

Non-fiction writing opportunities

Writing to Inform		Writing to Argue		Writing to Explain	
Reports	Recounts	Persuasion	Discussion	Instruction (how to do something)	Explanation (how something works)
<ul style="list-style-type: none"> • Non-chronological reports • Film reviews • Book reviews • Sports reviews • Weather reports • News reports • News broadcasts • Police reports • Information texts 	<ul style="list-style-type: none"> • Postcards • Thank you letters • Recounts based on real experiences <i>e.g. trips, experience days</i> • Diaries in role • Letters in role • Blogs • Emails • Eyewitness reports • Biographies • Autobiographies 	<ul style="list-style-type: none"> • Invitations • Letters in role • Wanted posters • Posters to advertise • Letters for real purposes • Radio, television, magazine or hoarding adverts • Leaflets • Travel brochures • Written arguments 	<ul style="list-style-type: none"> • Debates (oral) • Written balanced arguments 	<ul style="list-style-type: none"> • Rules • Recipes • Directions • Experiments • Survival guides • Instruction manuals 	<ul style="list-style-type: none"> • Processes or cycles • Explanations linked to work in other subject areas <i>e.g. the circulatory system in science, how mountains are formed in geography.</i>

Reports

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar Expectations	<ul style="list-style-type: none"> Simple past and present tense and to join clauses 	<ul style="list-style-type: none"> Co-ordinating and subordinating conjunctions Expanded noun phrases to add interest and detail Progressive verb forms 	<ul style="list-style-type: none"> Co-ordinating and subordinating conjunctions Expanded noun phrases to add interest and detail Simple and progressive verb forms Simple paragraphs Conjunctions, adverbs & prepositions for time, place and cause Perfect verb forms 	<ul style="list-style-type: none"> Range of verb forms Conjunctions, adverbs & prepositions for time, place and cause Noun phrases Paragraphs around a theme Fronted adverbials expanded with prepositional phrases to add interest and detail Range of sentence types 	<ul style="list-style-type: none"> Range of verb forms Fronted adverbials Expanded noun phrases Range of sentence types Range of clause structures, including relative clauses Parenthesis Cohesion within and between paragraphs Appropriate level of formality 	<ul style="list-style-type: none"> Range of verb forms Fronted adverbials Expanded noun phrases Range of sentence types Range of clause structures, including relative clauses Parenthesis Cohesion within and between paragraphs Passive voice Nominalisation Control of formality
Report Features	<ul style="list-style-type: none"> Simple present tense Third person Relevant vocabulary 	<p>Previous features and:</p> <ul style="list-style-type: none"> simple and progressive present/past tense brief introduction sub headings pictures subject specific vocabulary 	<p>Previous features and:</p> <ul style="list-style-type: none"> present/past perfect introduction summary chronological order if needed technical vocabulary glossary 	<p>Previous features and:</p> <ul style="list-style-type: none"> adverbs for quantity e.g. many, few, some, every adverbs for frequency e.g. often, always, rarely logical structure, moving from the generic to the more specific rhetorical questions to engage the reader 	<p>Previous features and:</p> <ul style="list-style-type: none"> logically sequenced paragraphs e.g. opening statement; more detailed classification; description of the subject with examples/elaboration of points; summary tables, diagrams or images that add or summarise information appropriate level of formality for the intended audience 	<p>Previous features and:</p> <ul style="list-style-type: none"> passive voice to avoid personalisation and maintain an appropriate level of formality nominalisation to maintain formality language of comparison and contrast e.g. equally, both...and..., similarly, just as...so does, in contrast, alternatively description used to add precision integration of other text types if appropriate

Recounts

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar Expectations	<ul style="list-style-type: none"> Simple past and present tense and to join clauses 	<ul style="list-style-type: none"> Co-ordinating and subordinating conjunctions Expanded noun phrases to add interest and detail Progressive verb forms 	<ul style="list-style-type: none"> Co-ordinating and subordinating conjunctions Expanded noun phrases to add interest and detail Simple and progressive verb forms Simple paragraphs Conjunctions, adverbs & prepositions for time, place and cause Perfect verb forms 	<ul style="list-style-type: none"> Range of verb forms Conjunctions, adverbs & prepositions for time, place and cause Noun phrases Paragraphs around a theme Fronted adverbials expanded with prepositional phrases to add interest and detail Range of sentence types 	<ul style="list-style-type: none"> Range of verb forms Fronted adverbials Expanded noun phrases Range of sentence types Range of clause structures, including relative clauses Parenthesis Cohesion within and between paragraphs Appropriate level of formality 	<ul style="list-style-type: none"> Range of verb forms Fronted adverbials Expanded noun phrases Range of sentence types Range of clause structures, including relative clauses Parenthesis Cohesion within and between paragraphs Passive voice Nominalisation Control of formality
Recount Features	<ul style="list-style-type: none"> simple past tense chronological order first person 	<p>Previous features and:</p> <ul style="list-style-type: none"> opening that sets the scene adverbs for time 5Ws: Who? What? Why? When? Where? expanded noun phrases to add interest simple closing statement 	<p>Previous features and:</p> <ul style="list-style-type: none"> first or third person (as required) adverbs and conjunctions for time topic sentences and signposts to guide the reader 	<p>Previous features and:</p> <ul style="list-style-type: none"> inclusion of additional information to amuse, interest or inform the reader inclusion of quotes 	<p>Previous features and:</p> <ul style="list-style-type: none"> appropriate style and formality for the genre and intended audience 	<p>Previous features and:</p> <ul style="list-style-type: none"> use of passive voice and nominalisation to create a formal tone in impersonal recounts possible adapting of chronology in fictional recounts through using flashbacks

Persuasive Texts

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar Expectations	<ul style="list-style-type: none"> Simple past and present tense and to join clauses 	<ul style="list-style-type: none"> Co-ordinating and subordinating conjunctions Expanded noun phrases to add interest and detail Progressive verb forms 	<ul style="list-style-type: none"> Co-ordinating and subordinating conjunctions Expanded noun phrases to add interest and detail Simple and progressive verb forms Simple paragraphs Conjunctions, adverbs & prepositions for time, place and cause Perfect verb forms 	<ul style="list-style-type: none"> Range of verb forms Conjunctions, adverbs & prepositions for time, place and cause Noun phrases Paragraphs around a theme Fronted adverbials expanded with prepositional phrases to add interest and detail Range of sentence types 	<ul style="list-style-type: none"> Range of verb forms Fronted adverbials Expanded noun phrases Range of sentence types Range of clause structures, including relative clauses Parenthesis Cohesion within and between paragraphs Appropriate level of formality 	<ul style="list-style-type: none"> Range of verb forms Fronted adverbials Expanded noun phrases Range of sentence types Range of clause structures, including relative clauses Parenthesis Cohesion within and between paragraphs Passive voice Nominalisation Control of formality
Persuasive Features	<ul style="list-style-type: none"> simple present tense second person (you) simple descriptive language captions or pictures where appropriate 	<p>Previous features and:</p> <ul style="list-style-type: none"> clear viewpoint opening that sums up the main point strong, positive words and phrases 	<p>Previous features and:</p> <ul style="list-style-type: none"> effective layout e.g. title/heading, captions, illustrations, photos direct address to the reader closing statement that reinforces the argument use of devices such as alliteration, slogans and power of three adverbs and conjunctions for cause e.g. because, so, which, otherwise, so that 	<p>Previous features and:</p> <ul style="list-style-type: none"> effective ordering of main points elaboration/evidence/ examples for each key point repetition for effect rhetorical questions emotive or boastful language adverbs for quantity e.g. many, few, some, every and frequency e.g. often, always, rarely 	<p>Previous features and:</p> <ul style="list-style-type: none"> structure that moves from the generic to the more specific for each point simple psychology to appeal to the reader use of statistics and quotes to support points modal verbs e.g. will, can, may, must, should adverbs for possibility e.g. certainly, surely, undoubtedly, possibly adverbs for viewpoint e.g. obviously, clearly, evidently, naturally 	<p>Previous features and:</p> <ul style="list-style-type: none"> logical connectives e.g. therefore, as a result, in conclusion words and phrases to indicate concession e.g. while it is true that, in spite of, despite this, however, still, nevertheless evidence to discredit possible counter arguments

Discussion Texts

	Year 5	Year 6
Grammar Expectations	<ul style="list-style-type: none"> • Range of verb forms • Fronted adverbials • Expanded noun phrases • Range of sentence types • Range of clause structures, including relative clauses • Parenthesis • Cohesion within and between paragraphs • Appropriate level of formality 	<ul style="list-style-type: none"> • Range of verb forms • Fronted adverbials • Expanded noun phrases • Range of sentence types • Range of clause structures, including relative clauses • Parenthesis • Cohesion within and between paragraphs • Passive voice • Nominalisation • Control of formality
Discussion Features	<p>Previous related learning from <u>persuasive</u> texts and:</p> <ul style="list-style-type: none"> • title in the form of a question • present tense, third person • adverbs for quantity e.g. <i>several, few, much</i> and frequency e.g. <i>seldom, frequently, rarely, consistently</i> • modal verbs and adverbs for possibility • formal, impersonal style • appropriate, subject-related vocabulary • reasons with evidence to support each point • generic e.g. <i>politicians, protesters, pollution</i> and abstract nouns e.g. <i>greed</i> • structural signposts e.g. <i>There are several reasons..., turning to...</i> • simple structure e.g. <ul style="list-style-type: none"> - opening statement of the issues and preview of the main arguments - arguments for with supporting evidence - arguments against or alternative views, with supporting evidence - final summary and recommendation/conclusion 	<p>Previous features and:</p> <ul style="list-style-type: none"> • effective balance of both sides of the argument • appropriate level of formality maintained across the whole text • use of statistics and quotes to support points • causal connectives e.g. <i>consequently, due to this, as a result</i> • passive voice e.g. <i>It can be argued that... it is thought that...</i> • nominalisation e.g. <i>the growth of pollution, the bravery of campaigners</i> • sentences building from the generic e.g. <i>most campaigners believe...</i> to the specific e.g. <i>Greta Thunberg, a 15-year-old climate change activist, argues...</i> • more sophisticated structure e.g. <ul style="list-style-type: none"> - opening statement of the issues and preview of the main arguments - first point, arguments for and against, both with supporting evidence - second point, arguments for and against, both with supporting evidence - next point etc. - final summary and recommendation/conclusion