



#### Poetry Writing Skills:

Reading  
Writing  
SPaG  
Investigation  
Expression  
Interpretation  
Empathy  
Analysis  
Synthesis

#### Vocabulary

**Rhyme** Words with similar sounding final syllables  
**Rhythm** Patterns that make things easier to remember  
**Line breaks** Starting a new line to help slow down the reader  
**Repetition** Repeat a word or phrase  
**Syllable** The beats of a word.  
**Simile** Tells the reader something is like or as something else.  
**Alliteration** Use of the same consonant at the beginning of each word.  
**Personification** Describe an object as if it were alive.

## Year 3

### Topic: Poetry

### Phase: KS2

### Strand: Poetry

#### What should I already know?

- Name a variety of different types of poetry, e.g.:
  - Acrostic
  - Shape poems (concrete poems)
  - Rhyming poems (rhyming couplets)
  - Repeating poems
  - Haiku
  - Kenning
  - Diamantes
  - Free verse
- Each line begins with a capital letter and ends with a comma or full stop
- Include a title
- The body of text relates to the title
- How to organise poetry into stanzas
- Use alliteration, rhyme, personification and similes.

#### Diagrams/WAGOLL

---

**THE MAGIC BOX, by Kit Wright**

I will put in the box

the swish of a silk sari on a summer night,  
fire from the nostrils of a Chinese dragon,  
the tip of a tongue touching a tooth.

I will put in the box

a snowman with a rumbling belly  
a sip of the bluest water from Lake Lucerene,  
a leaping spark from an electric fish.

I will put into the box

three violet wishes spoken in Gujarati,  
the last joke of an ancient uncle,  
and the first smile of a baby.

I will put into the box

a fifth season and a black sun,  
a cowboy on a broomstick  
and a witch on a white horse.

My box is fashioned from ice and gold and steel,  
with stars on the lid and secrets in the corners.  
Its hinges are the toe joints of dinosaurs.

I shall surf in my box  
on the great high-rolling breakers of the wild Atlantic,  
then wash ashore on a yellow beach  
the colour of the sun.

#### Poetry Writing Skills:

Reading  
Writing  
SPaG  
Investigation  
Expression  
Interpretation  
Empathy  
Analysis  
Synthesis

#### What will I know by the end of the unit?

- Name a variety of different types of poetry, e.g.:
  - Rhyming poems (rhyming couplets)
  - Repeating poems
  - Haiku
  - Kenning
  - Diamantes
  - Free verse
  - Limericks
  - Clerihews
- How to keep a rhyming pattern.
- How to use repetition effectively.
- Use powerful nouns, verbs and adjectives, choosing vocabulary carefully.
- Know poetry conveys a mood or feeling.
- Use alliteration, rhyme, personification, similes and metaphors.
- Include all appropriate requirements from the Year 3 banding sheet for writing

#### Vocabulary

**Rhyme** Words with similar sounding final syllables

**Rhythm** Patterns that make things easier to remember

**Line breaks** Starting a new line to help slow down the reader

**Repetition** Repeat a word or phrase

**Syllable** The beats of a word.

**Simile** Tells the reader something is **like** or **as** something else.

**Metaphor** Tells the reader that something **is** something

**Alliteration** Use of the same consonant at the beginning of each word.

**Personification** Describe an object as if it were alive.

## Year 4

### Topic: Poetry

### Phase: KS2

### Strand: Poetry

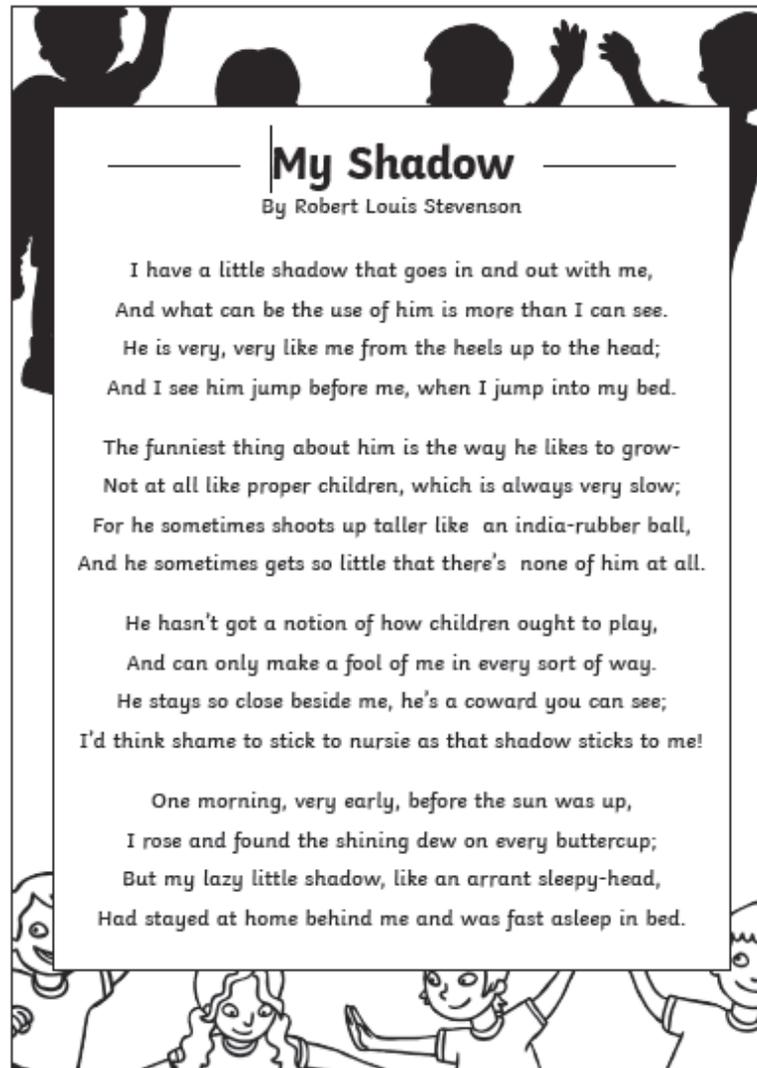
#### What should I already know?

- Name a variety of different types of poetry, e.g.:
  - Rhyming poems (rhyming couplets)
  - Repeating poems
  - Haiku
  - Kenning
  - Diamantes
  - Free verse
  - Limericks
  - Clerihews
- How to keep a rhyming pattern.
- How to use repetition effectively.
- Use powerful nouns, verbs and adjectives, choosing vocabulary carefully.
- Know poetry conveys a mood or feeling.
- Use alliteration, rhyme, personification, similes and metaphors.

#### What will I know by the end of the unit?

- Name a variety of different types of poetry.
- How to keep a rhyming pattern.
- How to use repetition effectively.
- Use powerful verbs and adjectives.
- Choose vocabulary carefully.
- Know poetry conveys a mood or feeling.
- Use alliteration, rhyme, personification, similes and metaphors.
- Include all appropriate requirements from the Year 4 banding sheet for writing

#### Diagrams/WAGOLL



**My Shadow**  
By Robert Louis Stevenson

I have a little shadow that goes in and out with me,  
And what can be the use of him is more than I can see.  
He is very, very like me from the heels up to the head;  
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow-  
Not at all like proper children, which is always very slow;  
For he sometimes shoots up taller like an india-rubber ball,  
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,  
And can only make a fool of me in every sort of way.  
He stays so close beside me, he's a coward you can see;  
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,  
I rose and found the shining dew on every buttercup;  
But my lazy little shadow, like an arrant sleepy-head,  
Had stayed at home behind me and was fast asleep in bed.

#### Poetry Writing Skills:

Reading  
Writing  
SPaG  
Investigation  
Expression  
Interpretation  
Empathy  
Analysis  
Synthesis

#### Vocabulary

**Rhyme** Words with similar sounding final syllables  
**Rhythm** Patterns that make things easier to remember  
**Line breaks** Starting a new line to help slow down the reader  
**Repetition** Repeat a word or phrase  
**Syllable** The beats of a word.  
**Simile** Tells the reader something is **like** or **as** something else.  
**Metaphor** Tells the reader that something is something  
**Alliteration** Use of the same consonant at the beginning of each word.  
**Figurative Language** Adds impact to writing, e.g. similes, metaphors  
**Personification** Describe an object as if it were alive.

## Year 5

### Topic: Poetry

### Phase: KS2

### Strand: Poetry

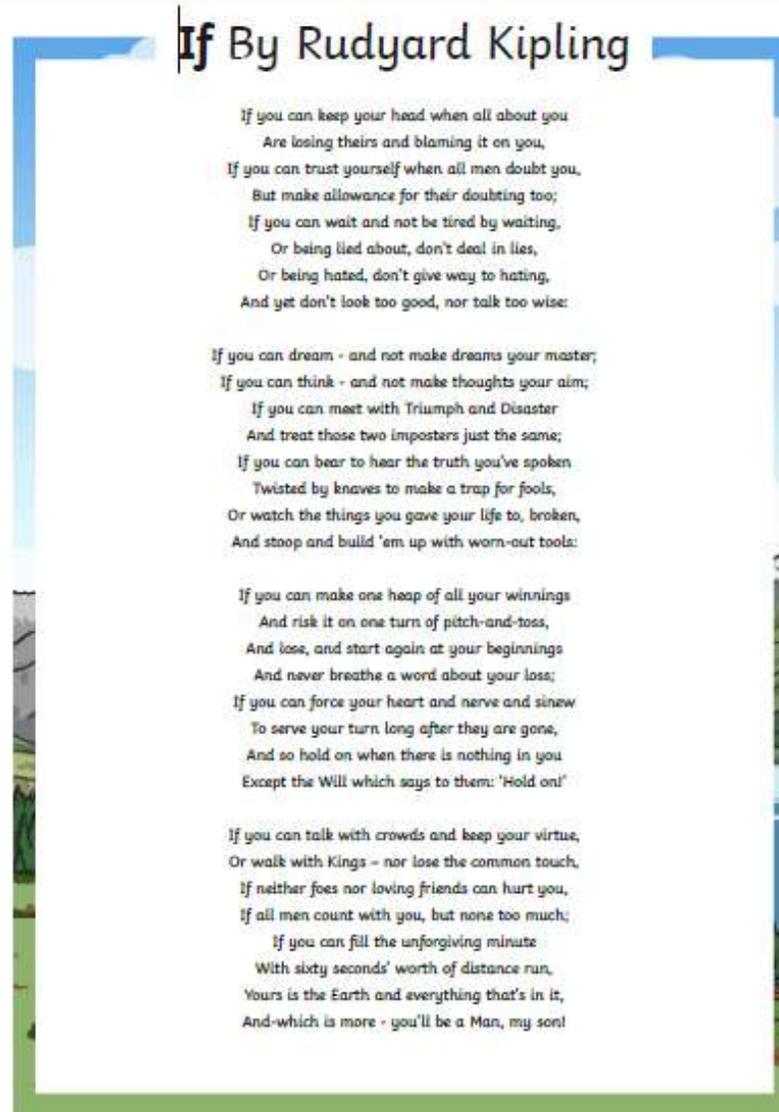
#### What should I already know?

- Name a variety of different types of poetry.
- How to keep a rhyming pattern.
- How to use repetition effectively.
- Use powerful verbs and adjectives.
- Choose vocabulary carefully.
- Know poetry conveys a mood or feeling.
- Use alliteration, rhyme, personification, similes and metaphors.

#### What will I know by the end of the unit?

- Name a variety of different types of poetry.
- Use language imaginatively.
- Know poetry conveys a mood or feeling.
- Use a range of figurative language: alliteration, rhyme, personification, similes and metaphors to create poems based on real or imagined experiences.
- Select pattern or form to match meaning and own voice.
- Include all appropriate requirements from the Year 5 banding sheet for writing

#### Diagrams/WAGOLL



**If** By Rudyard Kipling

If you can keep your head when all about you  
Are losing theirs and blaming it on you,  
If you can trust yourself when all men doubt you,  
But make allowance for their doubting too;  
If you can wait and not be tired by waiting,  
Or being lied about, don't deal in lies,  
Or being hated, don't give way to hating,  
And yet don't look too good, nor talk too wise:

If you can dream - and not make dreams your master;  
If you can think - and not make thoughts your aim;  
If you can meet with Triumph and Disaster  
And treat those two imposters just the same;  
If you can bear to hear the truth you've spoken  
Twisted by knaves to make a trap for fools,  
Or watch the things you gave your life to, broken,  
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings  
And risk it on one turn of pitch-and-toss,  
And lose, and start again at your beginnings  
And never breathe a word about your loss;  
If you can force your heart and nerve and sinew  
To serve your turn long after they are gone,  
And so hold on when there is nothing in you  
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue,  
Or walk with Kings - nor lose the common touch,  
If neither foes nor loving friends can hurt you,  
If all men count with you, but none too much;  
If you can fill the unforgiving minute  
With sixty seconds' worth of distance run,  
Yours is the Earth and everything that's in it,  
And - which is more - you'll be a Man, my son!

#### Poetry Writing Skills:

Reading  
Writing  
SPaG  
Investigation  
Expression  
Interpretation  
Empathy  
Analysis  
Synthesis

#### Vocabulary

**Rhyme** Words with similar sounding final syllables  
**Rhythm** Patterns that make things easier to remember  
**Line breaks** Starting a new line to help slow down the reader  
**Repetition** Repeat a word or phrase  
**Syllable** The beats of a word.  
**Simile** Tells the reader something is **like** or **as** something else.  
**Metaphor** Tells the reader that something is something  
**Alliteration** Use of the same consonant at the beginning of each word.  
**Figurative Language** Adds impact to writing, e.g. similes, metaphors  
**Personification** Describe an object as if it were alive.  
**Verse** A collection of lines in the poem  
**Stanza** A single line of the poem.

**Year 6**

**Topic: Poetry**

**Phase: KS2**

**Strand: Poetry**

**What should I already know?**

- Name a variety of different types of poetry.
- Use language imaginatively.
- Know poetry conveys a mood or feeling.
- Use a range of figurative language: alliteration, rhyme, personification, similes and metaphors to create poems based on real or imagined experiences.
- Select pattern or form to match meaning and own voice.

**What will I know by the end of the unit?**

- Name a variety of different types of poetry.
- Use language imaginatively to create inventive poetry.
- Know poetry conveys a mood or feeling.
- Use a range of figurative language: alliteration, rhyme, personification, similes and metaphors to create poems based on real or imagined experiences.
- Select pattern or form to match meaning and own voice.
- Include all appropriate requirements from the Year 6 banding sheet for writing

**Diagrams/WAGOLL**

**The Tyger**

By William Blake

Tyger Tyger, burning bright,  
In the forests of the night;  
What immortal hand or eye,  
Could frame thy fearful symmetry?

In what distant deeps or skies.  
Burnt the fire of thine eyes?  
On what wings dare he aspire?  
What the hand, dare seize the fire?

And what shoulder, & what art,  
Could twist the sinews of thy heart?  
And when thy heart began to beat,  
What dread hand? & what dread feet?

What the hammer? what the chain,  
In what furnace was thy brain?  
What the anvil? what dread grasp,  
Dare its deadly terrors clasp!

When the stars threw down their spears  
And water'd heaven with their tears:  
Did he smile his work to see?  
Did he who made the Lamb make thee?

Tyger Tyger burning bright,  
In the forests of the night:  
What immortal hand or eye,  
Dare frame thy fearful symmetry?



**Poetry Writing Skills:**

- Reading
- Writing
- SPaG
- Investigation
- Expression
- Interpretation
- Empathy
- Analysis
- Synthesis

**Vocabulary**

- Rhyme** Words with similar sounding final syllables
- Rhythm** Patterns that make things easier to remember
- Line breaks** Starting a new line to help slow down the reader
- Repetition** Repeat a word or phrase
- Syllable** The beats of a word.
- Simile** Tells the reader something is **like** or **as** something else.
- Metaphor** Tells the reader that something **is** something
- Alliteration** Use of the same consonant at the beginning of each word.
- Figurative Language** Adds impact to writing, e.g. similes, metaphors
- Personification** Describe an object as if it were alive.
- Verse** A collection of lines in the poem
- Stanza** A single line of the poem.

## **Progression in Non-Fiction Writing**

Non-fiction texts are wide ranging and occur in many forms in everyday life. The following progression tables select the most common forms of non-fiction that we teach at the Emmaus Federation.

## **Progression in Letter Writing**

Letter writing is an essential skill. Despite the prevalence of emails and text messages, everyone has to write letters at some point. Letters of complaint, job applications, thank you letters, letters requesting changes or making suggestions — the list goes on and on. Encouraging children to write letters from an early age will improve their communication, social and handwriting skills, and teach them what they need to know about writing and structuring letters.

### **Purpose:**

The primary purpose of a letter is written communication between two people. Letters are written for many purposes and audiences and can be formal or informal. Informal letters are directed at someone the sender has a personal connection with, like a parent or friend whereas formal letters are often written to someone the sender does not know. Letters are usually structured in a particular way to show that the text is directed at someone.

## Year 1

### Topic: Letter Writing

### Phase: KS1

### Strand: Non-Fiction (Letters)

#### What should I already know?

- What a letter looks like.
- Why we send letters.
- Types of letters they have received or their family have received.

#### What will I know by the end of the unit?

- The purpose of letter writing
- To be aware of where the sender's address goes
- To be aware of where the address of recipient goes
- To write the date of the letter
- To write a greeting, e.g. 'Dear'.
- Whether the letter is formal or informal
- The first part of the letter should explain the reason for writing
- Sign off the letter correctly
- To be able to include all appropriate requirements from the year 1 banding sheet for writing

#### Diagrams/WAGOLL

Light Bay Zoo  
 Harbour Road  
 Bayside  
 BA22 222<sup>1</sup>

1 the sender's address

2 the recipient's address
 24 Green Street  
 Bayside  
 BA13 653<sup>2</sup>

3 the date
 14th September 2016<sup>3</sup>

4 a formal greeting, 'Dear'...
 Dear Ali,<sup>4</sup>

5 an introduction to say why the person is writing
 I am writing to let you know that you have won our dolphin colouring competition. What a great job you did!<sup>5</sup>

We all thought your picture was brilliant and it was the neatest we had seen.

Do you like dolphins? Your wonderful prize is to come to Light Bay Zoo next Friday and be our helper for the day. Your most important job will be to feed the dolphins and help the trainers to teach them their unbelievable tricks. They are learning to jump out of the pool and do flips high in the air. What a splash they make!

We are all really excited about your day with us and we hope you are too.<sup>6</sup>

6 a conclusion to sum up the letter

7 end the letter with 'Yours faithfully' or 'Yours sincerely'
 Yours faithfully,  
 Mrs Deakin the zookeeper<sup>7</sup>

#### Letter Writing Skills:

Reading  
 Writing  
 SPaG  
 Investigation  
 Expression  
 Interpretation  
 Empathy

#### Vocabulary

**Sender** Person sending the letter  
**Recipient** Person receiving the letter  
**Chronological order** Time order – starting from the beginning  
**Informal language** Chatty language – use of contractions  
**Formal language** Using Standard English  
**First person** Using I, me, my  
**Pronouns** Replaces a noun, e.g. Jack = he  
**Yours sincerely** Sign off when you know who you're writing to  
**Yours faithfully** Sign off when you don't know who you're writing to

## Year 2

### Topic: Letter Writing

### Phase: KS1

### Strand: Non-Fiction (Letters)

#### What should I already know?

- The purpose of letter writing
- To be aware of where the sender's address goes
- To be aware of where the address of recipient goes
- To write the date of the letter
- To write a greeting, e.g. 'Dear'.
- Whether the letter is formal or informal
- The first part of the letter should explain the reason for writing
- Sign off the letter correctly

#### What will I know by the end of the unit?

- The purpose of letter writing
- To know the difference between informal and formal letters
- To write the sender's address
- To write recipients address
- To write the date
- To write an appropriate greeting
- To include an introduction
- Include details of why you are writing
- To include a conclusion
- To use an appropriate sign off
- To be able to include all appropriate requirements from the year 2 banding sheet for writing

#### Diagrams/WAGOLL

<sup>2</sup>recipient's address

Mr Jenner  
32 High Street  
Cliff Town  
TT11 123<sup>2</sup>

<sup>3</sup>today's date

12th March 2016<sup>3</sup>

<sup>4</sup>introduction sets out the purpose

I am writing to inform you that an appointment has been made for the operation on your left knee.<sup>5</sup>

<sup>6</sup>conclusion to say what they want the recipient to do next

If you have any questions or if you are unable to attend the appointment, please call the number below.<sup>6</sup>

Sunlight Hospital  
Well Road  
Hilltop Town  
T11 234<sup>1</sup>

Dear Mr Jenner,<sup>4</sup>

The operation is on Tuesday 16th May at 10 o'clock. Please arrive at the hospital two hours before this time and come straight to the Knee Clinic.

Please make sure you have packed an overnight bag because you will have to stay in the hospital for two nights. We suggest you bring your softest pyjamas, a book and comfortable slippers but don't bring anything valuable such as tablets, laptops, watches or phones.

You must be careful after the operation and you will be given a walking frame to help you slowly move again.

Yours faithfully,<sup>7</sup>

*M Hobbs*

Dr Michael Hobbs

<sup>1</sup>sender's address

<sup>4</sup>a formal greeting, e.g. Dear...

<sup>7</sup>sign off with 'Yours faithfully' or 'Yours sincerely'

#### Letter Writing Skills:

Reading  
Writing  
SPaG  
Investigation  
Expression  
Interpretation  
Empathy

#### Vocabulary

**Sender** Person sending the letter  
**Recipient** Person receiving the letter  
**Chronological order** Time order – starting from the beginning  
**Informal language** Chatty language – use of contractions  
**Formal language** Using Standard English  
**First person** Using I, me, my  
**Pronouns** Replaces a noun, e.g. Jack = he  
**Yours sincerely** Sign off when you know who you're writing to  
**Yours faithfully** Sign off when you don't know who you're writing to

## Year 3

### Topic: Letter Writing

### Phase: KS2

### Strand: Non-Fiction (Letters)

#### What should I already know?

- The purpose of letter writing
- To know the difference between informal and formal letters
- To write the sender's address
- To write recipients address
- To write the date
- To write an appropriate greeting
- To include an introduction
- Include details of why you are writing
- To include a conclusion
- To use an appropriate sign off

#### What will I know by the end of the unit?

- The purpose of letter writing
- To know the difference between informal and formal letters
- To write the sender's address
- To write recipients address
- To write the date
- To write an appropriate greeting – 'Dear Sir/Madam or Dear Mr/Mrs/Miss
- To include an introduction
- Include details of why you are writing
- Use the correct style, formal or informal language
- To include a conclusion saying what will happen next.
- Include more details organised into paragraphs
- To include an appropriate close
- To use an appropriate sign off
- To be able to include all appropriate requirements from the year 3 banding sheet for writing

#### Diagrams/WAGOLL

<sup>2</sup>recipient's address on the left hand side.

<sup>3</sup>the date

<sup>4</sup>a greeting - 'Dear Sir/Madam' if the recipient is not known or 'Dear Mr/Mrs/ Miss (surname)' if the recipient is known

<sup>5</sup>a formal sign off - 'Yours faithfully' if the recipient is not known or 'Yours sincerely' if the recipient is known

Primrose Cottage,  
Fairytale Land,  
FT56 3MB<sup>1</sup>

Three Bears Cottage Hotel,  
Fairytale Land,  
FT12 3TB<sup>2</sup>

13th February 2016<sup>3</sup>

Dear Mr and Mrs Bear,<sup>4</sup>

I am writing to you to discuss my recent stay at your hotel. I wish to make a formal complaint because your website promised me a relaxing break with comfortable facilities and I was dreadfully disappointed.<sup>5</sup>

Firstly, I would like to complain about the food. On my way to the hotel, I'd been looking forward to a delectable full English breakfast with juicy sausages, an egg with a runny yolk, delicious mushrooms and crispy toast but this was not offered at all! Instead, I was presented with a measly bowl of porridge. The first bowl was so salty that I almost choked. Then, a second bowl was brought out that was so sweet it was inedible. Finally, a third tiny bowl of porridge was placed in front of me which I just about managed to eat. Because of the bowl's size, I was left feeling very hungry but I aren't ask for anything else.<sup>6</sup>

I decided to try to relax in the lounge area after my breakfast and read my newspaper. The first chair I sat on was so hard that it was terribly uncomfortable so I tried another. The next chair was so soft I sunk right into it like a hippo in mud! Once I'd fought my way out, I decided to try one more chair. The final chair I sat on smashed into a thousand pieces as soon as I put my weight on it. I was so embarrassed!<sup>7</sup>

After an awful day, I decided to head up to bed because I thought a good night's sleep might help with my bad mood. In my bedroom, I changed into my pyjamas and then leapt onto the bed. What a monstrous mistake! The bed was so hard that it nearly broke my back so I asked for another room. In the next room, I didn't want to take any risks so I gently sat on the edge of my new bed but a spring popped out and poked me in the bottom! I shot up and immediately demanded yet another room. Eventually in the third bedroom I tried, I managed to get to sleep. Then in the middle of the night, I awoke to find the shadows of three peculiar characters lurking over my bed. I shot out of the window and ran as fast as my legs could carry me. I have never been so petrified in all my life!<sup>8</sup>

In conclusion, I am writing to demand a full refund because of my appalling stay at your hotel. I have never had such a frightful time in all my life and would like the suitcase full of belongings that I left behind returned to my cottage as soon as possible.<sup>9</sup>

Yours sincerely,<sup>8</sup>

Goldilocks<sup>9</sup>

<sup>1</sup>sender's address in the top right-hand corner

<sup>6</sup>an introduction to show the purpose of the letter

<sup>7</sup>more details organised into paragraphs

<sup>9</sup>a conclusion saying what needs to happen next

<sup>8</sup>the sender's name at the end

#### Letter Writing Skills:

- Reading  
Writing  
SPaG  
Investigation  
Expression  
Interpretation  
Empathy

#### Vocabulary

- Sender** Person sending the letter  
**Recipient** Person receiving the letter  
**Chronological order** Time order – starting from the beginning  
**Informal language** Chatty language – use of contractions  
**Formal language** Using Standard English  
**First person** Using I, me, my  
**Pronouns** Replaces a noun, e.g. Jack = he  
**Yours sincerely** Sign off when you know who you're writing to  
**Yours faithfully** Sign off when you don't know who you're writing to

## Year 4

Phase: KS2

Strand: Non-Fiction (Letters)

### What should I already know?

- Know where the sender's address goes and write it
- Know where the recipient's address goes and write it
- Write the date of the letter
- Write an appropriate greeting – 'Dear Sir/Madam or Dear Mr/Mrs/Miss
- Write an introduction
- More details organised into paragraphs
- Write in first person
- Write a conclusion stating what needs to happen next.
- Know whether it is a formal or informal letter
- Sign off letter appropriately - yours faithfully or yours sincerely

Write a range of different types of letters

### What will I know by the end of the unit?

- Know where the sender's address goes and write it
- Know where the recipient's address goes and write it
- Write the date of the letter
- Write an appropriate greeting – 'Dear Sir/Madam or Dear Mr/Mrs/Miss
- Write an introduction
- More details organised into paragraphs
- Write in first person
- Write a conclusion stating what needs to happen next.
- Know whether it is a formal or informal letter
- Sign off letter appropriately - yours faithfully or yours sincerely
- Write a range of different types of letters
- To be able to include all appropriate requirements from the year 4 banding sheet for writing

### Diagrams/WAGOLL

<sup>2</sup>recipient's address on the left-hand side

<sup>3</sup>the date

<sup>4</sup>a greeting - 'Dear Sir/Madam' if the recipient is not known or 'Dear Mr/Mrs/Miss (surname)' if the recipient is known

<sup>4</sup>more details organised into paragraphs

<sup>4</sup>a formal sign off - 'Yours faithfully' if the recipient is not known or 'Yours sincerely' if the recipient is known

<sup>4</sup>the sender's name at the end

235 Westbury Lane,  
Arnold,  
Nottingham,  
NG5 3AT<sup>1</sup>

Sunnyside School,  
Arnold,  
Nottingham,  
NG5 7PA<sup>2</sup>

28th November 2016<sup>3</sup>

Dear School Councillors,<sup>4</sup>

I am writing to you because I have some excellent suggestions about how to improve break times. I know as a school council you are always keen on developing new ways to improve school and listen to the children of Sunnyside, so here are my class's top three ideas to make break times better.<sup>5</sup>

Most importantly, we feel there should be more sports equipment available on our playground to promote a healthy, active lifestyle in Sunnyside students. Each and every day, we could fill our precious minutes of inactive time with increased physical activity. Information from health officials advises that children should have at least thirty minutes of exercise a day to increase their fitness levels and help tackle the obesity crisis in children. Surely, you cannot disagree that it is the school's duty to provide us with the equipment to encourage us to get moving. We have discussed this as a class and have decided the most desirable pieces of new equipment would be new footballs, space hoppers and skipping ropes. Please don't disappoint us.<sup>6</sup>

In addition to our equipment request, another popular suggestion was to have a snack bar available at break times. We all know that our bodies and brains work best when they have sufficient food to fuel them. Unfortunately, some children will have missed having a healthy, nutritious breakfast at home before arriving at school. A snack bar would provide a range of healthy snacks such as crunchy carrots sticks with hummus dip, small boxes of dried fruits and nuts, fresh fruit and healthy cereal bars. I believe it would make a big difference to our pupils' learning.<sup>6</sup>

Our final suggestion is to have a special book box out on the yard. Whilst many children are excited about the prospect of a more active break time, I am certain that some would rather have a more educational break that involves reading books. As my teacher says, reading is like exercise for the brain and many children would thoroughly enjoy having this dedicated time to explore new worlds through extra reading. I am sure that you would agree that this could be a very worthwhile way to spend some of your budget.<sup>6</sup>

In conclusion, I would like to thank you for taking the time to read this letter and I hope you consider my suggestions carefully. I look forward to hearing whether some of our suggested changes can be put into action. I really hope to see some positive changes being made to improve students' break times.<sup>7</sup>

Yours sincerely,<sup>8</sup>

Kieran Bliyth,  
Class 4GH<sup>9</sup>

<sup>1</sup>sender's address in the top right-hand corner

<sup>5</sup>an introduction to show the purpose of the letter

<sup>6</sup>a conclusion saying what needs to happen next

### Letter Writing Skills:

Reading  
Writing  
SPaG  
Investigation  
Expression  
Interpretation  
Empathy

### Vocabulary

**Sender** Person sending the letter  
**Recipient** Person receiving the letter  
**Chronological order** Time order – starting from the beginning  
**Greeting** How you open the letter  
**Informal** Chatty language – use of contractions  
**Formal** Using Standard English  
**First person** Using I, me, my  
**Pronouns** Replaces a noun, e.g. Jack = he  
**Sign off** – How to end your letter  
**Yours sincerely** Sign off when you know who you're writing to  
**Yours faithfully** Sign off when you don't know who you're writing to

## Year 5

### Topic: Letter Writing

### Phase: KS2

### Strand: Non-Fiction (Letters)

#### What should I already know?

- Know where the sender's address goes and write it
- Know where the recipient's address goes and write it
- Write the date of the letter
- Write an appropriate greeting – 'Dear Sir/Madam or Dear Mr/Mrs/Miss
- Write an introduction
- More details organised into paragraphs
- Write in first person
- Write a conclusion stating what needs to happen next.
- Know whether it is a formal or informal letter
- Sign off letter appropriately - yours faithfully or yours sincerely
- Write a range of different types of letters

#### What will I know by the end of the unit?

- Know where the sender's address goes and write it
- Know where the recipient's address goes and write it
- Write the date of the letter
- Write an appropriate greeting – 'Dear Sir/Madam or Dear Mr/Mrs/Miss
- Write an introduction
- More detail organised into paragraphs
- Write in first person
- Write a conclusion stating what needs to happen next
- Know whether it is a formal or informal letter and use the appropriate language, e.g. formal = 'I am writing to inform you'.
- Sign off letter appropriately
- Write a range of well-structured letters
- To be able to include all appropriate requirements from the year 5 banding sheet for writing

#### Diagrams/WAGOLL

**2**the recipient's address on the left-hand side

**3**the date on the left-hand side

**4**an introduction to tell the reader why you are writing

**5**formal sentence starters used, such as 'I am writing to inform you' or 'I would like to express'

**7**more details included in paragraphs

**8**a conclusion to tell the reader what you want to happen next

**10**sender's name

Church Cottage,  
Little Weirwold,  
Buckinghamshire,  
BK54 1AS<sup>1</sup>

Billleting Office,  
Village Hall,  
Little Weirwold,  
Buckinghamshire,  
BK65 3DS<sup>2</sup>

23rd September 1939<sup>3</sup>

To whom it may concern,<sup>4</sup>

My name is Mr Tom Oakley and I am writing to you regarding the rumours of some city children being evacuated to our community. I am very concerned about the news that some evacuees may be being placed in the homes of Little Weirwold residents. Whilst I have the deepest sympathy for them, I need to explain why my home would not be a suitable placement for a city evacuee.<sup>5</sup>

Firstly, I am a very busy, overworked man with very little free time. My little cottage is situated on the church grounds, which is next to the village cemetery. The cemetery requires a large amount of upkeep. The grass, which grows very rapidly in summer, needs trimming almost every other day and this recent wetter weather causes unsightly weeds to sprout in between the graves. The weeds must be pulled out by hand, which makes this a very time-consuming activity for me. Due to the ornate design of many of the gravestones, they also require specialist cleaning to remove any moss or dirt on them without causing scratches or damage. You're probably thinking that an evacuee could help me in my duties. However, I am certain<sup>6</sup> that a child, especially a city child, would not have the expertise, skills or respectfulness needed to work in the burial ground alongside me.<sup>7</sup>

In addition, I feel<sup>8</sup> I am not the most suitable adult to care for one of these evacuees. These children, whose lives have been affected by war in the past few months, will need sufficient comfort and love. Unfortunately, I am certainly<sup>9</sup> not the man to offer that sort of household. Our village is full of caring mother-types, who would make the children feel much more secure than I ever could. Some men are out for that sort of thing. Others, like myself, leave that kind of thing to the women and sadly my wife is no longer with me. Surely, you wouldn't want to place a poor child in an environment that didn't offer them the empathy they needed.<sup>7</sup>

Finally, I simply do not have room for a child in my home. I am a humble man with a modest cottage that has only two small bedrooms. The belongings in the second bedroom are that of my late son and under no circumstance will I have a city child ever touching them.<sup>7</sup>

For all the reasons that I have mentioned,<sup>8</sup> I would be very grateful if you would remove me from your list of potential guardians. I am a proud, patriotic man - who is willing to do anything to support my country - but it would be foolish to expect me to accommodate an evacuee child. Please feel free to contact me<sup>9</sup> should I be of use to you in any other way to aid the war effort.<sup>10</sup>

Yours faithfully,<sup>8</sup>

Mr Tom Oakley<sup>10</sup>

**1**sender's address in the top right-hand corner

**6**formal greeting followed by a comma

#### Letter Writing Skills:

- Reading
- Writing
- SPaG
- Investigation
- Expression
- Interpretation
- Empathy

#### Vocabulary

- Sender** Person sending the letter
- Recipient** Person receiving the letter
- Chronological order** Time order – starting from the beginning
- Greeting** How you open the letter
- Informal** Chatty language – use of contractions
- Formal** Using Standard English
- First person** Using I, me, my
- Pronouns** Replaces a noun, e.g. Jack = he
- Sign off** – How to end your letter
- Yours sincerely** Sign off when you know who you're writing to
- Yours faithfully** Sign off when you don't know who you're writing to

## Year 6

Phase: KS2

Strand: Non-Fiction (Letters)

### What should I already know?

- Know where the sender's address goes and write it
- Know where the recipient's address goes and write it
- Write the date of the letter
- Write an appropriate greeting – 'Dear Sir/Madam or Dear Mr/Mrs/Miss
- Write an introduction
- More detail organised into paragraphs
- Write in first person
- Write a conclusion stating what needs to happen next
- Know whether it is a formal or informal letter and use the appropriate language, e.g. formal = 'I am writing to inform you'.
- Sign off letter appropriately
- Write a range of well-structured letters

### What will I know by the end of the unit?

- Know where the sender's address goes and write it
- Know where the recipient's address goes and write it
- Write the date of the letter
- Use correct greeting, depending on style of letter.
- Know whether it is a formal or informal letter and use the appropriate language, e.g. formal = 'I am writing to inform you'.
- Write an introduction to explain why I am writing
- Organise writing into well-structured paragraphs
- Construct a conclusion saying what needs to happen next
- Sign off correct
- Use correct level of formality
- To be able to include all appropriate requirements from the year 6 banding sheet for writing

### Diagrams/WAGOLL

<sup>1</sup>sender's address in the top right-hand corner

Sparkhouse Primary School,  
Sellerswood Road,  
Derby,  
Derbyshire,  
DE8 5LF<sup>1</sup>

<sup>2</sup>recipient's address on the left hand side

C.R.E.S.T. Recruitment Office,  
PO Box 543,  
New York,  
USA<sup>2</sup>

<sup>3</sup>the date

13th November 2016<sup>3</sup>

<sup>4</sup>a greeting – 'Dear Sir/Madam' if the recipient is not known or 'Dear Mr/Mrs/Miss (surname)' if the recipient is known

Dear Agent Coulson,<sup>4</sup>

<sup>5</sup>an introduction to show the purpose of the letter

I am writing to you<sup>5</sup> to kindly offer my services as part of your C.R.E.S.T. team. Recently, I know things have been difficult for you with some of your agents having differences of opinions leading to some separation within your team. To strengthen your department, I would like to put myself forward as your organisation's newest member.<sup>5</sup>

<sup>6</sup>more details organised into paragraphs

<sup>6</sup>Firstly, I would like to discuss<sup>6</sup> my physical qualities with you. As a ten-year-old girl, you may underestimate my strength and physical presence – you would be wrong to do so. Having won the prize of 'fastest girl' every year at our school sports day competition, my speed is one of my unquestionable strengths. In addition, my throwing abilities would definitely be another asset to C.R.E.S.T. I train weekly with a cricket team and my coach (Mr Slight) says that I am a born fielder. Once, the stumps were almost destroyed by my throwing power: they actually had a ball-shaped hole through the middle. Mr Slight certainly thinks that I could play for England Ladies when I'm older. However, I can think of another squad that could benefit from my abilities far more.

<sup>7</sup>a conclusion saying what needs to happen next

Whilst physical strength is important, any prestigious C.R.E.S.T. agent must also possess incredible intelligence. My mathematical abilities are excellent. Maths is an essential agent skill: it is the key to everything! In my mind, life is just one big mathematical equation after another. I'll let you into a secret - my miraculous throwing skills are all due to arithmetic. In order to make the perfect throw, I work out the following: the angle of the bounce; the speed of the ball; the strength of the wind and the point of release from my hand. It's a strike!

<sup>8</sup>the sender's name at the end

If I were to be an agent in the future, I have also thought through<sup>8</sup> a secret identity to keep my loved ones safe and give me anonymity outside of the C.R.E.S.T. organisation. I would call myself Mathematics Master, for obvious reasons. Some people may think that mathematics is not an impressive quality; others, like myself, know what a truly invaluable skill maths can be. I am hoping that<sup>8</sup> any potential enemies would underestimate me and my mathematical expertise, which would give me a definite advantage and allow me to skilfully defeat them.

<sup>9</sup>use formal sentence starters such as 'I am writing to inform you' or 'I would like to express'

In conclusion, I hope you can see that<sup>9</sup> I would be a marvellous asset to your team. I would relish the opportunity to<sup>9</sup> join you at C.R.E.S.T. I hope to discuss this further with you and I eagerly await a positive response.<sup>9,7</sup>

Yours sincerely,<sup>9</sup>

Charlotte Monroe  
AKA Mathematics Master<sup>9</sup>

### Letter Writing Skills:

Reading  
Writing  
SPaG  
Investigation  
Expression  
Interpretation  
Empathy

### Vocabulary

**Sender** Person sending the letter  
**Recipient** Person receiving the letter  
**Chronological order** Time order – starting from the beginning  
**Greeting** How you open the letter  
**Informal** Chatty language – use of contractions  
**Formal** Using Standard English  
**First person** Using I, me, my  
**Pronouns** Replaces a noun, e.g. Jack = he  
**Sign off** – How to end your letter  
**Yours sincerely** Sign off when you know who you're writing to  
**Yours faithfully** Sign off when you don't know who you're writing to

## **Progression in Recount/Diary Writing**

Recounts are sometimes referred to as 'accounts'. They are the most common text type we encounter as readers and listeners, not least because they are the basic form of many storytelling texts. Stories and anecdotes can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener. In non-fiction texts they are used to provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of an event often consist of a recount that includes elements of explanation.

**Purpose:**

The primary purpose of recounts is to retell events. Their most common intentions are to inform and/or entertain.

Year 1

**Topic: Diary Writing**

**Phase: KS1**

**Strand: Non-Fiction (Recount/Diary)**

What should I already know?

Diagrams/WAGOLL

Diary Writing Skills:

- Each sentence starts with a capital letter.
- Each sentence ends with a full stop.
- Can recall past events.
- Can retell an event in detail.

Monday 3<sup>rd</sup> January 2020

Dear diary,

Today has been amazing! **First** we decided to go to the park. The path was uneven as we strolled down the hill to reach the park. **When** we got there, we went on the swings. We swung so high in the sky I **couldn't** believe it. **Next** we skipped over to the see-saw. We loved it! **Finally** we jumped up on the monkey bars. We had such a great day, I **can't** wait to go again.

Sally, 5 years old.

What will I know by the end of the unit?

- The purpose of diary writing.
- Write the date/time of the event.
- Write in first person 'I', 'my'
- Write as if I were there
- Talk about where the events happened
- Write the events in chronological order
- Describe my thoughts and feelings
- Use time linking words: 'first', 'next', 'finally'.
- Use informal language
- Include all appropriate requirements from the Year 1 banding sheet for writing.

Reading  
Writing  
SPaG  
Investigation  
Expression  
Interpretation  
Reflection  
Empathy  
Analysis  
Synthesis

Vocabulary

**Date** A specific day and month  
**Diary** A record of events  
**Chronological order** Time order, starting from the beginning  
**Informal language** Chatty language, use of contractions  
**First person** Using 'I', 'my'  
**Feelings** Emotions  
**Pronouns** Replaces a noun, e.g. Jack = he

## Year 2

Topic: Recount/Diary Writing

Phase: KS1

Strand: Non-Fiction (Recount/Diary)

### What should I already know?

- The purpose of retelling an event.
- Write the date/time of the event.
- Write in first person 'I', 'my'
- Write as if I were there
- Talk about where the events happened
- Write the events in chronological order
- Describe my thoughts and feelings
- Use time linking words: 'first', 'next', 'finally'.
- Use informal language

### What will I know by the end of the unit?

- The purpose of diary and recount writing.
- Title relates to the text.
- Written in past tense.
- Include a conclusion.
- Write the events in chronological order
- Give details of events – include who, where, when and what.
- Describe my thoughts and feelings in more detail.
- Include all appropriate requirements from the Year 2 banding sheet for writing.

### Diagrams/WAGOLL

## My First Day

Dear Diary,

Yesterday, my very first lesson at Hobworth Primary School was literacy. We were learning about biographies and my teacher was called Mr Mills.

Next, it was assembly and Mrs Clements, the head teacher, was telling everyone about the school fayre and how we could buy raffle tickets to win a gigantic Easter egg. At the end of the assembly, Mrs Clements asked how I was getting on, so I told her about the funny feeling I'd had in my stomach all morning. She told me that she remembered having that same feeling on her first day too.

After assembly, it was break time. Mr Mills asked Louis and Peter to show me around the playground. The boys told me about the activities on offer and explained what I should do if I was ever upset about something during break or lunch.

Next, it was the class spelling test and as it was my first day, Mr Mills just told me to have a go. I didn't do too badly to say I'd not even practised the words! Then the bell rang and it was lunch time.

During the lunch break, I chatted outside in the school garden with Mike, Isma, Louis and Peter. They asked me questions about my old school and I explained that the hardest part was leaving my old friends behind. Suddenly, the whistle blew and it was our turn for lunch. The canteen was huge with long tables spread out around the room. I chose a cheese and pickle sandwich and a peach yoghurt for dessert, then I sat down on one of the little blue seats to eat it all. My new friends sat with me.

After lunch, it was science. We were learning about irreversible and reversible changes and conducting experiments with different types of food. Lastly, it was music and we were composing in small groups. We all worked really hard and performed our piece at the end of the lesson.

Finally, it was home time and I've never been so pleased to see my Dad. Overall, the day went well, I'd made new friends and I liked my new teacher. Dad told me that he was really proud of me.



### Recount/Diary Writing Skills:

Reading  
Writing  
SPaG  
Investigation  
Expression  
Interpretation  
Reflection  
Empathy  
Analysis  
Synthesis

### Vocabulary

**Date** A specific day and month  
**Diary** A record of events  
**Chronological order** Time order, starting from the beginning  
**Informal language** Chatty language, use of contractions  
**First person** Using 'I', 'my'  
**Feelings** Emotions  
**Pronouns** Replaces a noun, e.g. Jack = he  
**Recount** Retell or give an account of something  
**Conclusion** The final part of the recount.

## Year 3

Topic: Recount/Diary Writing

Phase: KS2

Strand: Non-Fiction (Recount/Diary)

### What should I already know?

- The purpose of diary and recount writing.
- Title relates to the text.
- Written in past tense.
- Include a conclusion.
- Write the events in chronological order
- Give details of events – include who, where, when and what.
- Describe my thoughts and feelings in more detail.

### What will I know by the end of the unit?

- The introductory paragraph briefly covers who, what, where and when.
- The different forms of a recount.
- A recount can be written in first or third person.
- Recounts are usually written in past tense.
- Time conjunctions move the text on.
- Include quotations from witnesses.
- Include a concluding paragraph
- Personal recounts use emotive language
- Impersonal recounts include more factual information
- Include all appropriate requirements from the Year 3 banding sheet for writing.

### Diagrams/WAGOLL

#### DIARY OF A STONE AGE CHILD

Dear Diary,

Today was the most incredible day of my life. Shall I tell you what I did?

I woke feeling cold and looked up to see my younger brother, Stoa, leaving. The fire had gone out and the deer skin that my mother, Fennel, had draped carefully over me last night had fallen off, so my bare feet could feel the chilly autumn breeze blowing in. It was time to get up. Emerging from the tipi, I looked out at the hills beyond our camp to see the sun slowly rising. I had jobs to do that morning but first I had to help my brother to gather some breakfast. We took our rabbit skin bags to the edge of the wood where the blackberries grew and filled them up to the brim. We couldn't resist gobbling a few berries as we picked, because the hunters had not had a successful day out yesterday and we had only had a baby deer to share between our large family of twenty-four so we were ravenously hungry.

Returning to camp, everyone was glad to see us and we sat around the freshly-built fire to eat. My father, Willow, gave people jobs for the day as we filled our bellies. Since midsummer, my brother and I have been learning how to make and sharpen flint tools. It was hard work at first, but I have made spears, hand axes, hammers and arrow heads for myself and my family. We need tools to hunt, build our houses and skin animals with. Each tool is better than the last.

After I had finished making a flint spear for my eldest cousin, Fox, I took it to him proudly. He was obviously delighted and exclaimed, "Otter! What a sharp edge. I shall take this out to the hunt later and I hope that you'll join me." What could I say? I had never been hunting before as I am only nine. I dashed to ask my mother, who was cleaning animal skins, and she agreed that I was now old enough to join the elder men and hunt. Unfortunately, we had to wait a while until the sun was lower in the sky as the animals could rarely be seen when the sun was high.

Eventually, the time came to hunt. Feeling excited and nervous, I followed ten men a long distance from home. When I looked behind us, our camp was out of sight. We ventured beyond the river, where we saw a few children stabbing furiously at fish with their spears. Crossing the marsh, we clambered to the high land looking for signs of deer. Footprints and fresh droppings. We were in luck! Fox spotted a group of deer at the edge of some bushes. My belly rumbled and I licked my lips. Would we have venison for supper? I really hoped so. Slowly and carefully, we spread out in a circle around the beasts. My father shot the first arrow skilfully and hit a deer between the eyes. It fell to the ground, but luckily the other animals didn't spot it. Arrows filled the air from all directions and we rushed in towards the herd with spears to finish them off. There would be plenty of meat tonight! We staggered home with five large animals between us, looking forward to the feast.

When we returned to the camp, the younger children had made nettle soup with the women, just in case there was no meat. My mother rushed up and gave me a hug. "Well done Otter, you brought them good luck in the hunt! We shall eat well tonight. Let's have a feast!" she laughed happily. I gulped down some soup and smiled. My uncle presented me with a deer skull to wear at the hunt celebration. As the sun set, I took my place round the fire and ate more meat than I had ever eaten in my life. We sang old songs and rejoiced with a dance around the fire. Suddenly, I needed to sleep, so I crawled into my bed by the fire and tucked my toes under the deer skin. I would dream of hunting and tomorrow I would bring back another deer. What an amazing day!

### Recount/Diary Writing Skills:

Reading  
Writing  
SPaG  
Investigation  
Expression  
Interpretation  
Reflection  
Empathy  
Analysis  
Synthesis

### Vocabulary

**Date** A specific day and month  
**Diary** A record of events  
**Chronological order** Time order, starting from the beginning  
**Informal language** Chatty language, use of contractions  
**First person** Using 'I', 'my'  
**Feelings** Emotions  
**Pronouns** Replaces a noun, e.g. Jack = he  
**Recount** Retell or give an account of something  
**Introduction** The beginning  
**Conclusion** The final part of the recount.  
**Third person** He/she  
**Time conjunctions** First, after, eventually.  
**Quotations** Speech using inverted commas  
**Emotive language** Showing feelings

## Year 4

**Topic: Recount/Diary Writing**

**Phase: KS2**

**Strand: Non-Fiction (Recount/Diary)**

### What should I already know?

- The introductory paragraph briefly covers who, what, where and when.
- The different forms of a recount.
- A recount can be written in first or third person.
- Recounts are usually written in past tense.
- Time conjunctions move the text on.
- Include quotations from witnesses.
- Include a concluding paragraph
- Personal recounts use emotive language
- Impersonal recounts include more factual information

### What will I know by the end of the unit?

- Have an understand of and begin to write a range of recounts.
- Include an introduction with the 5Ws.
- Include a conclusion that links back to the introduction
- Understand chronology
- Write in paragraphs.
- Know which tense to use.
- Use a range of conjunctions.
- Use effective quotations.
- Extra details about how and why the events happened.
- Include all appropriate requirements from the Year 4 banding sheet for writing.

### Diagrams/WAGOLL

On Saturday, my mum and I travelled on the bus to the National Marine Aquarium, Plymouth to see all the beautiful sea creatures. We wanted to get there early because of the long queues.

I've been wanting to go for weeks but mum said that we had to wait for the school holidays to arrive. I've always been fascinated by sea creatures and I love looking at the pictures in books of all the different kinds of sea creatures. My favourite is the octopus, the way they crawl across the ground is really funny. We needed to make sure that we could get the bus on time, so I looked online at the timetable and planned to leave at quarter past seven - it's so early! Sleepily, we staggered to the bus stop and caught the bus into Birmingham. After an hour, we eventually reached the Sea Life Centre.

First, we paid for our tickets and got our maps. The lady was very friendly behind the desk and because I was so polite, I got an octopus sticker! Next, we made our way into the 'Plymouth Sound' rock pool with star fish and shallow water creatures. I got to stroke a baby stingray - I was incredibly nervous because I've been told about stingrays before and their poison but there was nothing to worry about! Its skin was really silky as it glided past me.

After we had inspected at the other creatures it was time to head down to the Eddystone Reef. The glass was absolutely huge! There were so many different varieties of fish swimming happily around, it was mesmerising! My favourite part was seeing the stingrays making their way up the glass - their mouths are so funny when they're swimming, it looks like their talking. I think that stingrays are becoming my new favourite sea creature!

Finally, we made our way to the Atlantic Ocean tank where there are loads of species of sharks. Did you know that that tank holds over 2.5 million litres of sea water? That's a lot of water in one place - I hope the glass doesn't break (don't worry, mum assured me it wouldn't)! Each shark was fascinating. They had their own personality and characteristics.

It was a fantastic day and I learnt so much. For example, there are 230,000 known species of animals who live underwater and jellyfish have been round 650 million years, meaning they have been around longer than the dinosaurs! There have been so many interesting facts that I've learnt but most of all, I know that we need to take better care of our oceans through reducing global warming. I will make sure that I keep turning any lights and plugs off if I'm not using them.

What I enjoyed most was seeing the Sharks in their tank. I loved the way they were swimming round and interacting with each other. Above all else, I learnt that there are so many wonderful and mysterious creatures under our waves. I love the fact that every type of fish is so different in colour, size and shape. I loved my day and I can't wait to go back again soon!

### Recount/Diary Writing Skills:

Reading  
Writing  
SPaG  
Investigation  
Expression  
Interpretation  
Reflection  
Empathy  
Analysis  
Synthesis

### Vocabulary

**Chronological order** Time order, starting from the beginning  
**Tense** Past tense = happened already, future = will happen, past-progressive = was happening, present-progressive = is happening, future-progressive = will be happening, present perfect = has happened, past perfect = had happened  
**First person** Using 'I', 'my'  
**Non-fiction** Real/true  
**Third person** He/she  
**Recount** Retell or give an account of something  
**Time conjunctions** First, after, eventually.  
**Quotations** Speech using inverted commas  
**Emotive language** Showing feelings

## Year 5

**Topic: Recount/Diary Writing**

**Phase: KS2**

**Strand: Non-Fiction (Recount/Diary)**

### What should I already know?

- Have an understand of and begin to write a range of recounts.
- Include an introduction with the 5Ws.
- Include a conclusion that links back to the introduction
- Understand chronology
- Write in paragraphs.
- Know which tense to use.
- Use a range of conjunctions.
- Use effective quotations.
- Extra details about how and why the events happened.

### What will I know by the end of the unit?

- Understand and write a range of recounts.
- Include an introduction with the 5Ws.
- Include a conclusion that links back to the introduction
- Understand chronology
- Write in paragraphs with detailed and technical vocabulary.
- Know which tense to use.
- Use a range of conjunctions.
- Use effective quotations.
- Extra details about how and why the events happened.
- Include all appropriate requirements from the Year 5 banding sheet for writing.

### Diagrams/WAGOLL

#### A Disastrous Day and Dented Doughnuts!



The day started when I woke from a dream with a sudden jolt in my warm, comfy bed. I glanced at the clock; it read Saturday 2<sup>nd</sup> June 2018, 6.42 AM. "Why can't I sleep?" I thought to myself, tossing over crossly onto my tummy. As I listened to the birds chirping outside, I realised the rest of the house must be sleeping soundly still. Abruptly, my door burst open on its hinges, the light from the landing flooded my bedroom and a familiar, excited voice shrieked "Wake up! Today is the day!" How could I possibly forget? We were going to the beach!

After a quick breakfast at 7.30 AM (just a coffee for Dad) my sister, Laura, and I dashed enthusiastically around the house, grabbing everything we needed: sunhats, swimming costumes, spades and sandwiches for our lunch. Dad carefully packed our picnic in the large, rectangular cool box whilst Mum programmed the Satnav for Bournemouth Beach. I felt a rush of excitement flow through my body as we got our things ready by the front door. However, in our hurry to get out of the house, nobody noticed that the car keys were left sitting quietly on the kitchen table...

At 9.30 AM, after half an hour of waiting for Grandma to hobble around with a spare key, we finally set off towards Bournemouth Beach. My sister cheered as we pulled away from the drive, and instantly burst into a round of 'are we nearly there yet?' (which was a little bit annoying but I didn't mind). I was eager to get there as quickly as possible, yet I still drifted off into a gentle sleep. The car lurched forwards and woke me from my snooze. It whined loudly then became still. We had broken down!

Over two hours later, we were still stranded at the side of the road. I was getting grumpier by the minute and my stomach started to rumble. Everybody was feeling a bit fed up as we waited for our car to be fixed. Dad had a brilliant idea and suggested we eat our picnic at the side of the road. He rummaged in the boot for the cool box, throwing aside beach balls and towels. Elated, he extracted it from behind a bat and ball set, but the lid was nowhere to be seen. Gingerly, we peered inside the lidless container; crushed, crumbling sandwiches smothered bruised, battered bananas; sweet, strawberry yoghurt was spattered up the sides; and rancid rice pudding dripped off dented doughnuts (my favourites). A bottle of lemonade rolled out from under a towel and landed on the floor besides my sister's feet. Without thinking, she scooped it up and carelessly undid the lid. A tidal wave of sticky, fizzy fluid spurted out the top and covered me, head to toe. Mum gasped and Laura let out the tiniest giggle. No picnic for us.

Next came the rain. Heavy, thunderous rain from black, stormy clouds above our heads. It hammered down onto us as we stood freezing in our shorts (I was still covered in lemonade at this point). We nearly gave up all hope of rescue when orange, flashing lights appeared in the distance across the murky horizon. After hours of waiting, we eventually piled onto the rescue truck's seats and headed miserably for home.

Later that evening, we arrived back at our house. Mum slowly turned the key in the lock and we traipsed through the door. To my surprise, there lay a huge pile of glistening doughnuts waiting for us on the kitchen table! Maybe this wasn't the WORST day after all, even if we never made it to the beach.

Today was definitely one of the most disastrous journeys I've ever been on, particularly when I got covered in sticky lemonade. Although, the best part of the day was finding the delicious doughnuts when I got home!



### Recount/Diary Writing Skills:

Reading  
Writing  
SPaG  
Investigation  
Expression  
Interpretation  
Reflection  
Empathy  
Analysis  
Synthesis

### Vocabulary

**Chronological order** Time order, starting from the beginning  
**Tense** Past tense = happened already, future = will happen, past-progressive = was happening, present-progressive = is happening, future-progressive = will be happening, present perfect = has happened, past perfect = had happened  
**First person** Using 'I', 'my'  
**Non-fiction** Real/true  
**Third person** He/she  
**Recount** Retell or give an account of something  
**Time conjunctions** First, after, eventually.  
**Quotations** Speech using inverted commas  
**Emotive language** Showing feelings

## Year 6

**Topic: Recount/Diary Writing**

**Phase: KS2**

**Strand: Non-Fiction (Recount/Diary)**

### What should I already know?

- Understand and write a range of recounts.
- Include an introduction with the 5Ws.
- Include a conclusion that links back to the introduction
- Understand chronology
- Write in paragraphs with detailed and technical vocabulary.
- Know which tense to use.
- Use a range of conjunctions.
- Use effective quotations.
- Extra details about how and why the events happened.

### What will I know by the end of the unit?

- Understand and write a range of recounts.
- Include an introduction with the 5Ws.
- Include a conclusion that links back to the introduction
- Understand chronology
- Write in paragraphs with detailed and technical vocabulary.
- Know which tense to use.
- Use a range of conjunctions.
- Use effective quotations.
- Extra details about how and why the events happened.
- Include all appropriate requirements from the Year 6 banding sheet for writing.

### Diagrams/WAGOLL

#### What A Day!

After weeks of anticipation it finally arrived: Ancient Egyptian Day! As it turned out, Friday 12<sup>th</sup> October 2018 proved to be quite a memorable one for me, in more ways than one...

Have you ever looked forward to something so much that you couldn't sleep? You must have; just think of Christmas Eve! Well, that's how I was feeling for weeks before we had our Ancient Egyptian trip-back-in-time-day at school. Dad and I spent ages looking for costume ideas on the good old internet. Who'd have thought they'd be so many ways of turning an old sheet, a bit of manky rope and an empty cereal packet into clothing fit for a pharaoh!

Arriving at school, I was met by an incredible sight. Our small – and very English- village primary school playground had been overrun by Ancient Egyptians! "Thank goodness I put in all that effort, son," my Dad whispered to me. "Some of these get-ups are unbelievable!"

It felt a bit weird going into school not wearing my usual (somewhat scruffy but very comfortable) uniform. To be honest, it was downright uncomfortable after about ten minutes. As I looked around the room, I noticed that I wasn't the only one feeling that way. By ten o'clock, most of us had abandoned our headdresses, cast of our cloaks and removed our wrist bands. Even our teacher, who was prancing around showing off, pretending to be Cleopatra (ruler of Egypt), admitted that she felt a bit hot!

For once, the school day absolutely flew by! Not once did I look at the clock, willing the hands to move on, just a little bit faster, towards lunch time... No, not a bit of it. When I wasn't "blinging a sarcophagus", I was up to my elbows in clay, stuffing my face with Ancient Egyptian goodies or "accidentally" dropping flour on my friend's foot instead of into the mixing bowl. Oh, and let's not forget my superb efforts at creating the most fabulous Ancient Egyptian collar that the world has ever seen. Fact.

By the end of the day, our normally pristine classroom looked like it had been ransacked by a bunch of Reception children, who'd just been fed far too much sugar and had then been sent on a mission to upend every single container of art materials they could get their sticky little hands on. Apparently, the normally mild-mannered cleaner was heard to mutter threats along the lines of, "I'll resign if Ms Nicholas ever plots another Ancient Egyptian Day."

Before I knew it, the day approached its end. Just as I was thinking we'd be getting stuck into clearing up (yawn), we were whisked off to the hall. After only a meagre 10 minutes notice, we had to perform our Ancient Egyptian Dance to the rest of the school! Well, I thought I'd die of embarrassment! But do you know what? I really enjoyed that performance! Sure, we weren't the most synchronised dance group ever, and to be honest, Neptune class did put us to shame, but we gave it our all. To hear the younger children applauding us for our efforts filled me with pride. So not only did I learn lots of things about life in Ancient Egypt but I also learnt that, just maybe, performing in front of other people is something I can enjoy too!

### Recount/Diary Writing Skills:

Reading  
Writing  
SPaG  
Investigation  
Expression  
Interpretation  
Reflection  
Empathy  
Analysis  
Synthesis

### Vocabulary

**Chronological order** Time order, starting from the beginning  
**Tense** Past tense = happened already, future = will happen, past-progressive = was happening, present-progressive = is happening, future-progressive = will be happening, present perfect = has happened, past perfect = had happened  
**First person** Using 'I', 'my'  
**Non-fiction** Real/true  
**Third person** He/she  
**Recount** Retell or give an account of something  
**Time conjunctions** First, after, eventually.  
**Quotations** Speech using inverted commas  
**Emotive language** Showing feelings

## **Progression in Non-Chronological Report Writing**

Non-chronological reports describe things the way they are, so they usually present information in an objective way. Sometimes, the selection of information by the writer can result in a biased report. As with all text types, variants occur and non-chronological reports can be combined with other text types. A text that is essentially a nonchronological report written in the present tense may include other text types such as other types of report, e.g. when a specific example is provided to add detail to a statement. (Sharks are often seen around the coasts of Britain but they rarely attack people. In 2006, a man was surfing in Cornwall when he was badly bitten but it was the only incident recorded there for twenty years.)

**Purpose:**

To provide detailed information about the way things are or were.

To help readers/listeners understand what is being described by organising or categorising information.

# Year 1

Topic: Non-Chronological Report Writing

Phase: KS1

Strand: Non-Fiction (Reports)

## What should I already know?

- Each sentence starts with a capital letter
- Each sentence ends with a full stop

## What will I know by the end of the unit?

- Why we write non-chronological reports, e.g.
  - Non-fiction books
  - Information leaflets
  - Fact sheet/fact file
- Include a title/heading
- Write an introduction
- Put information into sections
- Give each section a sub-heading.
- Use facts you have learnt
- Include pictures
- Include all appropriate requirements from the Year 1 banding sheet for writing.

## Diagrams/WAGOLL

**Pirates**

A pirate is a person who attacks and robs ships.

**Pirate Ships**  
Some pirate captains would start with a small ship and crew. Once they had captured a bigger ship, they would use that instead.

**Pirate Dress**  
Bicorne hat  
Bandana

**Famous Pirates from Long Ago**  
John 'Jack' Rackham - He made the Jolly Roger flag.  
Bartholomew Roberts - He stole 400 ships!

**Pirates Today**  
Pirates can still be found today, in Africa, but they don't dress the same as they did long ago.

**Did You Know?**  
As well as gold, pirates stole other important things such as weapons and soap.

## Non-Chronological Report Writing Skills:

- Reading
- Writing
- SPaG
- Investigation
- Expression
- Reflection
- Empathy
- Analysis
- Synthesis
- Evaluation

## Vocabulary

- Title/Heading** The name of the piece of work
- Sub-title/Sub-heading** Smaller titles in the piece of writing
- Introduction** The first part that introduces what you will be writing about
- Facts** True information
- Non-chronological** Not in time order

## Year 2

Topic: Non-Chronological Report Writing

Phase: KS1

Strand: Non-Fiction (Reports)

### What should I already know?

- Why we write non-chronological reports, e.g.
  - Non-fiction books
  - Information leaflets
  - Fact sheet/fact file
- Include a title/heading
- Write an introduction
- Put information into sections
- Give each section a sub-heading.
- Use facts you have learnt
- Include pictures

### What will I know by the end of the unit?

- Why we write non-chronological reports, e.g.
  - Non-fiction books
  - Information leaflets
  - Fact sheet/fact file
- Include a title/heading
- Write an introduction
- Put information into sections
- Give each section a sub-heading.
- Use facts you have researched
- Include pictures with captions
- Include a question for the reader
- Use formal language
- Include all appropriate requirements from the Year 2 banding sheet for writing.

### Diagrams/WAGOLL

## Shooting for the Stars

**Our Planet**  
Planet Earth is one of eight planets in our solar system. Earth spins (very slowly) around. It takes one day for the Earth to spin around once.

Nearly three-quarters of the Earth is covered in water. In the oceans, seas, rivers and lakes, there are lots of different plants and animals.



The rest of the Earth is covered in land. Many parts of the land are inhabited (lived on) by people, although there are still some areas where nobody lives.

**Our Solar System**  
The planets in our solar system all travel around the Sun. Earth is the third closest planet to the Sun. The planet nearest to the Sun is Mercury, which is very hot. The planet furthest from the Sun is Neptune, the coldest planet in the solar system.



**The Moon**  
The Moon travels around the Earth. In 1969, Neil Armstrong and Buzz Aldrin travelled to the Moon on a rocket called Apollo 11. When they landed on the Moon, they planted a flag.

**Did You Know?**

Scientists are still trying to work out if there is any water on the surface of the Moon. If there is, then one day plants could grow and people may even be able to visit!



### Non-Chronological Report Writing Skills:

Reading  
Writing  
SPaG  
Investigation  
Expression  
Reflection  
Empathy  
Analysis  
Synthesis  
Evaluation

### Vocabulary

**Title/Heading** The name of the piece of work

**Sub-title/Sub-heading** Smaller titles in the piece of writing

**Introduction** The first part that introduces what you will be writing about

**Facts** True information

**Non-chronological** Not in time order

**Research** Finding information

**Formal language** Written in standard English, no contractions or slang.

## Year 3

**Topic: Non-Chronological Report Writing**

**Phase: KS2**

**Strand: Non-Fiction (Reports)**

### What should I already know?

- Why we write non-chronological reports, e.g.
  - Non-fiction books
  - Information leaflets
  - Fact sheet/fact file
- Include a title/heading
- Write an introduction
- Put information into sections
- Give each section a sub-heading.
- Use facts you have researched
- Include pictures with captions
- Include a question for the reader
- Use formal language

### What will I know by the end of the unit?

- Why we write non-chronological reports, e.g.
  - Non-fiction books
  - Information leaflets
  - Fact sheet/fact file
- Make sure the topic title covers the whole subject.
- Write an introduction using who, what and where.
- Write in paragraphs.
- Include sub-headings.
- Use facts and factual language.
- Use the correct tense for the purpose.
- Include technical language (perhaps a glossary).
- Write in 3<sup>rd</sup> person.
- Include a formal tone.
- Include all appropriate requirements from the Year 3 banding sheet for writing.

### Diagrams/WAGOLL

**Remembrance Day**

Remembrance Day is a tribute to members of the armed forces who fought and died for their country. This important day happens every year and gives people the opportunity to remember those who worked hard to end the war.

**The First World War**

In 1914, a world war started. This was the beginning of the First World War. After just over four years of battle, the First World War ended in 1918.

**When Remembrance Day happens**

Remembrance Day is on the 11<sup>th</sup> November because that is the date that the countries involved in the First World War agreed to end it. The time that the war ended was 11 a.m. and many people take part in a moment of silence at this time to remember all those that died. This tribute happens in lots of countries around the world.

**Why People Wear Red Poppies**

After the First World War had ended, beautiful red poppies grew on the battlefields of France and Belgium. That's why people now wear poppies on Remembrance Day.

**The First Remembrance Day in Britain**

This is a diary entry that was written on the first Remembrance Day that was held in Britain.

11<sup>th</sup> November 1919

Today was so emotional. It's been a whole year since the First World War ended so King George V had a really thoughtful idea. He asked the people of Britain to be silent for one minute at 11 a.m. The reason that he chose that exact time is that that's when the war officially ended last year.

As I stood on the street outside my house, the silence that covered the entire area was heartwarming.

At 10:59 a.m., a horse and cart appeared at the end of the road. Suddenly, the cart stopped. It was almost as if the horse wanted to make sure that no more noise would be heard.

Men were staring at the floor holding their caps against their hearts. Women wiped tears from their eyes and even young children stood as still as statues. Everyone knew why they were joined together at that moment. This day will stay with me forever.

**Glossary**

**armed forces:** A country's army, navy and air force.

**tribute:** An act, statement or gift that is intended to show gratitude, respect or admiration.

### Non-Chronological Report Writing Skills:

Reading  
Writing  
SPaG  
Investigation  
Expression  
Reflection  
Empathy  
Analysis  
Synthesis  
Evaluation

### Vocabulary

**Title/Heading** The name of the piece of work  
**Sub-title/Sub-heading** Smaller titles in the piece of writing  
**Introduction** The first part that introduces what you will be writing about  
**Facts** True information  
**Non-chronological** Not in time order  
**Research** Finding information  
**Formal language** Written in standard English, no contractions or slang.  
**Glossary** An alphabetical list of technical terms.

## Year 4

**Topic: Non-Chronological Report Writing**

**Phase: KS2**

**Strand: Non-Fiction (Reports)**

### What should I already know?

- Why we write non-chronological reports, e.g.
  - Non-fiction books
  - Information leaflets
  - Fact sheet/fact file
- Make sure the topic title covers the whole subject.
- Write an introduction using who, what and where.
- Write in paragraphs.
- Include sub-headings.
- Use facts and factual language.
- Use the correct tense for the purpose.
- Include technical language (perhaps a glossary).
- Write in 3<sup>rd</sup> person.
- Include a formal tone.

### Diagrams/WAGOLL

#### Malorie Blackman

##### Who is Malorie Blackman?

Malorie Blackman is a popular author. She writes books for children of all ages and her books are known for tackling a range of issues. In her spare time, she enjoys playing video games and writing music.



##### Early Life

Malorie Blackman was born on 8<sup>th</sup> February 1962. When she was younger, she liked visiting the library. She enjoyed reading lots of different books, including adventure stories, classic novels and sci-fi tales.



Malorie trained in computer science and worked as a computer programmer before deciding to try and become a published author.

##### Becoming a Writer



When Malorie thought about the books that she read when she was younger, she noticed that none of them featured main characters who were Black people. When she was in her early 20s, Malorie read her first book with a Black main character. Malorie says that this book helped her to realise that she could be a published writer. As a result, Malorie started writing the stories that she wanted to read when she was a child.

After two years and 82 rejection letters, somebody told Malorie that they would like to publish her book. The book was called 'Not So Stupid!: Incredible Short Stories' and was written for young adults.

Malorie has now written many books for all ages. Lots of her books have won awards and some have even been turned into television series! In 2013, Malorie became the Children's Laureate. This is an award that is given every two years to an inspirational children's writer or illustrator.

##### An Important Job

Malorie believes that books are important for helping us to see things from another person's point of view. She says that we can begin to tackle issues like **racism** by representing lots of different people within stories.

If you want to be a writer, Malorie's advice is to start by reading lots of different books. She says to try books that you that you might not usually read. This is because, even if you don't enjoy them, you can use that to help you write stories that you will enjoy. When you have read lots and lots, she says that the next step is to start writing lots and lots and to never give up!



##### Did You Know...?

In an interview in 2016, Malorie said, "Books should be mirrors as well as windows."



##### Glossary

###### racism:

When people are not given respect, rights, dignity or value because of their race.

### Non-Chronological Report Writing Skills:

- Reading
- Writing
- SPaG
- Investigation
- Expression
- Reflection
- Empathy
- Analysis
- Synthesis
- Evaluation

### Vocabulary

- Title/Heading** The name of the piece of work
- Sub-title/Sub-heading** Smaller titles in the piece of writing
- Introduction** The first part that introduces what you will be writing about
- Facts** True information
- Non-chronological** Not in time order
- Research** Finding information
- Formal language** Written in standard English, no contractions or slang.
- Glossary** An alphabetical list of technical terms.

### What will I know by the end of the unit?

- Why we write non-chronological reports, e.g.
  - Non-fiction books
  - Information leaflets
  - Fact sheet/fact file
- Make sure the topic title covers the whole subject.
- Write an introduction using the 5Ws.
- Put information into paragraphs/sections.
- Include sub-headings.
- Use facts and factual language.
- Use the correct tense for the purpose.
- Include technical language (perhaps a glossary).
- Write in 3<sup>rd</sup> person.
- Include a formal tone.
- Information may be included in fact boxes.
- Include all appropriate requirements from the Year 4 banding sheet for writing.

## Year 5

**Topic: Non-Chronological Report Writing**

**Phase: KS2**

**Strand: Non-Fiction (Reports)**

### What should I already know?

- Why we write non-chronological reports, e.g.
  - Non-fiction books
  - Information leaflets
  - Fact sheet/fact file
- Make sure the topic title covers the whole subject.
- Write an introduction using the 5Ws.
- Put information into paragraphs/sections.
- Include sub-headings.
- Use facts and factual language.
- Use the correct tense for the purpose.
- Include technical language (perhaps a glossary).
- Write in 3<sup>rd</sup> person.
- Include a formal tone.
- Information may be included in fact boxes.

### What will I know by the end of the unit?

- The purpose of a non-chronological report.
- Include information written in paragraphs/sections.
- Include an introduction using 5Ws, main body and a final paragraph to summarise.
- Use technical language with a glossary.
- Use headings and sub-headings.
- Write in present tense (unless historical) and third person.
- Include diagrams and pictures with captions and labels.
- Formal tone.
- Include extra details.
- Information grouped by bullet points or in fact boxes.
- Include all appropriate requirements from the Year 5 banding sheet for writing.

### Diagrams/WAGOLL

#### Women's World Cup

The Women's World Cup is an international football competition. It has been held every four years since it was officially established in 1991 and the competition sees national teams compete against each other for championship status.

##### Unofficial Beginnings

Despite the recent creation of the Women's World Cup, women's football has been attracting crowds of spectators and fans for over 100 years. Many popular women's football teams provided much-loved entertainment throughout the World Wars. However, in 1921, the Football Association announced that football as a sport was 'quite unsuitable for females'. They said that it 'ought not to be encouraged' and banned women from playing matches in the grounds of Football Association registered clubs.

This ban was finally lifted in 1971 and the first unofficial Women's World Cup was held in Mexico. This competition saw six national teams competing against each other in three groups. Although Mexico, Argentina, England, Denmark, France and Italy all competed for the prize, only the game between France and Denmark was officially recognised as an international women's football match. Even then, this recognition was only given after the match had already been completed.

##### Establishing the Women's World Cup

Finally, in 1986, a trial women's football competition was hosted in China. Twelve international teams competed for the prize and, after a nail-biting penalty shootout to decide third place, the competition was deemed a huge success. The first official Women's World Cup was held in China three years later.

'held in Guangdong from 16<sup>th</sup> to 30<sup>th</sup> November 1991, the first official Women's World Cup saw twelve teams divided into three groups of four. The top two teams and the two best third-place finishers from the three groups advanced to the knockout round of eight teams. This eventually saw the United States beat Norway in front of a roaring crowd of 65,000 spectators.

##### Glossary

**engraved:** To cut or carve something into a hard surface.  
**established:** Created or set up.  
**protagonist:** Something which is respected and admired.  
**spectators:** People who watch a show, game or event.  
**trial:** A test of something.

##### Subsequent Competitions

Since 1991, there have been many Women's World Cup tournaments hosted around the world. Another competition has been scheduled for 2023.

Year	1991	1995	1999	2003	2007
Hosted in	USA	USA	USA	France	China
Hosted by	USA	USA	USA	France	China
Year <th>2011</th> <th>2015</th> <th>2019</th> <th>2023</th>	2011	2015	2019	2023	
Hosted in	Canada	USA	France	Australia and New Zealand	
Hosted by	Canada	USA	France	Australia and New Zealand	

##### Awards and Prizes

The ultimate prize awarded to the winning team at each Women's World Cup is a prestigious trophy. Made from bronze, gold, polished aluminium and granite, each trophy weighs 4.8kg and stands at 47cm tall. The design of the trophy is a spiral band which wraps around a football at the top. Beneath the base of the trophy, the name of the winner is engraved.

As well as a trophy awarded to the overall winner, there are six smaller prizes to be won at the Women's World Cup:

- The Golden Ball is awarded to the best player;
- The Golden Glove is awarded to the top goalkeeper;
- The Golden Glove is awarded to the best goalkeeper;
- The Best Young Player Award is given to the best player under 21 years of age;
- The Fair Play Award is given to the team with the best record of playing fairly;
- The honour of being part of an All-Star Team is given to the best players from the tournament.



### Non-Chronological Report Writing Skills:

Reading  
 Writing  
 SPaG  
 Investigation  
 Expression  
 Reflection  
 Empathy  
 Analysis  
 Synthesis  
 Evaluation

### Vocabulary

**Title/Heading** The name of the piece of work  
**Sub-title/Sub-heading** Smaller titles in the piece of writing  
**Introduction** The first part that introduces what you will be writing about  
**Facts** True information  
**Non-chronological** Not in time order  
**Research** Finding information  
**Formal language** Written in standard English, no contractions or slang.  
**Glossary** An alphabetical list of technical terms.

## Year 6

**Topic: Non-Chronological Report Writing**

**Phase: KS2**

**Strand: Non-Fiction (Reports)**

### What should I already know?

- The purpose of a non-chronological report.
- Include information written in paragraphs/sections.
- Include an introduction using 5Ws, main body and a final paragraph to summarise.
- Use technical language with a glossary.
- Use headings and sub-headings.
- Write in present tense (unless historical) and third person.
- Include diagrams and pictures with captions and labels.
- Formal tone.
- Include extra details.
- Information grouped by bullet points or in fact boxes.

### What will I know by the end of the unit?

- The purpose of a non-chronological report.
- Include information written in paragraphs/sections.
- Include an introduction using 5Ws, main body and a final paragraph to summarise.
- Use ambitious vocabulary and technical language with a glossary.
- Use headings and sub-headings.
- Write in present tense (unless historical) and third person.
- Include diagrams and pictures with captions and labels.
- Formal tone.
- Include extra details.
- Information grouped by bullet points or in fact boxes.
- Apply all of this knowledge to a range of different reports.
- Include all appropriate requirements from the Year 6 banding sheet for writing.

### Diagrams/WAGOLL

#### All About Elephants

Elephants are the largest land animals in the world. With their distinctive long trunk and large ears, they are a spectacular sight across Africa and in parts of Asia. It is widely believed that there are two main species of elephant. These are the African elephant and the Asian elephant.

##### African Elephants

Weighing up to 8,000kg, African elephants are the largest species of elephant. African elephants can be found in 37 countries within Africa. It is thought that there are two different subspecies of African elephant: the forest elephant and the savannah elephant (also known as the bush elephant).

We have a lot of information about savannah elephants as they are easy to observe across large, open plains. These elephants live in herds which contain female elephants and their offspring. Although often made up of elephants from the same family, herds of over 100 savannah elephants have been recorded. These herds are led by a matriarch who is usually the oldest and largest female elephant.

The forest elephant is more difficult to observe as they live among dense trees and rainforests. To estimate forest elephant populations, researchers look at the number of elephant droppings found in a particular area. Interestingly, some studies have found that the forest elephant may be a third species of elephant rather than a subspecies.



##### Asian Elephants

Asian elephants are smaller than African elephants. They can be recognised by their smaller ears and by the shape of their head. There are a number of sub-species of Asian elephants which include the Sumatran elephant, the Indian elephant and the Sri Lankan elephant.

Unlike African elephants, female Asian elephants do not grow long tusks. Asian elephants also live in smaller herds which contain around seven female elephants. Some studies have found that an Asian elephant's footprint is large enough to provide a home for tadpoles when filled with rainwater.



##### Elephants in the Wild

Over the years, elephants have faced a number of threats to their survival. These threats include a loss of habitat and illegal poaching. As a result, Asian elephants are listed as an endangered species. This means that they are thought to be at risk of becoming extinct. On the other hand, African elephants are listed as vulnerable which means that they are thought to be at a lower risk of extinction. Although their numbers are increasing in some areas, there is still some concern for them as illegal poaching continues to be an issue.

##### Elephant Tusks

Most elephants grow tusks. These are long teeth that continue to grow throughout their lifetime. Elephants use their tusks for a variety of different tasks. For example, tusks can be used for defence, to scrape bark from trees or to lift heavy objects. This is very similar to most humans preferring to use either their left or their right hand. Many elephants will have one tusk that is shorter than the other: the shorter side will be the tusk that they use more often.

Elephant tusks are made up of ivory which is a type of dentine. The dentine found in elephant tusks is incredibly strong and hard-wearing. While this is excellent for an elephant, it also makes their ivory tusks a tempting product for poachers to acquire. In recent years, many countries have passed laws that ban the trading of ivory. It is hoped that these laws will help to protect elephant populations before they face extinction.



**Glossary**

**species:** A group of living things that are very similar.

**subspecies:** A group within the same species. Subspecies have different characteristics and are often found in different areas.

**poaching:** Illegally hunting or catching animals.

### Non-Chronological Report Writing Skills:

Reading  
Writing  
SPaG  
Investigation  
Expression  
Reflection  
Empathy  
Analysis  
Synthesis  
Evaluation

### Vocabulary

**Title/Heading** The name of the piece of work  
**Sub-title/Sub-heading** Smaller titles in the piece of writing  
**Introduction** The first part that introduces what you will be writing about  
**Facts** True information  
**Non-chronological** Not in time order  
**Research** Finding information  
**Formal language** Written in standard English, no contractions or slang.  
**Glossary** An alphabetical list of technical terms.

## **Progression in Instructional Writing**

Like all text types, variants of instructions occur and they can be combined with other text types. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions.

**Purpose:**

To ensure something is done effectively and/or correctly with a successful outcome for the participant(s).

## Year 2

**Topic: Instructional Writing**

**Phase: KS1**

**Strand: Non-Fiction (Instructions)**

### What should I already know?

- Some types of instructions, e.g. for a game or recipe.

### What will I know by the end of the unit?

- Use heading and sub-headings
- Include an introduction sentence
- Include a list of what is needed
- Put steps in chronological order
- Use bossy verbs (imperative verbs)
- Use numbers to separate steps
- Include a conclusion sentence
- Time conjunctions: first, finally
- To be able to include all appropriate requirements from the Year 2 banding sheet for writing

### Diagrams/WAGOLL

<sup>1</sup>use a title

<sup>2</sup>include a list of what is needed

<sup>3</sup>put the steps in order

<sup>4</sup>use bullet points or numbers to separate steps

<sup>5</sup>use bossy (imperative) verbs

#### How to Make a Papier Mâché Globe<sup>1</sup>

Are you learning about the continents of the world? Read on to discover how to make a papier mâché globe of your own to help you to remember them.

**You will need:<sup>2</sup>**

- a round balloon
- lots of strips of newspaper about 2cm wide
- a bowl of water and flour mixture (one cup of flour and two cups of water)
- an atlas
- a continents of the world sheet
- some blue paint and paintbrush
- a pack of felt tip pens
- a pair of scissors
- some glue



**Steps:**

- + First of all, blow up<sup>3</sup> the balloon gently. Don't let it burst.
- + Ask<sup>3</sup> a grown-up to help you tie the balloon if it is tricky.
- + Dip<sup>3</sup> the strips of newspaper in the flour and water mix and slowly wrap<sup>3</sup> the strips all around the balloon until it is covered.
- + Cover<sup>3</sup> the balloon at least three or four times.
- + Leave<sup>3</sup> the balloon to go solid. Place<sup>3</sup> it in a warm, dry place.
- + Next, paint<sup>3</sup> the whole globe blue to show the water.
- + Leave<sup>3</sup> to dry.
- + Colour in<sup>3</sup> the seven continents neatly on the activity sheet.
- + Cut out<sup>3</sup> the continents but be careful with the scissors.
- + Stick<sup>3</sup> the continents in the right position on the globe. Use<sup>3</sup> an atlas to help you if you are unsure.
- + Label<sup>3</sup> the oceans and carefully draw the line of the equator. Finally, label<sup>3</sup> the continents of North America, South America, Africa, Antarctica, Australasia, Europe and Asia.<sup>4</sup>

### Instructional Writing Skills:

Reading  
Writing  
SPaG  
Investigation  
Expression  
Synthesis  
Evaluation

### Vocabulary

**Title/Heading** The name of the piece of work  
**Sub-Heading** Smaller title  
**Method** How to do something  
**Diagram** Picture/drawing with labels and captions  
**Technical language** Language specific to something  
**Bossy (imperative) verbs** Verbs which tell the reader to do something  
**Bullet points** Dot per line in a list  
**Chronological Order** In time order  
**Time conjunctions** First, next, finally.

## Year 3

Topic: Instructional Writing

Phase: KS2

Strand: Non-Fiction (Instructions)

### What should I already know?

- Use heading and sub-headings
- Include an introduction sentence
- Include a list of what is needed
- Put steps in chronological order
- Use bossy verbs (imperative verbs)
- Use numbers to separate steps
- Include a conclusion sentence
- Time conjunctions: first, finally

### What will I know by the end of the unit?

- Use a title that explains what the text is about (How to...)
- Sub-headings break the text into clear sections.
- Opening sentence encourages the reader to have a go.
- List of equipment.
- Clear steps in chronological order with numbered points.
- Use imperative verbs.
- Include a conclusion sentence
- Use adverbs, conjunctions and prepositions to show time.
- Technical language
- To be able to include all appropriate requirements from the Year 3 banding sheet for writing.

### Diagrams/WAGOLL

<sup>1</sup>heading and sub-headings

<sup>2</sup>introduction sentence(s)

<sup>3</sup>a list of what is needed

<sup>4</sup>steps in chronological order

<sup>5</sup>imperative (bossy) verbs

<sup>6</sup>numbers to separate the steps

<sup>7</sup>conclusion sentence

<sup>8</sup>adverbs, conjunctions and prepositions to show time

#### How to Wash Your Elephant<sup>1</sup>

Has your elephant rolled in mud?  
Elephants need to be kept clean or they can often become unhealthy. Use<sup>2</sup> this handy set of instructions to ensure you keep your pet squeaky clean.<sup>2</sup>

##### Equipment<sup>3</sup>

an extra long hosepipe (at least 10 metres)	a pair of elephant nail clippers
a set of step ladders	a sheet of sand paper
a large sweeping brush with stiff bristles	a feather duster
a bottle of elephant shampoo	

##### Method<sup>4</sup>

1. Firstly<sup>5</sup>, prepare<sup>6</sup> your elephant for their bathing session in an area with plenty of space. Make sure that your animal is calm, well-fed and content. It may help to tickle their tummies to relax them if they are nervous about getting wet.
2. Next<sup>6</sup>, prop up the step ladders beside your pet otherwise it is impossible to reach the top of their body. Climb<sup>6</sup> the ladders carefully as you carry the hosepipe. Use<sup>6</sup> lukewarm water to completely soak<sup>6</sup> your elephant's skin.
3. After that<sup>6</sup>, squeeze<sup>6</sup> a whole bottle of elephant shampoo onto the animal's back. Use<sup>6</sup> the sweeping brush to reach up and scrub every part of their dirty skin. Start<sup>6</sup> at their back and work downwards to their feet.
4. Afterwards<sup>6</sup>, rinse<sup>6</sup> them off until all of the soap suds are gone. Be very careful not to let any of the shampoo drip into your pet's eyes as the pain could cause them to suddenly charge at you.
5. Now<sup>6</sup>, you need to make your elephant lie down. A tasty bun may be helpful to convince them to go down to the ground. Use<sup>6</sup> the sand paper to file the dead skin from the bottom of their feet and the nail clippers to trim their toenails. As a result<sup>6</sup>, you should watch out for sharp bits of flying elephant toenail!
6. Finally<sup>6</sup>, you need to gently clean your elephant's nostrils and ears using the feather duster. This can be very dangerous. Move<sup>6</sup> quickly away from your elephant's trunk if they begin to shake or start to breathe more heavily. You do not want to be in the firing line of a powerful elephant sneeze.



Enjoy<sup>8</sup> your spotlessly clean mammal but keep a close eye on them near any muddy puddles!<sup>8</sup>

### Instructional Writing Skills:

Reading  
Writing  
SPaG  
Investigation  
Expression  
Synthesis  
Evaluation

### Vocabulary

**Title/Heading** The name of the piece of work  
**Sub-Heading** Smaller title  
**Method** How to do something  
**Diagram** Picture/drawing with labels and captions  
**Technical language** Language specific to something  
**Bossy (imperative) verbs** Verbs which tell the reader to do something  
**Bullet points** Dot per line in a list  
**Chronological Order** In time order  
**Conjunctions (time/place)** When, before, after, while  
**Adverbs (time/place)** Then, next, soon, therefore.  
**Prepositions (time/place)** During, before, because of.

## Year 4

**Topic: Instructional Writing**

**Phase: KS2**

**Strand: Non-Fiction (Instructions)**

### What should I already know?

- Use a title that explains what the text is about (How to...)
- Sub-headings break the text into clear sections.
- Opening sentence encourages the reader to have a go.
- List of equipment.
- Clear steps in chronological order with numbered points.
- Use imperative verbs.
- Include a conclusion sentence
- Use adverbs, conjunctions and prepositions to show time.
- Technical language

### What will I know by the end of the unit?

- Use a title that explains what the text is about (How to...)
- Sub-headings break the text into clear sections.
- Opening sentence encourages the reader to have a go.
- List of equipment using bullet points.
- Clear steps in chronological order with numbered points.
- Use imperative verbs.
- Include a conclusion sentence
- Use adverbs, conjunctions and prepositions to show time.
- Technical language
- To be able to include all appropriate requirements from the Year 4 banding sheet for writing.

### Diagrams/WAGOLL

<sup>1</sup> use a heading and sub-headings

<sup>2</sup> Include an introduction sentence

<sup>3</sup> include a list of what is needed

<sup>4</sup> put the steps in chronological order

<sup>5</sup> use imperative (bossy) verbs

<sup>6</sup> use bullet points or numbers to separate my steps

<sup>7</sup> include a conclusion sentence

#### How to Get to Starshine City

Have you ever dreamt of visiting the magical city of Starshine? This enchanting world promises to amaze you and is definitely worth a visit. Read on to discover how to access the portal that will lead you to this magnificent secret world, which is full of wonder and excitement.

You will need:

- the light of a full moon
- a flute or whistle
- a spade
- a notepad and pen
- five glass pebbles
- the secret password (from Gabriel the Gnome)

What to do:

1. By the light of a full moon, travel<sup>6</sup> to the bottom of your garden and call out, 'Open the portal'.
2. Listen<sup>2</sup> for the hooting tune of the portal owl then use<sup>5</sup> the flute or whistle to repeat it back exactly as heard.
3. After precisely one minute, a small portal door will appear in the hedge to your right. Step<sup>3</sup> through the door and shut<sup>5</sup> it behind you.
4. Close<sup>6</sup> your eyes and slowly spin around three times anticlockwise.
5. When you have finished the last spin, open your eyes and step out of the portal. You will find yourself in a strange moonlit forest.
6. Look<sup>4</sup> for the leafless oak tree, then use the spade to dig a hole at the base of the tree where the moss is a darker shade of green.
7. Feel<sup>6</sup> around in the hole to find a metal lever. Turn<sup>6</sup> the lever to the left until the trunk of the tree splits open to reveal a spiral staircase leading underground.
8. Go<sup>6</sup> down one hundred steps until you reach a door marked 'The Gnomes' House'. Then, rap<sup>5</sup> on the door three times and call for 'Gabriel Sneeze'.
9. When Gabriel answers the door (you will recognise him by his magnificent white, curly beard), ask<sup>5</sup> him for the secret password and pay<sup>5</sup> him with the glass pebbles. Record the password in the notebook.
10. Continue down the spiral staircase to the very bottom where you will find yourself standing on a smooth slate slab. Trace<sup>6</sup> the password with your finger across the slab then count back slowly from ten to one.
11. With a flash and a bang, the slate beneath your feet will disappear and you will find yourself whizzing down a chute flooded with sparkling light directly into Starshine City.

When you arrive, don't forget to take lots of photographs, buy one or two souvenirs and make time to say hello to the quirky, local residents. Have fun! You are certain to remember your visit to Starshine City forever.

### Instructional Writing Skills:

Reading  
Writing  
SPaG  
Investigation  
Expression  
Synthesis  
Evaluation

### Vocabulary

**Title/Heading** The name of the piece of work  
**Sub-Heading** Smaller title  
**Method** How to do something  
**Diagram** Picture/drawing with labels and captions  
**Technical language** Language specific to something  
**Bossy (imperative) verbs** Verbs which tell the reader to do something  
**Bullet points** Dot per line in a list  
**Chronological Order** In time order  
**Conjunctions (time/place)** When, before, after, while  
**Adverbs (time/place)** Then, next, soon, therefore.  
**Prepositions (time/place)** During, before, because of.

## Year 5

**Topic: Instructional Writing**

**Phase: KS2**

**Strand: Non-Fiction (Instructions)**

### What should I already know?

- Use a title that explains what the text is about (How to...)
- Sub-headings break the text into clear sections.
- Opening sentence encourages the reader to have a go.
- List of equipment using bullet points.
- Clear steps in chronological order with numbered points.
- Use imperative verbs.
- Include a conclusion sentence
- Use adverbs, conjunctions and prepositions to show time.
- Technical language

### What will I know by the end of the unit?

- Organisational devices to structure my writing.
- Introduction includes questions to interest and persuade the reader.
- List of equipment using bullet points.
- Clear steps in chronological order with numbered points.
- Use imperative verbs.
- Accurate descriptions and technical language.
- Tips and extra advice for the reader.
- A conclusion sentence directed at the reader.
- Use adverbs, conjunctions and prepositions to show time.
- To be able to include all appropriate requirements from the Year 5 banding sheet for writing.

### Diagrams/WAGOLL

#### How to Fix a Puncture on a Monster Truck

Have you ever had a puncture on a bicycle or seen a flat tyre on a car? Imagine if the puncture was on the huge tyre of a monster truck. How would you fix the puncture and get the truck back on track performing stunts and crushing cars? Follow these instructions and you will find out how to fix it!

**You will need:**

- a very large container of warm water (a paddling pool would be ideal)
- a strong rubber patch
- a piece of sandpaper
- some chalk
- a coloured wax crayon
- rubber solution (similar to glue)



**Method:**

1. Firstly, remove<sup>1</sup> the tyre from the truck with the help of several strong people, who are able to help to lift the truck off the ground.
2. Perform<sup>2</sup> a thorough check to see if any sharp objects remains stuck in the tyre and carefully remove them if necessary. This is particularly important if the truck has been driving over other vehicles.<sup>3</sup>
3. If the source of the puncture is not clear<sup>4</sup>, you will need to locate<sup>5</sup> it by reinflating the tyre with air. An electrical pump could speed up this considerably.<sup>1</sup>
4. After inflating, try looking or listening for any air leaking out. This involve the use of a small stepladder to reach the top of the tyre.<sup>2</sup>
5. Alternatively, submerge<sup>6</sup> the tyre under water<sup>7</sup> in a very large container such as a paddling pool. Any leaking air can be identified by bubble to the surface of the water.
6. Once the puncture is located, mark<sup>8</sup> the affected area with a piece of chalk or wax crayon. Keep the chalk nearby for later.
7. Next, take<sup>9</sup> the sandpaper and lightly rub around the damaged area to roughen the surface.<sup>4</sup>
8. Spread<sup>10</sup> the rubber solution over the area then allow a few seconds for it to become tacky and achieve the correct consistency.
9. Use<sup>11</sup> the chalk, which you set aside earlier, to absorb any excess water or liquid.<sup>5</sup>
10. Remove<sup>12</sup> the patch from its packet, making sure not to get any dirt on it, then place it over the puncture and smooth it down carefully until securely stuck down. Be sure to apply it meticulously into any deep ridges of the tyre.

Your tyre is now ready to be returned into place and your truck should be ready to go crushing again!<sup>13</sup>

Warning: If you ever actually own or drive a monster truck, always remember to ask an expert before trying to fix any part of it yourself!<sup>14</sup>

- <sup>1</sup>use organisational devices to structure writing
- <sup>2</sup>include an introduction with questions to interest the reader
- <sup>3</sup>include what is needed and a method or list of steps
- <sup>4</sup>put the steps in chronological order
- <sup>5</sup>use imperative verbs
- <sup>6</sup>include accurate descriptions and technical language
- <sup>7</sup>include tips and extra advice for the reader
- <sup>8</sup>include a conclusion directed at the reader

### Instructional Writing Skills:

Reading  
Writing  
SPaG  
Investigation  
Expression  
Synthesis  
Evaluation

### Vocabulary

**Title/Heading** The name of the piece of work  
**Sub-Heading** Smaller title  
**Method** How to do something  
**Diagram** Picture/drawing with labels and captions  
**Technical language** Language specific to something  
**Bossy (imperative) verbs** Verbs which tell the reader to do something  
**Bullet points** Dot per line in a list  
**Chronological Order** In time order  
**Conjunctions (time/place)** When, before, after, while  
**Adverbs (time/place)** Then, next, soon, therefore.  
**Prepositions (time/place)** During, before, because of.  
**Tip** Extra detail to help the reader

# Year 6

## Topic: Instructional Writing

## Phase: KS2

## Strand: Non-Fiction (Instructions)

### What should I already know?

- Organisational devices to structure my writing.
- Introduction includes questions to interest and persuade the reader.
- List of equipment using bullet points.
- Clear steps in chronological order with numbered points.
- Use imperative verbs.
- Accurate descriptions and technical language.
- Tips and extra advice for the reader.
- A conclusion sentence directed at the reader.
- Use adverbs, conjunctions and prepositions to show time.

### What will I know by the end of the unit?

- Organisational devices to structure my writing.
- Introduction includes questions to interest and persuade the reader.
- List of equipment using bullet points.
- Clear steps in chronological order with numbered points.
- Use imperative verbs.
- Accurate descriptions and technical language.
- Tips and extra advice for the reader.
- A conclusion sentence directed at the reader.
- Use adverbs, conjunctions and prepositions to show time.
- To be able to include all appropriate requirements from the Year 6 banding sheet for writing.

### Diagrams/WAGOLL

**How to Prepare a Fantastic Five-a-Day Tasting Menu**

When someone offers you a piece of fruit or a portion of vegetables, what's your automatic response? Do you think, "Mmm, yes please!", or is it more likely to be, "Bleurgh - no thanks!". Why not get together with some friends to prepare a banquet of amazing, healthy taste experiences? Just follow these simple instructions and you never know: you might discover your new favourite food!

**You will need:**

- some sharp knives (make sure there is an adult available to help)
  - a vegetable peeler
  - 2-3 chopping boards
  - 5 or 6 plates/bowls
  - a bottle of lemon juice
- an adventurous selection of fruits and vegetables (try to choose ones that are edible when raw) such as pears, apricots, bananas, carrots, radishes, beetroot and celery
- a few paper towels

**Method:**

Before you begin, check with everyone taking part whether they have any food allergies to particular fruits or vegetables. Do not use any of those foods.

1. Firstly, wash your hands thoroughly with soap and hot water. Hygiene is very important.
2. Next, gather all the ingredients and equipment you require and arrange them neatly on your work surface.
3. Once you have everything you need, rinse each piece of fruit or vegetable under cold running water, then pat them dry with paper towels.
4. Then, carefully peel any fruits or vegetables whose skin is inedible, disposing of any waste in the rubbish or compost bin.
5. When everything is ready, place an individual fruit on the chopping board and hold it gently - but steadily. Remember to keep your fingers safely curled backwards away from where you will be cutting!
6. Gripping the knife handle firmly, place the blade on the food and slice downwards to the board.
7. Now that you have at least one flat surface, turn the food over onto that side, where it will stay still more easily.
8. Slice or chop the fruit/vegetable into bite-size pieces: it's a mistake to choose a large piece, only to find you don't like it and as a consequence it has to be thrown away. Remember - you can always have more if you want!
9. After that, arrange them attractively on serving plates; why not try to make pictures or patterns with the different colours?
10. Repeat with each item until you have a delicious display of colourful, mouth-watering, vitamin-packed food all ready to eat.
11. Finally, rinse any juice from your hands and ensure the sharp knives' blades are placed safely out of reach.

**Top Tip:**

Some fruits, such as apples and pears, can quickly go brown (a process called oxidation) once they are cut. To prevent this, sprinkle the flesh with a little lemon juice.

Now you are ready to try a delicious variety of new foods; make sure you satisfy your curiosity and taste every one! Compare your responses with your friends - is there a favourite new food amongst you all?

### Instructional Writing Skills:

- Reading
- Writing
- SPaG
- Investigation
- Expression
- Synthesis
- Evaluation

### Vocabulary

- Title/Heading** The name of the piece of work
- Sub-Heading** Smaller title
- Method** How to do something
- Diagram** Picture/drawing with labels and captions
- Technical language** Language specific to something
- Bossy (imperative) verbs** Verbs which tell the reader to do something
- Bullet points** Dot per line in a list
- Chronological Order** In time order
- Conjunctions (time/place)** When, before, after, while
- Adverbs (time/place)** Then, next, soon, therefore.
- Prepositions (time/place)** During, before, because of.
- Tip** Extra detail to help the reader

## Progression in Newspaper Reports

Typically, news reports found in newspapers or online with a purpose to inform readers of what is happening in the world around them. News is new information and is usually about something that has just happened. All news reports follow a certain structure and have the same key features these are found at the front of a newspaper. They will be full of facts, like names, dates and places, as well as points of view, eg “Local opinion is still divided over plans to open a new shopping centre.” Reports tend to have a more formal, neutral tone.

**Purpose:**

To share important information with people about what is going on in the world.

## Year 3

### Topic: Newspaper Report Writing

### Phase: KS2

### Strand: Recount

#### What should I already know?

- The children will have written recounts but not necessarily in the form of a news report.
- Experience of reading/seeing news reports and their purpose.

#### What will I know by the end of the unit?

- Include the name of the newspaper.
- Include a headline.
- Use the 5Ws.
- Include facts about the main event.
- Write in 3<sup>rd</sup> person.
- Include a conclusion paragraph to explain what might happen next.
- Include a picture with captions.
- Begin to include quotes written as direct speech.
- To be able to include all appropriate requirements from the Year 3 banding sheet for writing.

#### Diagrams/WAGOLL

All text: past tense and third person used consistently

An introductory paragraph that includes the 5 W's

All text: past tense and third person used consistently

Facts about the main event

Quotes written as direct speech

A conclusion paragraph to explain what might happen next

**GREENVILLE DAILY STAR**  
Sunday 29th January 2017

**UFO SIGHTING IN GREENVILLE VILLAGE!**

A strange incident is reported to have happened on Friday evening in Greenville village. A local woman spotted unusual lights in the sky while she was out walking her dog. Greenville police officers also discovered a very mysterious circular shape burnt into the grass and unexplained metal remains on a nearby school field once the sun had risen the following morning. Local detectives are continuing with their investigations.<sup>1</sup>

The whole incident started at around 6:35pm on Friday 27th January when Samantha Harris was walking her dog around the outside fences of Greenville Primary School field. The witness is certain that she saw blinding lights in the night sky and heard an ear-piercing noise coming from behind the clouds.<sup>2</sup> The lights were on a fast-moving flying object that Mrs Harris says then hovered just above the grass. "The mysterious object flew so low that I had to jump into a ditch to avoid being hit. My poor dog was petrified,"<sup>3</sup> said the terrified lady. Mrs Harris then phoned the police straight away.<sup>4</sup>

Another witness has also now come forward. Mr Jagari, a Year 3 teacher at Greenville Primary, also recounted some wild events to the police. The hard-working teacher had stayed behind marking books on Friday evening when he says the sky suddenly became much darker as if a storm was approaching. Then, he heard the loud, clanking sound of falling metal before being blinded by an intense light from outside the classroom window.<sup>5</sup> Mr Jagari described the sight. "The lights were like shiny disc glitterballs and it felt like they put me into a trance," he explained. The whole terrifying experience has left him feeling dazed and very confused.

The police found more worrying evidence on Saturday morning as they searched the school grounds. Some curious metal objects were found inside a vast, circular shape that had been scorching into the grass on the field.<sup>6</sup> Samples were taken from the objects as they were

the name of the newspaper

a headline

pictures with captions

facts about the main events

quotes written as direct speech

a conclusion paragraph to explain what might happen next

#### News Report Writing Skills:

- Reading
- Writing
- SPaG
- Investigation
- Expression
- Reflection
- Empathy
- Analysis
- Synthesis
- Evaluation

#### Vocabulary

- Headline** A catchy heading at the top of the article.
- 5Ws** Who, what, where, when, why
- Recount** Retell what has happened
- Chronological Order** In time order
- Formal tone** Using Standard English
- Facts** True information
- Caption** A brief description of an illustration.
- Direct Speech** Repeating the actual words of the speaker

## Year 4

### Topic: Newspaper Report Writing

### Phase: KS2

### Strand: Recount

#### What should I already know?

- Include the name of the newspaper.
- Include a headline.
- Use the 5Ws.
- Include facts about the main event.
- Write in 3<sup>rd</sup> person.
- Include a conclusion paragraph to explain what might happen next.
- Include a picture with captions.
- Begin to include quotes written as direct speech.

#### What will I know by the end of the unit?

- Include the name of the newspaper.
- Include a headline.
- Include the reporter's name.
- Have an introductory paragraph using the 5Ws.
- Include facts about the main event.
- Write in 3<sup>rd</sup> person and past tense.
- Include a conclusion paragraph to explain what might happen next.
- Include a picture with captions.
- Include quotes written as direct speech.
- To be able to include all appropriate requirements from the Year 4 banding sheet for writing.

#### Diagrams/WAGOLL

All text written in third person and past tense

### Hillside Observer

6th August

## Peaches and Scream!

Reported by Harriet Sayer, Media Correspondent, Manchester

name of the newspaper

Introductory paragraph that includes the 5 Ws

There were scenes of panic this morning as the famous giant peach at Hilltop House broke off its branch and flattened two sisters dead. The massive fruit then continued on a journey of destruction through the town before finally falling off a cliff into the sea.<sup>1</sup>

The unfortunate event began just after 9 a.m. this morning<sup>2</sup> as sisters Sponge and Spiker were preparing to admit the first visitors of the day to see the twenty-foot-wide peach. The freakish fruit had mysteriously grown overnight in their garden a few days earlier.

A tremendous crash was heard as the peach broke through the fence and carvered into Sponge and Spiker.<sup>3</sup> The sisters were still reported to have been fighting and arguing as they frantically tried to dodge their fate.

Picking up speed, the fiendish peach hurtled down the

reporter's name and job title



Popped off by a peach - sisters Sponge and Spiker.

pictures with captions

hillside towards the town.<sup>4</sup> Arthur Brown, 74, was enjoying a spot of fishing when the uncontrollable fruit whizzed by. He was quoted as saying, "One minute I was sat by the river minding my own business and the next my new fishing rod was whizzed out of my hands by a gigantic ball of fuzz. It was a very abnormal experience."<sup>5</sup>

Within half an hour, the naughty peach had squashed two parked cars, released a river of chocolate from a local factory and damaged hundreds of gardens before it bounced over the cliff top and splashed into the English Channel.<sup>6</sup>



The peach at sea.

quotes written as direct speech

picture with captions

Amazingly, nobody else lost their lives during the perilous incident and the death of the unpopular sisters from Hilltop House is unlikely to cause anyone much distress. However, police are concerned for the safety of the sisters' nephew.<sup>7</sup> James Trotter has not been seen since Tuesday. The public are urged to report any sightings of him immediately.

It is thought that the peach will gradually perish in the saltwater or be eaten by hungry sea creatures and it no longer poses a threat to human life.<sup>8</sup> However, sailors are advised to avoid the area for the time being as a precaution.

Fruit tree experts are currently studying the old peach tree to work out how it produced the peculiar fruit. The tree will be relocated in the town square on Friday and a prayer service will be held at 11 a.m. in remembrance of the late sisters.<sup>9</sup>

a conclusion paragraph to explain what might happen next

facts about the main events

#### News Report Writing

#### Skills:

- Reading
- Writing
- SPaG
- Investigation
- Expression
- Reflection
- Empathy
- Analysis
- Synthesis
- Evaluation

#### Vocabulary

- Headline** A catchy heading at the top of the article.
- 5Ws** Who, what, where, when, why
- Recount** Retell what has happened
- Chronological Order** In time order
- Formal tone** Using Standard English
- Facts** True information
- Caption** A brief description of an illustration.
- Direct Speech** Repeating the actual words of the speaker

## Year 5

### Topic: Newspaper Report Writing

### Phase: KS2

### Strand: Recount

#### What should I already know?

- Include the name of the newspaper.
- Include a headline.
- Include the reporter's name.
- Have an introductory paragraph using the 5Ws.
- Include facts about the main event.
- Write in 3<sup>rd</sup> person and past tense.
- Include a conclusion paragraph to explain what might happen next.
- Include a picture with captions.
- Include quotes written as direct speech.

#### What will I know by the end of the unit?

- Include the name of the newspaper.
- Include a headline that uses pun, rhyme or alliteration.
- Include a sub-headline which gives more information.
- Include a 'byline' (the writer's name).
- Have an introductory paragraph using the 5Ws.
- A commentary of the main events.
- Write in 3<sup>rd</sup> person and past tense.
- Include a conclusion paragraph to explain what might happen next.
- Include pictures with captions.
- Direct and reported speech.
- To be able to include all appropriate requirements from the Year 5 banding sheet for writing.

#### Diagrams/WAGOLL

**The Sporting Telegraph**<sup>1</sup>

www.sporting-telegraph.com The Number One Sports Newspaper

**Brilliant Bolt Grabs Gold Again!**<sup>2</sup>

**Jamaican Sprinter Takes London by Storm Winning Three Olympic Gold Medals!**<sup>3</sup>

*Exclusive Report by John Stevenson*<sup>4</sup>



Usain Bolt: winner of three Olympic gold medals in London

Usain Bolt reaffirmed his title as the World's Fastest Man by achieving a marvellous third gold medal of the games this week. In front of a deafening capacity crowd in London's Olympic Stadium, the 25-year-old world record holder completed a remarkable set of victories to establish himself as one of the greatest sprinters of all time.

Following earlier victories in both the 100m and 200m individual sprint, Bolt inspired his Jamaica team-mates to a third triumph in the 4x100m relay. The three gold medals are added to his personal collection alongside similar achievements in the corresponding individual events of Beijing in 2008.

Afterwards, the reigning 100m and 200m world champion was understandably buoyant in his celebrations.

"It's a brilliant feeling. It's been a long road. I'm happy, but I'm relieved. It's great to be in the history books as one of the greatest. I'm proud of myself," he told reporters.

Although other athletes have won more medals than Bolt, including American sprinter Carl Lewis who was commentating for a television network, no-one else can match the explosive power and unrivalled pace exhibited by Bolt.

The sprinter's Jamaican team-mates were equally jubilant following their relay victory, describing it as a momentous day in Athletics history. Even the American team, who were disqualified from the relay following a disastrous illegal baton handover, were gracious in defeat. *Admitting disappointment at missing out on a team medal, Justin Gatlin promised supporters that the team had given it all they could and refused to criticise the officials' decision, but did apologise to the US fans.*

Now thinking ahead to his future and the potential of bringing down the curtain on a glittering Athletics career, Bolt confirmed that he intends to compete in 2016 but retire before the next Olympic Games in 2020. Instead, he will focus on charity work, a likely ambassador role in the sport or could even consider a dramatic switch to another sport such as football. As the crowds filtered out of the magnificent stadium, the talk was all about just one man - the incredible Usain Bolt, who is surely already an Olympic legend.

#### News Report Writing Skills:

- Reading
- Writing
- SPaG
- Investigation
- Expression
- Reflection
- Empathy
- Analysis
- Synthesis
- Evaluation

#### Vocabulary

- Headline** A catchy heading at the top of the article.
- 5Ws** Who, what, where, when, why
- Recount** Retell what has happened
- Chronological Order** In time order
- Formal tone** Using Standard English
- Facts** True information
- Caption** A brief description of an illustration.
- Sub-Headline** A smaller headline to add more information
- 'Byline'** The writer's name
- Pun** A joke exploiting the different possible meanings of the word
- Alliteration** Use of the same consonant at the beginning of each word.
- Rhyme** Words with similar sounding final syllables
- Direct Speech** Repeating the actual words of the speaker using inverted commas
- Reported Speech** Reporting speech, e.g. 'he said' without inverted commas.

## Year 6

### Topic: Newspaper Report Writing

### Phase: KS2

### Strand: Recount

#### What should I already know?

- Include the name of the newspaper.
- Include a headline that uses pun, rhyme or alliteration.
- Include a sub-headline which gives more information.
- Include a 'byline' (the writer's name).
- Have an introductory paragraph using the 5Ws.
- A commentary of the main events.
- Write in 3<sup>rd</sup> person and past tense.
- Include a conclusion paragraph to explain what might happen next.
- Include pictures with captions.
- Direct and reported speech.

#### What will I know by the end of the unit?

- Include the name of the newspaper.
- Include a headline that uses pun, rhyme or alliteration.
- Include a sub-headline which gives more information.
- Include a 'byline' (the writer's name).
- Have an introductory paragraph using the 5Ws.
- A commentary of the main events.
- Write in 3<sup>rd</sup> person and past tense.
- Include a conclusion paragraph to explain what might happen next.
- Include pictures with captions.
- Direct and reported speech.
- To be able to include all appropriate requirements from the Year 6 banding sheet for writing.

#### Diagrams/WAGOLL

**The name of the newspaper?**

**To headline that sets out the theme or alliteration**

**To sub-headline which gives a bit more information**

**To byline (the writer's name)**

**To introductory paragraph that includes the 5Ws**

**Pictures with captions**

**To commentary of the main events**

**3<sup>rd</sup> person and past tense**

**Direct and reported speech**

**To conclusion paragraph to explain what might happen next**

**THE HOBBITON HERALD**  
www.hobbiton-herald.com THE SHIRE'S FAVOURITE NEWSPAPER & JOURNAL

BAGGINS IS BACK!

SURPRISE RETURN OF HOBBIT THOUGHT DEAD

By Archibald Snuggly Snuggly

The quiet village of Hobbiton on the Water was yesterday in uproar due to the unexpected re-appearance of Mr Bilbo Baggins, who left the Shire months ago, accompanied by the wizard (Gandalf). Where has he been all this time?

A large crowd of Hobbits had gathered at Mr Baggins' house, Bag End, where his property was being sold off by his executor, Mr and Mrs Sackville. They had asked some months ago for Mr Baggins to be declared dead and had subsequently claimed Bag End as their own inheritance.

Having demonstrated that he was very definitely alive, Mr Baggins demanded that everyone should leave his house! Mrs Sackville was heard to say, "It's outrageous! How can we be sure he's not an impostor?" However, Mr Baggins has told his story exclusively to the Hobbiton Herald.

Bilbo Baggins, Gandalf and a party of dwarves (led by Thorin Oakenshield) departed some time ago on a quest to recover lost treasure, slain orcs before the fearsome dragon breathing hundreds of miles away beyond the Misty Mountains. Their journey through foreign territories was perilous and Bilbo claims that their lives were endangered many times.

In Mirkwood, the adventures saw Bilbo Baggins, Gandalf and a party of dwarves (led by Thorin Oakenshield) departed some time ago on a quest to recover lost treasure, slain orcs before the fearsome dragon breathing hundreds of miles away beyond the Misty Mountains. Their journey through foreign territories was perilous and Bilbo claims that their lives were endangered many times.

Early on, they were captured by trolls; they only avoided being eaten because Gandalf tricked the creature and turned them to stone, while sheltering from a violent storm in the Misty Mountains, they were trapped again - this time by herds of vicious, evil goblins! Bilbo explained they had got away because Gandalf killed the forest Goblins with magic!

Last and above underground, Bilbo met a strange creature called Gollum, who agreed to help if the hobbit could answer a series of riddles. Unfortunately, this individual betrayed Bilbo's trust. Mr Baggins wouldn't doubt how he managed to escape - he is strangely reluctant to discuss this particular event...

Grateful for all his help, the dwarves rewarded Bilbo with treasure and he set off home with Gandalf! After a less eventful journey back, he arrived in Hobbiton only to find everyone thought he was dead!

Now that Mr Baggins has recovered from his epic adventure, he says he has asked the police to make the Sackvilles hand back his property. He will be staying at Bag End for the foreseeable future: "No more adventures for me!" said Bilbo, grinning.

**Bilbo Baggins**

**To headline that sets out the theme or alliteration**

**To sub-headline which gives a bit more information**

**To byline (the writer's name)**

**To introductory paragraph that includes the 5Ws**

**Pictures with captions**

**To commentary of the main events**

**3<sup>rd</sup> person and past tense**

**Direct and reported speech**

**To conclusion paragraph to explain what might happen next**

The Lonely Mountain

#### News Report Writing Skills:

- Reading
- Writing
- SPaG
- Investigation
- Expression
- Reflection
- Empathy
- Analysis
- Synthesis
- Evaluation

#### Vocabulary

- Headline** A catchy heading at the top of the article.
- 5Ws** Who, what, where, when, why
- Recount** Retell what has happened
- Chronological Order** In time order
- Formal tone** Using Standard English
- Facts** True information
- Caption** A brief description of an illustration.
- Sub-Headline** A smaller headline to add more information
- 'Byline'** The writer's name
- Pun** A joke exploiting the different possible meanings of the word
- Alliteration** Use of the same consonant at the beginning of each word.
- Rhyme** Words with similar sounding final syllables
- Direct Speech** Repeating the actual words of the speaker using inverted commas
- Reported Speech** Reporting speech, e.g. 'he said' without inverted commas.

## **Progression in Explanation Writing**

Explanatory texts generally go beyond simple 'description' in that they include information about causes, motives or reasons. Explanations and reports are sometimes confused when children are asked to 'explain' and they actually provide a report, e.g. what they did (or what happened) but not how and why. Although some children's dictionaries do include an encyclopaedia-like explanation, others are inaccurately categorised as explanation texts when they simply define a word's meaning.

Like all text types, explanatory texts vary widely and are often found combined with other text types.

**Purpose:**

To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is.

**Year 3**

**Topic: Explanation Text Writing**

**Phase: KS2**

**Strand: Non-Fiction (Explanation)**

**What should I already know?**

- Exploration of these text types in real-life situations.
- Understanding of chronology.

**What will I know by the end of the unit?**

- The text needs a title, often starting with 'How' or 'Why'
- Include an opening sentence to introduce the process and includes a question.
- The stages of the process are in chronological order.
- Use time conjunctions
- Make the writing clear
- Include technical vocabulary
- Include diagrams to help the reader with captions.
- To be able to include all appropriate requirements from the Year 3 banding sheet for writing.

**Diagrams/WAGOLL**

<sup>1</sup>a question title

**How Do Flowering Plants Grow?**

<sup>2</sup>a short opening that includes a question

Have you ever wondered how plants grow? Then, read on... This fascinating leaflet will explain how the plant lifecycle works.<sup>3</sup>

<sup>3</sup>the stages of the process in chronological order

**The Beginning**

Plants begin life as a seed. If the seed has water and warmth, it germinates<sup>4</sup> (starts to grow). First, a root appears, which grows down into the soil. After that, a pale, leafless shoot<sup>4</sup> pushes up towards the light.



<sup>4</sup>technical language for the subject

<sup>4</sup>diagrams or illustrations (with captions)

**Photosynthesis**

As soon as the plant's tiny shoot is tall enough, it produces green leaves at the top. These are the factory of the plant that use sunshine and water to create food to build more leaves, the stem and flowers. This is an important process called



**Pollination**

Because the flowers' petals are brightly coloured, they attract insects such as bees. Inside each flower, minute grains of pollen<sup>6</sup> are found on short stalks<sup>6</sup>. The bees come to collect this pollen for their food. As they continue from plant to plant, some of it brushes off and falls into other flowers. This is called pollination<sup>6</sup>. As a result, pollen mixes



**Seed Dispersal**

Once the flower has been pollinated, the coloured petals fall off. Then, the base of the flower starts to swell up into a fruit as the seeds grow.



Eventually, the fruit ripens<sup>7</sup> and the seeds are released. This is called seed dispersal<sup>7</sup>. This means that the whole cycle<sup>7</sup> can begin again as a new plant rapidly starts to grow.



<sup>8</sup>All Paragraphs<sup>8</sup>

**Explanation Writing Skills:**

- Reading
- Writing
- SPaG
- Investigation
- Expression
- Synthesis
- Evaluation

**Vocabulary**

- Title/Heading** The name of the piece of work
- Time conjunctions** Tell the reader when something is happening.
- Diagrams** Pictures with labels/captions
- Chronological Order** In time order

## Year 4

**Topic: Explanation Text Writing**

**Phase: KS2**

**Strand: Non-Fiction (Explanation)**

### What should I already know?

- The text needs a title, often starting with 'How' or 'Why'
- Include an opening sentence to introduce the process and includes a question.
- The stages of the process are in chronological order.
- Use time conjunctions
- Make the writing clear
- Include technical vocabulary
- Include diagrams to help the reader with captions.

### What will I know by the end of the unit?

- The text needs a title, often starting with 'How' or 'Why'
- Include an opening sentence to introduce the process and includes a question.
- The stages of the process are in chronological order.
- Use time conjunctions
- Make the writing clear
- Include technical vocabulary
- Include diagrams to help the reader with captions.
- To be able to include all appropriate requirements from the Year 4 banding sheet for writing.

### Diagrams/WAGOLL

<sup>1</sup> use a question title

<sup>2</sup> write a short opening that includes a question

<sup>3</sup> put the stages of the process in chronological order

<sup>4</sup> use technical language for the topic

<sup>5</sup> include diagrams or illustrations with captions



#### How Does the Water Cycle Work?<sup>1</sup>

Have you ever looked up at a grey, murky sky and wondered where the clouds and rain come from?<sup>2</sup> It's all part of the water cycle. Read on to find out how the immeasurable amount of water in the world is constantly moving up, down, around and around.<sup>3</sup>

#### Evaporation

When the heat from the sun warms any patch of water, the liquid turns into a vapour<sup>4</sup> (gas) and this rises because it is lighter. The warmer the air, or if there is a draught or breeze, the quicker evaporation<sup>4</sup> takes place. It even happens on puddles' surfaces. Try and watch the playground dry up next time there has been a shower.<sup>5</sup>

#### Condensation

The water vapour is lifted into the sky. As you go higher, the air gets colder and cools down the gas. This causes the particles to condense (come together) and form microscopic<sup>4</sup> droplets of water. Over time, millions of them gather like this and make clouds.<sup>5</sup>

#### Precipitation

As soon as the water droplets reach a certain size, their weight is too great to stay in the air and they fall towards the ground. This is called precipitation<sup>4</sup>. If the air is very cold, the water falls as ice or sleet<sup>4</sup>. Otherwise, it falls as rain.<sup>5</sup>

<sup>1</sup> use a question title

<sup>2</sup> write a short opening that includes a question

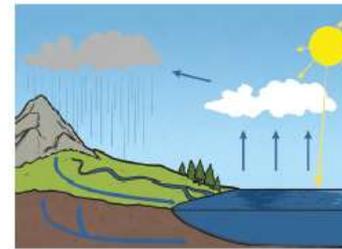
<sup>3</sup> put the stages of the process in chronological order

<sup>4</sup> use technical language for the topic

<sup>5</sup> include diagrams or illustrations with captions

#### Collection

Wherever the water lands, this is the 'collection' stage of the water cycle. Rain and snow may return to Earth in rivers or lakes, on the ground, or on houses and roads, where it soaks down towards the rivers. Eventually, most of this water flows into the sea. The water cycle can now start again, from any place where water has collected even from your soaking wet hair!<sup>5</sup>



The Water Cycle<sup>4</sup>

#### Fun Facts

- Did you know that about 90% of the world's fresh water is found in the thick layer<sup>4</sup> of ice covering Antarctica?
- More than three quarters of the Earth's surface<sup>4</sup> is covered in water. Have a look at a globe or map of the world and you'll notice just how much of it is blue! Most of this is contained in the seas and oceans but some is also found in rivers, lakes and glaciers<sup>4</sup>.

### Explanation Writing Skills:

Reading  
Writing  
SPaG  
Investigation  
Expression  
Synthesis  
Evaluation

### Vocabulary

**Title/Heading** The name of the piece of work  
**Sub-Heading** Smaller titles within the text.  
**Introduction** The beginning which gives the reader a small piece of information about the text.  
**Time conjunctions** Tell the reader when something is happening.  
**Diagrams** Pictures with labels/captions  
**Chronological Order** In time order

**What should I already know?**

- The text needs a title, often starting with 'How' or 'Why'
- Include an opening sentence to introduce the process and includes a question.
- The stages of the process are in chronological order.
- Use time conjunctions
- Make the writing clear
- Include technical vocabulary
- Include diagrams to help the reader with captions.

**What will I know by the end of the unit?**

- A question as a title
- An introduction
- Detailed information about the topic
- Casual conjunctions and adverbials
- Time conjunctions and adverbials to show the order of events
- Include technical vocabulary
- Include diagrams to help the reader with captions.
- Include a summary.
- To be able to include all appropriate requirements from the Year 5 banding sheet for writing.

**Diagrams/WAGOLL**

**How Do Materials Change State?**

Materials are made of tiny molecules (also known as particles) and can exist in three forms, which we classify as solids, liquids and gases. In scientific terms, these are called the three states of matter. Varying the temperature or pressure of a material's surroundings affects its state.

**The Three States of Matter**

- **Solid**  
In a solid, the molecules' positions are quite rigid and they cannot move around much, if at all. As a result, solids (for example, ice) hold their shape.
- **Liquid**  
A liquid material (such as the water in a tap) has more loosely-packed molecules. Because they have more space, the particles can move around and the material flows to take up the shape of any container.

**Changing States**

- **Evaporation**  
Evaporation refers to the process of a liquid gradually turning into a gas (vapour) at its surface as it is gently warmed by air currents. This is how water from the oceans becomes the water vapour in the air.
- **Condensation**  
Condensation is the scientific term for the process of a gas turning into a liquid, which happens when it is cooled. An example of this is when water vapour – the gas form of water – cools and returns to its liquid state. It is possible to see this process if water is heated in a kettle. As the boiling water vapour from the spout meets cooler air, it condenses and becomes microscopic droplets – steam. If the steam then touches a cold surface such as a mirror, these droplets come together and the water reverts to its liquid state, dripping from the mirror.
- **Boiling**  
When a liquid is heated to its boiling point, it turns immediately into a vapour. Each liquid has a different boiling point. Water boils at 100°C. The material changes, which is a naturally occurring as a gas, boils at almost -200°C! When water boils, it returns from its liquid state into water vapour. Steam, which is what we see above a boiling kettle's spout, is a mixture of water vapour and tiny droplets of water.
- **Freezing**  
In order to turn a liquid into a solid, it... molecules to slow down and occupy a fixed position. When water is cooled down to 0°C, it solidifies (turns to ice). Interestingly, ice is the only solid that is less dense than its liquid form and therefore floats on water. Why not try it with an ice cube in your next glass of water to see?
- **Melting**  
Melting means heating a solid until the molecules can move about again, which will turn it into a liquid. Just like boiling points, each material has its own melting point, although these may vary drastically. For instance, asbestos will melt at a relatively low temperature. You could try to refrigerate a chocolate button then hold it in your hand and see what happens. Other materials, such as gold, require very high temperatures of over 1000°C!

**WAGOLL (Writing Assessment Guide for On-Line Learning) checklist:**

- Is question as a title
- Is introduction
- Detailed information about the topic
- Casual conjunctions and adverbials
- Technical language for the topic
- Time conjunctions and adverbials to show the order of events
- Diagrams or illustrations with captions
- Organisational and presentational devices to structure the text
- End with a summary

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- End with a summary

**Materials can appear naturally at different states depending on their environment. Otherwise, we have to deliberately alter the temperature or pressure to force materials into changing states. There are a number of different ways we can utilize changing the state of a material, such as freezing food to keep it fresh, boiling water to purify it for drinking or melting gold to form a safe jewellery.**

**Explanation Writing Skills:**

- Reading
- Writing
- SPaG
- Investigation
- Expression
- Synthesis
- Evaluation

**Vocabulary**

- Title/Heading** The name of the piece of work
- Sub-Heading** Smaller titles within the text.
- Casual conjunctions** Introduce a cause for given action
- Time conjunctions** Tell the reader when something is happening.
- Time Adverbial** A word or phrase functioning as a major clause constituent expressing time.
- Diagrams** Pictures with labels/captions
- Chronological Order** In time order
- Summary** A brief statement about the main points.

## Year 6

**Topic: Explanation Text Writing**

**Phase: KS2**

**Strand: Non-Fiction (Explanation)**

### What should I already know?

- A question as a title
- An introduction
- Detailed information about the topic
- Casual conjunctions and adverbials
- Time conjunctions and adverbials to show the order of events
- Include technical vocabulary
- Include diagrams to help the reader with captions.
- Include a summary.

### What will I know by the end of the unit?

- A question as a title
- An introduction
- Detailed information about the topic
- Casual conjunctions and adverbials
- Time conjunctions and adverbials to show the order of events
- Include technical vocabulary
- Include diagrams to help the reader with captions.
- Include a summary.
- Use organisational and presentational devices to structure the text.
- To be able to include all appropriate requirements from the Year 6 banding sheet for writing.

### Diagrams/WAGOLL

<sup>1</sup>A question as a title

<sup>2</sup>Write an introduction

<sup>3</sup>Detailed information about the topic

<sup>4</sup>Casual conjunctions and adverbials

<sup>5</sup>Technical language for the topic

<sup>6</sup>Time conjunctions and adverbials to show the order of events

<sup>7</sup>Diagrams or illustrations (with captions)

<sup>8</sup>Organisational and presentational devices to structure my text

<sup>9</sup>Ends with a summary

#### How Can the Snoozatron Help You Sleep?<sup>1</sup>

When Wallace is struggling to sleep, he activates his 'Snoozatron' device. This remarkable contraption will help any insomniac inventor return swiftly to the land of nod. Would you like to know how it works? Then read on...<sup>2</sup>



Auto-Comfy Bed<sup>7</sup>

#### How It Works<sup>8</sup>

Finding that he's wide awake in the middle of the night, Wallace pulls the big, red lever (next to his bed) that activates<sup>9</sup> the machine; immediately, an alarm rings<sup>9</sup> in Gromit's bedroom. As a result, his faithful assistant wakes up, retrieves a sheep costume<sup>9</sup> from the wardrobe where it's kept and puts it on.

Meanwhile, back in Wallace's room, several mechanisms<sup>9</sup> spring into action: giant mechanical hands<sup>9</sup> – covered in soft fabric – bounce out from under his bed, re-tucking his covers; two huge leather pads appear and begin to push and plump the pillows from both sides (see illustration)<sup>9</sup>, before both devices<sup>9</sup> disappear again. A pair of pincers<sup>9</sup> then swings down and deposits a cosy hot water bottle on Wallace's lap. This is accompanied by another arm, which

passes him his favourite teddy bear. As a consequence<sup>9</sup> of all these events, Wallace starts to feel warm and comfortable again. At the same time<sup>9</sup>, the picture on the wall nearby folds down to reveal a record player, which subsequently<sup>9</sup> begins to play soothing music<sup>9</sup>. Additionally, the sound of lambs bleating can be heard.

At this point, Gromit is sleepily waiting in the kitchen, with a cup of tea, because<sup>9</sup> he knows he'll soon<sup>9</sup> be called to action. A hatch drops open above him and Wallace calls down, "Ready Gromit!" Gromit sighs. Warily, he steps back onto a circular platform<sup>9</sup>, which is in turn mounted on a massive spring. Suddenly, he is catapulted through the hatch<sup>9</sup> into Wallace's room and up past the end of the bed, before falling back<sup>9</sup> and rebounding<sup>9</sup> on the platform.

This final process is repeated over and over. Every time 'Gromit the sheep' appears, Wallace counts: "One, two, three..." until<sup>9</sup> he starts to feel sleepy again - the Snoozatron can reliably bounce Gromit up to 9999 times!<sup>9</sup>



Sheep Costume<sup>9</sup>

### Explanation Writing Skills:

Reading  
Writing  
SPaG  
Investigation  
Expression  
Synthesis  
Evaluation

### Vocabulary

**Title/Heading** The name of the piece of work  
**Sub-Heading** Smaller titles within the text.  
**Casual conjunctions** Introduce a cause for given action  
**Time conjunctions** Tell the reader when something is happening.  
**Time Adverbial** A word or phrase functioning as a major clause constituent expressing time.  
**Diagrams** Pictures with labels/captions  
**Chronological Order** In time order  
**Summary** A brief statement about the main points.

## Progression in Biography Writing

Biographies and autobiographies are both types of non-fiction stories about someone's life. They are both based in fact but there are some key differences between them. Both biographies and autobiographies tell the story of someone's life, are written in the past tense and follow a chronological order. Biographies are written by a person about someone else's life in third person whereas an autobiography is written by a person about their own life in first person. Biography writing is often written about famous figures, focussing on their whole life or just a specific event.

**Purpose:**

To share the life, or a specific event in someone's life, of another person with an audience.

## Year 3

### Topic: Biography Writing

### Phase: KS2

### Strand: Non-Fiction (Biographies)

#### What should I already know?

- Exploration of these text types in reading.
- Past and present tense.
- Chronology.

#### What will I know by the end of the unit?

- Include a question in the opening to hook a reader in.
- Summarise the main events of the person's life in the first paragraph.
- Write in chronological order.
- Write in past tense.
- Third person pronouns.
- Adverbials of time to link paragraphs.
- Include a conclusion about how they are/will be remembered.
- To be able to include all appropriate requirements from the Year 3 banding sheet for writing.

#### Diagrams/WAGOLL

#### Who Was the Real Snow White?

**1** an introduction that summarises the main events of the person's life

**2** information about the key events in a person's life in chronological

**3** verbs written in past tense

**4** sentences written in the third person using third person pronouns (e.g. he, she, they)

**5** the person's feelings about different points and events in their life



Snow White's<sup>1</sup> real name was<sup>2</sup> Blanche Neige and she<sup>4</sup> was born in New York on 14th February, 1904. She got<sup>3</sup> the nickname Snow White when she was very young because of her pale, white skin. She loved to sing and entertain<sup>5</sup> her parents at their beautiful family home as a little girl. The three<sup>4</sup> were<sup>3</sup> wonderfully happy together but sadly her mother Beatrice died<sup>3</sup> at the age of only 30. Her father Benedict was heartbroken and Snow White was miserable<sup>5</sup> so they<sup>4</sup> looked after each other for a few years.

Mr Neige<sup>4</sup> decided to get married again after he<sup>4</sup> met<sup>3</sup> a glamorous woman called<sup>3</sup> Maledicta. Snow White mistrusted<sup>5</sup> her new stepmother<sup>4</sup> as she<sup>4</sup> treated other people unkindly.

"I'm the classiest dame in New York," she boasted<sup>3</sup> to everyone but they<sup>4</sup> all liked Snow White better. Maledicta decided to get rid of her stepdaughter. On June 8th 1924 she instructed<sup>3</sup> her bodyguard to take Snow White to the river and shoot her!

Luckily he<sup>4</sup> couldn't do it so instead he left<sup>3</sup> Snow White alone by the docks. She has said that she was so unhappy<sup>5</sup> at that moment she nearly drowned<sup>3</sup> herself. She was then saved by the sound of music from a nearby jazz club. She entered<sup>3</sup> the club to ask for help where the musicians<sup>4</sup> took pity on her. The Seven Jazzmen invited her to stay but said she'd have to be their singer. A reporter<sup>4</sup> from the New York Times called Jon Draper heard her and fell<sup>3</sup> in love with her fabulous voice. Afterwards he wrote<sup>3</sup> an article about this amazing new singing sensation and soon she was famous all over the city. Her stepmother pretended to be pleased but really she was furious! She held<sup>3</sup> a grand party on New Year's Day 1925 to celebrate Snow White's success. Maledicta gave<sup>3</sup> Snow White a cocktail with a poisonous cherry in it during the party. Snow White collapsed as soon as she drank it and the paramedics<sup>4</sup> couldn't<sup>3</sup> revive her.

The whole of New York<sup>4</sup> was devastated<sup>5</sup> by the loss. Her friends<sup>4</sup> the Jazzmen carried<sup>3</sup> the glass coffin into the church at her funeral but they were so upset that they stumbled<sup>3</sup> and bumped<sup>3</sup> it on the ground. Onlookers<sup>4</sup> were amazed when Snow White opened her eyes. Doctors realised that the cherry had only been stuck in her throat and the nurse released<sup>3</sup> it. Jon Draper told the police about the police and they arrested Maledicta and she was sent to prison for 10 years.

Snow White and Jon married<sup>3</sup> after he became the band's manager. The couple and the Seven Jazzmen travelled<sup>3</sup> the world and made many hit recordings. Maledicta<sup>4</sup> wrote to Snow White from jail and apologised<sup>3</sup> for her jealous behaviour and she became<sup>3</sup> the singer's biggest fan once she was released from prison.

Snow White has often been called the greatest singer of the 1920s and her<sup>4</sup> records are still popular today.

#### Biography Writing Skills:

- Reading
- Writing
- SPaG
- Investigation
- Interpretation
- Expression
- Reflection
- Empathy
- Analysis
- Synthesis
- Evaluation

#### Vocabulary

- Title/Heading** The name of the piece of work
- Adverbials of Time** A group of words that function as an adverb and move the writing on: After a while, two years later.
- Chronological Order** In time order
- Summary** A brief outline of the main points.
- Third Person** He/she
- Past Tense** Written in the past, events have already happened.
- Introduction** The beginning that gives information about what the text will be about.
- Conclusion** The end of a text.
- Facts** True events

## Year 4

### Topic: Biography Writing

### Phase: KS2

### Strand: Non-Fiction (Biographies)

#### What should I already know?

- Include a question in the opening to hook a reader in.
- Summarise the main events of the person's life in the first paragraph.
- Write in chronological order.
- Write in past tense.
- Third person pronouns.
- Adverbials of time to link paragraphs.
- Include a conclusion about how they are/will be remembered.

#### What will I know by the end of the unit?

- Include a question in the opening to hook a reader in.
- Summarise the main events of the person's life in the first paragraph.
- Write in chronological order.
- Write in past tense.
- Third person pronouns.
- Adverbials of time to link paragraphs.
- Include a conclusion about how they are/will be remembered.
- Include their feelings about different points and events in their life.
- To be able to include all appropriate requirements from the Year 4 banding sheet for writing.

#### Diagrams/WAGOLL

**Who Was the Real Troll of the Bridge?**

Thorvald the Troll was born in the 19th century in northern Norway. He came from the town of Tromsø although he spent most of his life in the mountains.

**Early Life**

When Thorvald was born, his family were very surprised because he had a squashed nose, pointy ears and huge green eyes. His older sister trolls Ava, Anna and Elsa loved him very much even though he looked very different to them. Anna remembers, "Thorvald was always smiling and laughing."

Then he went to school and everything changed. The other trolls, goats and sheep in his class laughed at him because of how he looked so he was extremely upset. On one occasion, an unkind child even tripped him up so he fell on his face. After that, his teeth were permanently wonky.

Thorvald's parents knew his favourite subject was nature so they often went to observe the animals' and plants' lives. He became quite an expert and could name almost any bird or flower that he saw!

**Growing Up and Moving On**

When he was an adult, Thorvald found it hard to get work because everyone said he was too ugly. After a while, a farmer gave him a job mending bridges. Thorvald had to check each one and repair any damage. He was a tremendous worker and enjoyed spending his days out in the fresh air. Plus, he won a special award for protecting the countryside.

**Nasty Neighbours**

He lived in a cosy cave under one of the bridges and was very happy. However, some people still made fun of him. Three irresponsible billy goats from the next meadow came to annoy him every day. They trip-trapped noisily over the bridge while Thorvald was trying to sleep. Eventually, this made him so cross that he climbed up and shouted at them. They pushed him right off the bridge and into the water! Luckily, Thorvald was a great swimmer with lots of swimming awards and escaped further down the river.

**A Quiet Life**

Thorvald decided that he would go and live secretly up in the mountains. He wrote books all about wildlife but he didn't use his real name. He also opened a home for retired goats. Thorvald died when he was 97 years old. Most people remember him as an angry, dangerous monster and say he ate billy goats but this is simply incorrect. He was actually a really kind but sadly misunderstood creature.

#### Biography Writing Skills:

- Reading
- Writing
- SPaG
- Investigation
- Interpretation
- Expression
- Reflection
- Empathy
- Analysis
- Synthesis
- Evaluation

#### Vocabulary

- Title/Heading** The name of the piece of work
- Sub-Heading** Smaller titles throughout the piece of work.
- Introduction** The beginning that gives information about what the text will be about.
- Conclusion** The end of a text.
- Facts** True events
- Adverbials of Time** A group of words that function as an adverb and move the writing on: After a while, two years later.
- Chronological Order** In time order
- Summary** A brief outline of the main points.
- Third Person** He/she
- Past Tense** Written in the past, events have already happened.

## Year 5

### Topic: Biography Writing

### Phase: KS2

### Strand: Non-Fiction (Biographies)

#### What should I already know?

- Include a question in the opening to hook a reader in.
- Summarise the main events of the person's life in the first paragraph.
- Write in chronological order.
- Write in past tense.
- Third person pronouns.
- Adverbials of time to link paragraphs.
- Include a conclusion about how they are/will be remembered.
- Include their feelings about different points and events in their life.

#### What will I know by the end of the unit?

- Include a question in the opening to hook a reader in.
- Summarise the main events of the person's life in the first paragraph.
- Specific facts about achievements, influences, etc.
- Write in chronological order.
- Write in past tense.
- Third person pronouns.
- Adverbials of time to link paragraphs.
- Include a conclusion about how they are/will be remembered.
- Include their feelings about different points and events in their life.
- Include quotes from the person themselves or other key people in their life.
- To be able to include all appropriate requirements from the Year 5 banding sheet for writing.

#### Diagrams/WAGOLL

**Who Was Mary Seacole?**

1 an introduction that summarises the main events of the person's life
2 information about the key events in the person's life in chronological paragraphs
3 specific facts about achievements, influences and significant people
4 verbs written in past tense and third person
5 their feelings about different points and events in their life
6 quotes from the person themselves or other key people in their life
7 a conclusion about how they are/will be remembered

Mary Seacole (born Mary Grant) was a British-Jamaican woman who became famous in the 19th century as 'Mother Seacole' due to her work caring for injured soldiers in the Crimean War.

**Mary's Early Life**

Mary Anne Grant was born in 1805 in Kingston, Jamaica. Her father was a Scottish soldier and her mother was a well-known Jamaican 'doctress', who treated people using herbal remedies (such as aloe vera and ginger). Mary also had two siblings, Edward and Louisa.

As a child, Mary was fascinated by her mother's work and practised the skills she learned using dolls and pets as patients. By the age of 12, she was helping her mother as a nurse. Because of her father's connections, she was also able to travel twice to visit England in her teens and this made her quite unusual for a black person at that time.

When she was 31, Mary married a naval officer called Edwin Horatio Seacole. She was a good businesswoman and together they ran a successful store. Unfortunately, her husband died only eight years later. In 1853, she went to Panama, where her brother lived, and opened a hotel for the gold miners there. She continued to look after ill people and even risked her own life to care for the victims of an illness called cholera.

**The Crimean War**

The Crimean War began in 1854. Mary was determined to help the soldiers so she travelled to London and offered to go with Florence Nightingale's nurses. However, this was a time of racial prejudice, which meant that black people were not allowed to do certain things. The government refused to co-operate with her, probably because of racial narrow-mindedness.

Instead, Mary and Thomas Day (a family friend) went to Crimea together taking medicines and stores. There they set up the 'British Hotel', which was a simple building that provided medicine and hot food to fortify the soldiers. Additionally, she sold clothing and blankets to make them comfortable. Unlike Florence Nightingale, Mary Seacole treated the soldiers' injuries even in the thick of the fighting! They called her 'Mother Seacole' because she was so kind. She said in her autobiography, "It was the grateful words and smiles which rewarded me."<sup>104</sup>

**Mary's Old Age**

At the end of the war in 1856, Mary returned to England with very little money. However, veteran soldiers started a campaign to help her and she was therefore able to live comfortably until her death on 14th May, 1881. Some people have criticised her fame because she was not a real nurse like Florence Nightingale but she must be regarded nowadays as an excellent role model for doing good work in difficult and dangerous situations.<sup>7</sup>

#### Biography Writing Skills:

- Reading
- Writing
- SPaG
- Investigation
- Interpretation
- Expression
- Reflection
- Empathy
- Analysis
- Synthesis
- Evaluation

#### Vocabulary

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- Chronological Order** In time order
- Summary** A brief outline of the main points.
- Third Person** He/she
- Past Tense** Written in the past, events have already happened.

## Year 6

### Topic: Biography Writing

### Phase: KS2

### Strand: Non-Fiction (Biographies)

#### What should I already know?

- Include a question in the opening to hook a reader in.
- Summarise the main events of the person's life in the first paragraph.
- Specific facts about achievements, influences, etc.
- Write in chronological order.
- Write in past tense.
- Third person pronouns.
- Adverbials of time to link paragraphs.
- Include a conclusion about how they are/will be remembered.
- Include their feelings about different points and events in their life.
- Include quotes from the person themselves or other key people in their life.

#### What will I know by the end of the unit?

- Include a question in the opening to hook a reader in.
- Summarise the main events of the person's life in the first paragraph.
- Information about the key events in chronological paragraphs.
- Specific facts about achievements, influences, etc.
- Write in past tense.
- Third person pronouns.
- Adverbials of time to link paragraphs.
- Include a conclusion about how they are/will be remembered.
- Include their feelings about different points and events in their life.
- Include quotes from the person themselves or other key people in their life.
- To be able to include all appropriate requirements from the Year 6 banding sheet for writing.

#### Diagrams/WAGOLL

### Tom Daley

**Introduction**  
British diver Tom Daley has represented his country in many competitions worldwide, including three Olympic Games. He specialises in platform dives – both as a sole athlete and in synchronised events.

**Family and Early Life**  
Thomas Robert Daley was born in Plymouth on 21st May 1994.<sup>1</sup> His father, Bob, trained<sup>2</sup> as an electrician while his mother (Dorinda) was a housewife. Tom is their eldest child; his two brothers, William and Ben, are three and five years younger than him. Tom attended local school and, despite his education being interrupted by competitions, he still achieved great exam results at his secondary school.

**Sporting Beginnings**  
Having learned to swim at the age of four,<sup>3</sup> Tom then began diving lessons at his local pool aged seven. Although, he was also keen on other sports including judo. He was soon spotted by diving coach Andy Smith, who became<sup>4</sup> his trainer when Tom was eight years old. From that age onwards, Tom was part of an increasingly intensive training regime – including regular lessons and training camps in other cities. He has admitted that he found being away from home very difficult<sup>5</sup> as a young child and when Tom was placed in a competitive squad and began travelling to diving events, his father decided he would give a his job and accompany Tom on the road; had he not been then Tom might not have become so successful.

**After the success of the 2012 Games, Tom returned to training and school, studying hard for his exams. He became a celebrity supporter of ChildLine<sup>6</sup>, a children's helpline run by the NSPCC, and revealed that he had been bullied<sup>7</sup> earlier in his schooldays. Because of this, Tom's parents moved him to a new school; he was much happier there<sup>8</sup>.**

Competition success continued meanwhile, and in 2016, Tom was selected for the Rio Olympics. He was<sup>9</sup> hugely disappointed<sup>10</sup> not to win a medal in the individual event but that was partly forgotten when he and partner Daniel Goodfellow won bronze<sup>11</sup> in the synchronised 10m dive.

**Dedicated Sportsman**  
Even at that point, aged only 22, Tom was already regarded as a 'veteran' athlete<sup>12</sup>, and is seen as an inspiration for young sports fans across the United Kingdom. His determination and willingness to train incredibly hard make him an excellent role model. As Tom says, "Oh, you have to want it more than anything. It has to be the biggest thing in your life – otherwise why would you do it?"<sup>13</sup>



**First Signs of a Star**  
Only one month after his tenth birthday, Tom became the youngest-ever winner of the under-12 platform competition<sup>14</sup> in the National Junior Championships. Unfortunately, despite the fact he had met the tough qualification standard for the 2006 Commonwealth Games, Tom couldn't be selected for the England team at that time since he wasn't old enough. However, later in 2006 at the British Championships, he did become the under-10 champion in 10m platform and 3m springboard.

**Continued Success**  
Progress, achievements and awards came<sup>15</sup> thick and fast after that for Tom. He was junior 10m champion of the British Championships in 2005, 2006 and 2007; BBC Young Sports Personality of the Year<sup>16</sup> award winner three times and by the age of 16, he was Britain's youngest competitor of the 2008 Beijing Olympics.<sup>17</sup> There, he reached<sup>18</sup> the final with his dive partner Blake Aldridge, as well as competing in the individual 10m event. At 16, he was a double-gold winner at the Commonwealth Games.

**Family Tragedy**  
Sadly, Tom's biggest supporter – his father – was diagnosed with a brain tumour when Tom was only 12. He died in 2011.<sup>19</sup> Tom was devastated by the loss and has credited his dad with making him the person he is today.<sup>20</sup>

**Poster Boy**  
In the lead-up to the London 2012 Olympic Games, Tom was one of the British athletes promoting the Games around the country.<sup>21</sup> He won a bronze medal in the individual 10m dive (which he dedicated<sup>22</sup> to his late father) but unfortunately finished 4th in the synchronised event.

#### Biography Writing Skills:

- Reading
- Writing
- SPaG
- Investigation
- Interpretation
- Expression
- Reflection
- Empathy
- Analysis
- Synthesis
- Evaluation

#### Vocabulary

- Title/Heading** The name of the piece of work
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- Third Person** He/she
- Past Tense** Written in the past, events have already happened.

## **Progression in Play Script Writing**

A play script is a piece of writing that is written for the stage. Within a play script, there are characters and acts split into individual scenes that children can learn and act out with one another. Play scripts contain different features to prose or poetry. They are written in a totally different format which is mainly dialogue. Any description is added in stage directions, but usually only to inform actors how their character should be behaving. It also informs set designers and directors how the stage should look.

### **Purpose:**

Plays are written for people to perform. The script is a written down version of the play. It uses dialogue, stage directions and tells the actors how to say the lines.

## Year 4

**Topic: Play Script Writing**

**Phase: KS2**

**Strand: Fiction (Play Scripts)**

**What should I already know?**

- Experience of reading play scripts in guided reading and own reading for pleasure.

**Diagrams/WAGOLL**

**Biography Writing Skills:**

**What will I know by the end of the unit?**

- Television shows, films, theatre shows and more all have play scripts.
- The name of some famous plays.
- Include a character list.
- Speaker's name is on the left with a colon after their name.
- Write in present tense.
- Use basic stage directions with brackets.
- Set the scene with a narrator.
- Include dialogue between characters.
- Inverted commas are **not** used.
- To be able to include all appropriate requirements from the Year 4 banding sheet for writing.

Goldilocks and the three bears - Play script

*Characters: Narrator, Goldilocks, Papa Bear, Mama Bear, Baby Bear*

*Scene 1*

*Narrator:* Once upon a time, there was a little girl named Goldilocks.

*Goldilocks:* I'll go to the forest to play and gather some flowers.

*Narrator:* When she was in the forest chasing butterflies, she saw a pretty little house.

*Goldilocks:* I am thirsty! I will go over there; maybe they can give me a glass of water.

*Narrator:* So she went to the house and knocked at the door.

*Goldilocks:* It seems like there's nobody home... the door is open.

*Narrator:* And she walked right in.

*Goldilocks:* Hello, hello... is anyone home... is anyone home?

*Narrator:* Goldilocks went right in. At the table in the kitchen, there were three bowls of porridge.

*Goldilocks:* Oh, I am so hungry.

*Narrator:* She tasted the porridge from the first bowl.

*Goldilocks:* This porridge is too hot!

*Narrator:* So Goldilocks tasted the porridge from the second bowl.

*Goldilocks:* This porridge is too cold.

*Narrator:* So Goldilocks tasted the last bowl of porridge.

*Goldilocks:* ~~Oh~~, this porridge is just right.

*Scene 2*

*Narrator:* After she had eaten the three bears' porridge she decided she

*Goldilocks:* I am so tired! I'll sit in one of those chairs and rest for a while

*Narrator:* So, Goldilocks sat in the first chair.

*Goldilocks:* This chair is too big!

*Narrator:* So she sat in the second chair.

*Goldilocks:* This chair is too big, too!

*Narrator:* So she tried the last and smallest chair.

*Goldilocks:* ~~Oh~~, this chair is just right.

*Narrator:* But just as she settled down into the chair to rest, it broke into

*Goldilocks:* ~~Oh~~!

*Scene 3*

*Narrator:* Goldilocks was very tired by this time, so she went upstairs to the bedroom. She lay down in the first bed.

*Goldilocks:* This bed is too hard.

*Narrator:* Then she lay down in the second bed.

*Goldilocks:* This bed is too soft.

*Narrator:* Then she lay down in the third bed.

*Goldilocks:* Just right!

*Narrator:* Goldilocks fell asleep. As she was sleeping, the three bears come home and went into the kitchen.

*Papa Bear:* Someone's been eating my porridge.

*Mama Bear:* Someone's been eating my porridge, too.

*Baby Bear:* Someone's been eating my porridge, and they ate it all up!

*Narrator:* Then the three bears went into the Living Room.

*Papa Bear:* Someone's been sitting in my chair!

*Mama Bear:* Someone's been sitting in my chair, too!

*Baby Bear:* Someone's been sitting in my chair, and broke it!

*Narrator:* Then the three bears decided to look around some more and when they got upstairs to the bedroom.

*Papa Bear:* Someone's been sleeping in my bed.

*Mama Bear:* Someone's been sleeping in my bed, too!

*Baby Bear:* Someone's been sleeping in my bed, and she's still there!

*Narrator:* Just then, Goldilocks woke up and saw the three bears.

*Goldilocks:* ~~Oh~~! Help!

*Narrator:* And she jumped up and ran out of the room. Goldilocks ran down the stairs, opened the door, and ran away into the forest. She never returned to the home of the three bears.

*3 Bears:* Good-~~bye~~! (Waving their hands together)

Reading  
Writing  
SPaG  
Investigation  
Interpretation  
Expression  
Empathy  
Analysis  
Synthesis  
Evaluation

**Vocabulary**

**Narrator** Someone who tells or recounts the story.  
**Stage Director** Person who directs what happens on the stage.  
**Actors** People who act out the parts in the play script.  
**Acts** Chapters in a play.  
**Scene** Place of action.  
**Props** Objects needed for the play.  
**Dialogue** Speech/conversation  
**Colon**  
**Brackets**

## Year 5

### Topic: Play Script Writing

### Phase: KS2

### Strand: Fiction (Play Scripts)

#### What should I already know?

- Television shows, films, theatre shows and more all have play scripts.
- The name of some famous plays.
- Include a character list.
- Speaker's name is on the left with a colon after their name.
- Write in present tense.
- Use basic stage directions with brackets.
- Set the scene with a narrator.
- Include dialogue between characters.
- Inverted commas are **not** used.

#### What will I know by the end of the unit?

- The name of some famous playwrights and plays.
- Use act or scene numbers.
- Include a character (cast) list.
- Include props and a costume list.
- Know how to indicate narration to set the scene for the audience.
- Short description of each scene's setting.
- Speaker's name is on the left with a colon after their name.
- Write in present tense.
- Use basic stage directions with brackets.
- Include dialogue between characters.
- Start a new line for every new speaker.
- Inverted commas are **not** used.
- Know when to use standard and non-standard English.
- To be able to include all appropriate requirements from the Year 5 banding sheet for writing.

#### Diagrams/WAGOLL

#### The Gingerbread Man

Cast List	Scene List
Narrator	The Kitchen
The Gingerbread Man	Fields
The Old Woman	The River
The Old Man	
Hero	
Cow	
Oslo	
Fox	



#### Scene 1 - In the Kitchen

*An old woman is in the kitchen tying an apron around her waist and getting baking things from the cupboard. An old man is sitting at the table reading the newspaper.*

<p><b>Old woman:</b> Today I'm going to make some gingerbread</p> <p><b>Old man:</b> Delicious! I love gingerbread.</p> <p><b>Narrator:</b> The old woman put all the ingredients to and then put the mixture on the table. <i>She the old woman sits down at the table and falls asleep rolling pin, and rolled the mixture until it</i></p> <p>Then she cut out gingerbread man shapes</p>	<p>and laid them on a tray. She popped the tray into the oven and shut the door.</p> <p><b>Narrator:</b> Suddenly, the old woman woke up with a start. She heard a voice.</p> <p><b>Gingerbread Man:</b> Ouch! It's hot in here!</p> <p><i>The old woman looks shocked and jumps to her feet.</i></p> <p><b>Old woman:</b> Who said that?</p> <p><b>Gingerbread Man:</b> I did! Let me out of here!</p> <p><b>Narrator:</b> The old woman bent down and looked into the oven. She could see the gingerbread man standing up, knocking on the glass door! She carefully opened the door.</p> <p><i>The old woman jumps back in surprise as the gingerbread man leaps out of the oven and onto the kitchen floor.</i></p> <p><b>Gingerbread Man:</b> <i>(laughing)</i> Ha! Ha! Run! Run! As fast as you can. You can't catch me I'm the Gingerbread Man!</p> <p><i>The Gingerbread Man runs out of the door.</i></p>
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#### Biography Writing Skills:

- Reading
- Writing
- SPaG
- Investigation
- Interpretation
- Expression
- Empathy
- Analysis
- Synthesis
- Evaluation

#### Vocabulary

- Narrator** Someone who tells or recounts the story.
- Stage Director** Person who directs what happens on the stage.
- Actors** People who act out the parts in the play script.
- Acts** Chapters in a play.
- Scene** Place of action.
- Props** Objects needed for the play.
- Dialogue** Speech/conversation
- Colon**
- Brackets**

## Year 6

### Topic: Play Script Writing

### Phase: KS2

### Strand: Fiction (Play Scripts)

#### What should I already know?

- The name of some famous playwrights and plays.
- Use act or scene numbers.
- Include a character (cast) list.
- Include props and a costume list.
- Know how to indicate narration to set the scene for the audience.
- Short description of each scene's setting.
- Speaker's name is on the left with a colon after their name.
- Write in present tense.
- Use basic stage directions with brackets.
- Include dialogue between characters.
- Start a new line for every new speaker.
- Inverted commas are **not** used.
- Know when to use standard and non-standard English.

#### What will I know by the end of the unit?

- The name of some famous playwrights and plays.
- Use act or scene numbers.
- Include a character (cast) list.
- Include props and a costume list.
- Know how to indicate narration to set the scene for the audience.
- Short description of each scene's setting.
- Speaker's name is on the left with a colon after their name.
- Write in present tense.
- Use basic stage directions with brackets.
- Include dialogue between characters.
- Start a new line for every new speaker.
- Inverted commas are **not** used.
- Know when to use standard and non-standard English.
- To be able to include all appropriate requirements from the Year 6 banding sheet for writing.

#### Diagrams/WAGOLL

##### The Story of Baucis, Philemon, Zeus and Hermes Play Script

###### Cast List and Costume Ideas

Zeus – long cloak with hood, white robe and a golden crown  
 Hermes – long cloak with hood, white robe, golden winged sandals and a golden winged hat  
 Baucis (wife) – old and ragged long dress  
 Philemon (husband) – old and ragged tunic  
 Greek man – tunic  
 Narrator

###### Scene 1

Lights go up to show a track road with houses along one side. It is beginning to get dark.  
 Outside one of the houses, Zeus and Hermes are stood on the track road. They are dressed in disguise.  
 Hermes: Father, I'll knock on the next door.  
 (Hermes knocks on the door and the man wait.)  
 Zeus: (disappointed) Let's try another door.  
 (The man move to the house next door. Zeus knocks.)  
 Greek man: (narrowly opening the door and peeking out) Can I help you?  
 Zeus: Good evening. Please can you help us? We are two very tired travellers that need shelter for the night.  
 (Greek man shuts the door without responding.)  
 Hermes: (looking at Zeus) That was the eighth house to turn us away.  
 (The man walk further down the track and head for an old, wooden hut. They stand by the front door.)

Hermes: Let's try this door.

(Hermes knocks on the door. An old lady answers dressed in old clothes.)

Baucis: Yes?

Hermes: We are two very tired travellers that are in need of shelter and food help us?

Baucis: Of course. We don't have much, but what we have, we will share with you.

Zeus: Thank you.

Baucis: Think nothing of it. Please, come this way. It is getting dark.

(Baucis welcomes the men into the house and the men walk inside.)

Lights down

###### Scene 2

Lights go up to show inside Baucis and Philemon's home. Zeus and Hermes are sat at a small, wooden table. Baucis and Philemon are standing.

Baucis: Let me introduce you to my husband, Philemon.

Philemon: You are most welcome in our home. You have been walking and must be thirsty, would you like some wine?

(Philemon points to the only jug on the table.)

Hermes: We couldn't drink your last jug of wine.

Baucis: You are our guests and we will offer you whatever we have. Please, take some wine.

(Zeus and Hermes nod in acceptance. Philemon pours the wine out for the men whilst Baucis goes into the kitchen area, returning with a platter of meat and bread and placing it down on the table.)

Baucis: It isn't much, but please enjoy this bread and meat.

Zeus: This is a wonderful feast.

(The men begin to eat and drink as Philemon and Baucis sit down at the table. Once they are seated, there is a freeze frame as the lights go down.)

Lights down

###### Scene 3

Lights go up and give the impression that time has passed. Seated around the table, Baucis, Philemon, Zeus and Hermes are talking, laughing and enjoying each other's company.

Philemon: I apologise but we have no more wine for you gentlemen. It is late and you have been travelling all day. You must be very tired. Baucis has prepared a space for you to sleep by the fire. (Philemon points to where the men will be sleeping.)

#### Biography Writing Skills:

Reading  
 Writing  
 SPaG  
 Investigation  
 Interpretation  
 Expression  
 Empathy  
 Analysis  
 Synthesis  
 Evaluation

#### Vocabulary

**Narrator** Someone who tells or recounts the story.  
**Stage Director** Person who directs what happens on the stage.  
**Actors** People who act out the parts in the play script.  
**Acts** Chapters in a play.  
**Scene** Place of action.  
**Props** Objects needed for the play.  
**Dialogue** Speech/conversation  
**Colon**  
**Brackets**

## **Progression in Discussion/Debate Writing**

Discussion texts are not limited to controversial issues but polarised views are generally used to teach this text type as this makes it easier to teach children how to present different viewpoints and provide evidence for them. Discussions contrast with persuasion texts which generally only develop one viewpoint and may present a biased view, often the writer's own.

Like all text types, discussion texts vary widely and elements of discussion writing are often found within other text types.

**Purpose:**

To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples.

**Year 4**

**Topic: Balanced Argument Writing**

**Phase: KS2**

**Strand: Non-Fiction (Discussion/Debate)**

**What should I already know?**

- Children may have experiences of debates and arguments through their own reading and in guided reading.

**Diagrams/WAGOLL**

Should children be allowed to eat chocolate for breakfast?

Breakfast is known as the most important meal of the day; it gives you energy and fuel and therefore powers you for the morning. A decent breakfast should allow you to wake up properly and allow you to function fully in the morning. In supermarkets these days, there are many different options for breakfast. Cereal, toast, yogurts, fruit- all of these items are popular choices for children to start the day with. Having said this, there are some children who would choose a less conventional start to their day- a bar of chocolate. There are arguments for and against the eating of chocolate for breakfast and this balanced argument will examine the opinions for both sides.

Some people would say that the notion of eating chocolate for breakfast is ludicrous. One of the main reasons for this is due to how unhealthy it is. Chocolate, although it is delicious, is full of artificial sugars, colours and preservatives. As well as this, chocolate is high in saturated fats too- a food group of which the intake should be limited. If children are eating this high calorie, sugar-filled treat to start their day, they are not filling their bodies with the good nutrients they require. To add to this, dentists would also agree that beginning the day with such a sugary delight can cause tooth decay. This could lead to multiple trips to the dentist and money having to be spent from the NHS budget- money which could be spent elsewhere. People of this opinion would also argue that starting the day with a high sugar snack means that children might struggle to concentrate at school. Sugar and E numbers (chemicals added to some food to make them taste better) can cause hyperactivity and therefore concentration becomes harder to sustain. Being able to focus and work hard at school- particularly in the mornings when most children are studying maths and English- is vital. Chocolate for breakfast could hinder this all-important focus and have a knock on effect on children's educations.

On the other hand, there are some people who would claim that chocolate for breakfast is not a bad thing at all; in fact, they could argue that there are actually benefits to it. Enjoyed globally, chocolate is a treat which many people love: its creamy, smooth and silky nature means that it is very popular. Many young people struggle to get out of the bed in the morning and so the thought of a delicious chocolate bar could be enough to tempt them from their beds and therefore get to school on time. To add to this argument, just because children are having a less than healthy breakfast, does not mean that they will not get the nutrients they need later on in the day. Lunch, dinner and other healthy snacks could provide the vitamins and minerals they require and so a chocolate bar for breakfast would not damage their health. As long as children are still having healthy foods throughout the rest of the day, where is the harm in chocolate for breakfast? Further to this, most people would admit that they enjoy a sweet treat at some point in the day.

It could be argued that there is no difference between having that sweet treat first thing on the morning and later on in the afternoon.

Having considered both sides of the argument, there are several reasons as to why children should and should not be allowed to eat chocolate for breakfast. Having said this, the potential negative impact on children's health, teeth and education could be seen to significantly outweigh the benefits of simply having something tasty to start the day. So, should children be allowed to eat chocolate for breakfast? It would seem wise to answer the question with no- children should not be allowed to eat chocolate for breakfast.

**Discussion Writing Skills:**

- Reading
- Writing
- SPaG
- Investigation
- Interpretation
- Expression
- Empathy
- Reflection
- Analysis
- Synthesis
- Evaluation

**What will I know by the end of the unit?**

- Title, often in the form of a question.
- Opening paragraph that discusses the key issue.
- Write an argument for, with information.
- Write an argument against, with information.
- Include a conclusion – summarise the key points.
- Written in first and third person, where appropriate.
- Usually written in present tense.
- Written in a formal style.
- To be able to include all appropriate requirements from the Year 4 banding sheet for writing.

**Vocabulary**

- Balanced Argument** Not taking sides; being able to find reasons for and against something.
- Evidence** Using key facts to support something.
- Summary** A brief statement of the main points.
- Present Tense** Happening now.
- First Person** I, we, my
- Third Person** He, she, they, our
- Formal** Using Standard English
- Conclusion** The ending of the text.

**Year 5**

**Topic: Balanced Argument Writing**

**Phase: KS2**

**Strand: Non-Fiction (Discussion/Debate)**

**What should I already know?**

- Title, often in the form of a question.
- Opening paragraph that discusses the key issue.
- Write an argument for, with information.
- Write an argument against, with information.
- Include a conclusion – summarise the key points.
- Written in first and third person, where appropriate.
- Usually written in present tense.
- Written in a formal style.

**What will I know by the end of the unit?**

- Title, often in the form of a question.
- Opening paragraph that discusses the key issue.
- Write an argument for, with information.
- Write an argument against, with information.
- Include a conclusion – summarise the key points.
- Include your own opinion.
- Written in first and third person, where appropriate.
- Usually written in present tense.
- Written in a formal style.
- Include technical language.
- Casual conjunctions and adverbials used correctly.
- To be able to include all appropriate requirements from the Year 5 banding sheet for writing.

**Diagrams/WAGOLL**

## Should Children Wear School Uniforms?

There are many arguments for, and lots against children wearing school uniforms. Some believe that children should wear school uniforms because teachers are able to identify their students when they go on excursions, and it stops children competing for who wears the nicest clothes. However, some suggest that children should not wear school uniforms because it is boring and it can cost the parents a lot of money.

The first argument for wearing a school uniform is that people will know what school you come from. On excursions, it is easy for the teachers to know where their children are if they are in their school uniform. This can decrease the chances of children being lost, and it also allows for children to stay safe in their surroundings.

Secondly, school uniforms are a good idea because they make all the children look the same. If there weren't school uniforms, rich children might wear very expensive clothes with brand names, while poor children would not be able to afford these. Pupils would try to compete with each other to have the nicest clothes, and this would mean that parents might have to spend a lot of money buying new and different clothes for their children. In the long run, it would save parents money if their children had a school uniform to wear.

On the other hand, wearing school uniforms is boring. Children are not able to choose their own clothes, even though they like to be individuals.

In addition, school uniforms still cost a lot of money. Some schools may only require you to purchase one type of uniform to wear throughout the whole year, however, most schools require you to purchase a summer, winter and a sports uniform. Also, because the uniforms are to be worn every day, parents will have to buy a couple of sets of each uniform so they don't have to worry about washing them every single night. While some parents may be able to afford new ones for their children, other families may not.

After considering the arguments on both sides of the issue, I believe that children should wear school uniforms, however they should have some say in the style and the colour.

**Discussion Writing Skills:**

- Reading
- Writing
- SPaG
- Investigation
- Interpretation
- Expression
- Empathy
- Reflection
- Analysis
- Synthesis
- Evaluation

**Vocabulary**

- Balanced Argument** Not taking sides; being able to find reasons for and against something.
- Evidence** Using key facts to support something.
- Summary** A brief statement of the main points.
- Present Tense** Happening now.
- First Person** I, we, my
- Third Person** He, she, they, our
- Formal** Using Standard English
- Conclusion** The ending of the text.
- Technical language** Language specific to something
- Casual conjunctions** Introduce a cause for given action
- Adverbials** Therefore, however

## Year 6

Topic: Balanced Argument Writing

Phase: KS2

Strand: Non-Fiction (Discussion/Debate)

### What should I already know?

- Title, often in the form of a question.
- Opening paragraph that discusses the key issue.
- Write an argument for, with information.
- Write an argument against, with information.
- Include a conclusion – summarise the key points.
- Include your own opinion.
- Written in first and third person, where appropriate.
- Usually written in present tense.
- Written in a formal style.
- Include technical language.
- Casual conjunctions and adverbials used correctly.

### What will I know by the end of the unit?

- Title, often in the form of a question.
- Opening paragraph that discusses the key issue.
- Write an argument for, with supporting evidence.
- Write an argument against, with supporting evidence.
- Include a conclusion – summarise the key points.
- Include your own opinion.
- Written in first and third person, where appropriate.
- Usually written in present tense.
- Written in a formal style.
- Include technical language.
- Casual conjunctions and adverbials used correctly.
- To be able to include all appropriate requirements from the Year 6 banding sheet for writing.

### Diagrams/WAGOLL

## Should Homework Be Banned?

Anyone who has ever been to school knows what it is like to be sent home with piles of homework. For years, teachers have been setting extra maths, spellings and other assignments to be completed outside of regular lesson times. But with the increasing pressures of modern day life, there is a growing call for homework to be banned. Here are some of the arguments for and against.



Many people see homework as an important part of school life; almost like an extension of the lesson. If the teacher cannot fit everything that is needed to be taught into the lesson, then being able to set homework is essential. This way, pupils can continue the learning at home, which in turn helps their understanding and knowledge of the subject. In fact, recent research shows a positive link between the amount children do for homework and their achievement levels.



On the other hand, aren't children entitled to a break from learning? After spending all day at school, a few hours 'downtime' spent watching television, playing computer games or exercising outside is essential for a healthy, fun-loving child. In fact, the government's own health guidelines recommend people aged between 5-18 should exercise for at least 60 minutes a day. Where are children going to fit that in if they are busy doing homework every evening?

While there are a lot of people that understand that argument, the fact remains that children go to school to be educated and many parents welcome the chance to support their child's education at home. Practising spelling or helping their child read gives parents the opportunity to play a part in their child's learning. It also gives them a clearer understanding of how their child is progressing. Similarly, a lot of children enjoy doing homework with their parents. Why introduce a blanket ban if some children and parents actually enjoy it?

The flip side of the argument is that many parents feel overwhelmed with the amount of homework their child brings home. With so many after school activities and clubs on offer, they feel there isn't enough time to fit everything in. Furthermore, due to ever-increasing government expectations, parents sometimes feel unable to help their child as the work is too hard or on a subject matter they are not familiar with.

In conclusion, there are many strong arguments for and against banning homework from schools. If it helps a child's education, then surely homework is a good thing. Then again, time away from studying to play is also incredibly important to a child's wellbeing. On balance, I don't believe homework should be banned because it really is an important part of learning. However, I also believe there should still be time in the day for fun! Therefore, perhaps schools should come up with a compromise: keep homework, but don't set so much!



### Discussion Writing Skills:

Reading  
Writing  
SPaG  
Investigation  
Interpretation  
Expression  
Empathy  
Reflection  
Analysis  
Synthesis  
Evaluation

### Vocabulary

**Balanced Argument** Not taking sides; being able to find reasons for and against something.  
**Evidence** Using key facts to support something.  
**Summary** A brief statement of the main points.  
**Present Tense** Happening now.  
**First Person** I, we, my  
**Third Person** He, she, they, our  
**Formal** Using Standard English  
**Conclusion** The ending of the text.  
**Technical language** Language specific to something  
**Casual conjunctions** Introduce a cause for given action  
**Adverbials** Therefore, however

## **Progression in Persuasion Writing**

Persuasive texts can be written, oral or written to be spoken, e.g. a script for a television advert or presentation. The persuasive intention may be covert and not necessarily recognised by the reader or listener. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone. Elements of persuasive writing are found in many different texts including moving image texts and digital multimedia texts. Some examples may include evidence of bias and opinion being subtly presented as facts.

**Purpose:**

To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.

**Year 5**

**Topic: Persuasive Writing**

**Phase: KS2**

**Strand: Non-Fiction (Persuasion)**

**What should I already know?**

- Children will have experienced writing for persuasion through other types of writing, e.g. letters and arguments.
- Use alliteration.
- Include emotive language.
- Include a strong argument.
- Use rhetorical questions.
- Eye-catching presentation.
- Persuasive texts come in different forms, e.g. letters.

**What will I know by the end of the unit?**

- Persuasive texts can be written in several styles, e.g. letter, debate, argument, leaflet, etc.
- Title shows what the text is about: 'How...?' 'Why...?'
- Opening paragraph introduces the topic/idea.
- Cause and effect conjunctions.
- Adjectives/phrases in groups of 3.
- Use of repetition.
- How to use superlatives.
- One-sided, either for or against.
- Opinion presented as facts.
- Ambiguous phrases used.
- Written in present tense.
- How to use emotive language to evoke feelings in the reader.
- Final paragraph links back to the opening.
- Use a rhetorical question correctly.
- To be able to include all appropriate requirements from the Year 5 banding sheet for writing.

**Diagrams/WAGOLL**

### Are Mobile Phones Necessary?

I strongly believe that mobile phones are necessary. My reasons for this belief is that mobile phones are convenient for business people who travel a lot, and they are handy to have in case of an emergency.



To begin with, mobile phones are necessary because they are convenient for business people. For example, if you are out of the state or even working overseas and you have to contact a client to do some important work, it is useful to have one to use. By using a mobile phone, important information can be received. People can't stay in an office all day waiting for their phone to ring. Some people have to go and do jobs or they will go out of business. What's even better is that you can even send faxes or messages and use the internet with your mobile.

My other main reason is that mobile phones are necessary to have in case of an emergency. For instance, if you fall down a flight of stairs in a building and you are badly injured and can't reach a pay phone, it is good to have a mobile phone on hand to use. Or, if your car breaks down in the middle of the night in a strange neighbourhood, it would be dangerous to leave it in search of a public phone booth. Not only will you worry about your car being neglected, but you could also put yourself in a lot of danger.

In conclusion, I believe that mobile phones have now become a necessary part of our everyday life. Instant communication will ensure that information can be passed on with a simple press of a button. Whether this is to do with business or personal information or emergencies, it goes to show that they are necessary in our lives.

**Discussion Writing Skills:**

- Reading
- Writing
- SPaG
- Investigation
- Interpretation
- Expression
- Empathy
- Reflection
- Analysis
- Synthesis
- Evaluation

**Vocabulary**

- Arguments** A dispute where there is strong disagreement.
- Persuasion** Intention to induce belief or action.
- Viewpoint** A position from which things are considered.
- Superlatives** Highest in quality, e.g. greatest.
- Emotive Language** Shows feeling, e.g. agony, cruel, honest, miracle, outrage.
- Rhetorical Question** A question that does not need an answer but provokes thought.
- Evidence** Using key facts to support something.
- Summary** A brief statement of the main points.
- Present Tense** Happening now.
- Conclusion** The ending of the text.
- Adverbials** Therefore, however, moreover, certainly, specifically, etc.

## Year 6

Phase: KS2

Strand: Non-Fiction (Persuasion)

Topic: Persuasive Writing

### What should I already know?

- Persuasive texts can be written in several styles, e.g. letter, debate, argument, leaflet, etc.
- Title shows what the text is about: 'How...?' 'Why...?'
- Opening paragraph introduces the topic/idea.
- Cause and effect conjunctions.
- Adjectives/phrases in groups of 3.
- Use of repetition.
- How to use superlatives.
- One-sided, either for or against.
- Opinion presented as facts.
- Ambiguous phrases used.
- Written in present tense.
- How to use emotive language to evoke feelings in the reader.
- Final paragraph links back to the opening.
- Use a rhetorical question correctly.

### What will I know by the end of the unit?

- Persuasive texts can be written in several styles.
- Title implies a point of view.
- Include reasons to support the viewpoint.
- Include facts and evidence to support reasons.
- Opening paragraph introduces the topic/idea.
- Cause and effect conjunctions.
- Adjectives/phrases in groups of 3.
- Use of repetition.
- How to use superlatives.
- One-sided, either for or against.
- Ambiguous phrases used.
- Written in present tense.
- How to use emotive language to evoke feelings in the reader.
- Conclusion to summarise and state opinion.
- Use a rhetorical question correctly.
- To be able to include all appropriate requirements from the Year 5 banding sheet for writing.

### Diagrams/WAGOLL

**Five Palms Hotel**

Are you overdue some family fun in the sun? If the answer is yes, choose the exclusive Five Palms Hotel for your all-inclusive family holiday.

The award-winning Five Palms Hotel is one of the most modern hotels in the area with something to suit all ages. We are proud to offer three outdoor swimming pools, one indoor pool, a fully equipped gym, aquarium, tennis court, luxury spa and a fabulous outdoor theatre with family shows taking place every night. The hotel offers a range of adult activities including aqua aerobics, salsa dancing and tai chi.

The Five Palms Hotel has 3 large, air-conditioned restaurants serving food to suit even the fussiest of eaters!

Kids will enjoy the huge, indoor play gym or spending time at one of our fantastic clubs: High Fivers (ages 4-7) and Five Alivers (ages 8-12), both of which run from 9am until 5pm every day, giving adults time to switch off! High Fivers activities include stories, arts and crafts, team games and drama whilst Five Alivers offers a wide range of sports, music, dancing, obstacle courses and more!

Overlooking the beach, sea views and balconies come as a standard with every beautifully appointed room, as does air-conditioning, satellite TV and an en-suite bathroom.

Our hotel is only 15 minutes away from Palms Airport and a short walk from Five Palms Old Town where you can barter with the local shop keepers whilst taking in the local history and stunning architecture.

Maya (aged 7) said:  
"I made some brilliant things during arts and crafts time and I even made some new friends too! I can't wait to come back next year."

Thomas (aged 10) said:  
"This has to be the best kids club I've ever been to. I absolutely loved the football tournament and obstacle course."

Marcel (aged 6) told us:  
"I loved going to High Fivers, especially taking part in the team games!"

**Special Offer!**  
Book before January 2017 and receive 10% discount.

**New for 2016!**  
Five Palms Midnight Feast Platter

### Discussion Writing Skills:

Reading  
Writing  
SPaG  
Investigation  
Interpretation  
Expression  
Empathy  
Reflection  
Analysis  
Synthesis  
Evaluation

### Vocabulary

**Arguments** A dispute where there is strong disagreement.

**Persuasion** Intention to induce belief or action.

**Viewpoint** A position from which things are considered.

**Superlatives** Highest in quality, e.g. greatest.

**Emotive Language** Shows feeling, e.g. agony, cruel, honest, miracle, outrage.

**Rhetorical Question** A question that does not need an answer but provokes thought.

**Evidence** Using key facts to support something.

**Summary** A brief statement of the main points.

**Present Tense** Happening now.

**Conclusion** The ending of the text.

**Cause and Effect Conjunctions** As a result of, thanks to, for this reason...

**Ambiguous Phrases** Probably, almost certainly...