

Oakfield Primary Academy: Writing for a Purpose

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expectations for each year group	<ul style="list-style-type: none">Writing to entertainWriting to inform: report, recount, instructPoetry	<ul style="list-style-type: none">Writing to entertainWriting to inform: report, recount, instruct and explainWriting to persuade: letterPoetry	<ul style="list-style-type: none">Writing to entertainWriting to inform: report, recount, instruct and explainWriting to persuade: letter and one otherPoetry	<ul style="list-style-type: none">Writing to entertainWriting to inform: report, recount, instruct and explainWriting to persuadeWriting to discussPoetry	<ul style="list-style-type: none">Writing to entertainWriting to inform: report, recount, instruct and explainWriting to persuadeWriting to discussPoetry	<ul style="list-style-type: none">Writing to entertainWriting to inform: report, recount (1 x letter 1x diary and 1 x newspaper report) and explainWriting to persuadeWriting to discussPoetry
<p>Writing to entertain (narrative):</p> <p>The purpose of narrative can be defined simply as to tell a story. However, that does not convey the many purposes of stories and the way that they work at different levels. The purpose of a narrator is to make the listener or reader respond in a particular way. Stories are written or told to entertain and enthrall an audience. Stories can make us sad, horrify us, make us laugh, make us excited. They create imaginative worlds that can help us understand ourselves and the things around us and take us beyond our own experience. From the earliest times, stories have been a part of the way that people have explained their world, passed on their beliefs and memories and entertained one another. Narrative is central to learning, especially for young children who develop their understanding through making up stories about what has happened and what might happen. Children use narrative to organise their ideas, structure their thinking and, ultimately, their writing. Telling and writing stories is not simply a set of skills for children to learn, but an essential means for them to express themselves in creative and imaginative ways.</p> <p>Common forms of narrative texts: stories that use predictable and patterned language; traditional / folk stories / fairy tales; stories set in familiar settings; modifying well-known stories (changing a character; amending the ending; changing the setting etc.); stories set in historical contexts; myths and legends; stories with flashbacks; stories set in fantasy worlds / science fiction stories; stories from different cultures; adventure stories; mystery stories; scary stories; narratives retold from another perspective (e.g. from the point of view of a different character); stories with morals or fables; stories with dilemmas; stories told as playscripts; telling a story from a first-person narrative (e.g. diaries and letters)</p>						
Writing to entertain – generic text structure	<ul style="list-style-type: none">simple narratives and retellings are told/ written in first or third personsimple narratives are told/ written in past tenseevents are sequenced to create texts that make sensemain participants are human or animalsimple narratives use typical characters, settings and events whether imagined or real‘story language’ (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing	<p>As Year 1, plus:</p> <ul style="list-style-type: none">they are simply developed as either good or bad characterslanguage choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc.	<ul style="list-style-type: none">narratives and retellings written in first or third personnarratives and retellings written in past tense, and occasionally in the present tenseevents sequenced to create chronological plots through the use of adverbials and prepositionsdescriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...dialogue begins to be used to convey characters’ thoughts and to move the narrative forwardlanguage choices help create realistic sounding narratives e.g. shouted/muttered instead of said etc	<p>As Year 3, plus:</p> <ul style="list-style-type: none">dialogue is used to convey characters’ thoughts and to move the narrative forwardlanguage choices help create realistic sounding narratives. e.g. adverbs, adjectives precise nouns, expressive verbs and figurative language etc.	<p>As Year 4, plus:</p> <ul style="list-style-type: none">narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositiondescriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language	<p>As Year 5, plus:</p> <ul style="list-style-type: none">assured and conscious control is used to effectively and accurately convey meaning, particularly through manipulating grammar and vocabulary to achieve this

Writing to inform – recounts	Recount of event <ul style="list-style-type: none"> • concept of a sentence • capital letters and end marks • word choices • correct past tense form • written in the first person 	Simple recount <ul style="list-style-type: none"> • past tense • progressive forms of verbs • exclamatory sentences to make personal comments • subordinating and coordinating conjunctions to join information and give reasons • use of noun phrases • adverbs of time to sequence events 	Sectioned recount <ul style="list-style-type: none"> • planned in sections using conjunctions, adverbs and prepositions to sequence events • word choices and developed sentence structures to match recount texts • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Inverted commas can be used to punctuate direct speech, if appropriate 	Developed recount with paragraphs <ul style="list-style-type: none"> • developed sequential language organised into paragraphs • adverbs, adverbials and prepositions to sequence events • word choices and developed sentence structures to match recount texts • expanded noun phrases 	Journalistic writing <ul style="list-style-type: none"> • focusing on journalistic vocab and sentence structures • cohesion through choice of techniques within and across paragraphs • structural features included in newspaper reports • shifts in formality as writing extension • use of the past perfect • modal verbs can be used to indicate degrees of possibility 	Developed journalistic writing <ul style="list-style-type: none"> • cohesion through a wider variety of devices • passive voice • shifts in formality • control of vocabulary choices to match the language used in journalistic writing • use of semi-colons, colons and dashes to mark boundaries between independent clauses • structural features included in newspaper reports • past perfect progressive form of verbs
<p style="text-align: center;">Writing to inform – instructions</p> <p style="text-align: center;">Purpose of instructions / procedural texts: To ensure something is done effectively and/or correctly with a successful outcome for the participant/s</p> <p style="text-align: center;">Common forms of instructions / procedural texts: How to design and make artefacts; Technical manuals: how to operate computers, phones, devices; How to carry out science experiments or to carry out a mathematical procedure; How to play a game Writing rules for behaviour; How to cook and prepare food; timetables and route-finders; posters, notices and signs; instructions on packaging</p>						
Writing to inform – instructions	Simple instructions <ul style="list-style-type: none"> • concept of a sentence • basic sequencing of sentences • capital letters and end marks • word choices • correct past tense form • labels and captions 	Developed instructions <ul style="list-style-type: none"> • developed sequencing with subordinating and coordinating conjunctions to join information and give reasons • adverbs of time to sequence and to add detail • commas to separate items in a list 	5 part instructions <ul style="list-style-type: none"> • commas to separate items in a list sequenced parts – title; opening paragraph to introduce instructions; equipment list; method; closing paragraph with ‘top tip’ • headings and subheadings to aid presentation • time, place and cause expressed using conjunctions, adverbs or prepositions 	Developed 5 part instructions <ul style="list-style-type: none"> • 5 clearly sequenced parts • cohesion through the use of nouns and pronouns • fronted adverbials 	Complex 5 part instructions <ul style="list-style-type: none"> • 5 clearly sequenced parts • parenthesis can be used to add additional advice • relative clauses to add further information • modal verbs to suggest degrees of possibility • layout devices to provide additional information and guide the reader 	
<p style="text-align: center;">Writing to inform - explanations</p> <p style="text-align: center;">Purpose of explanation texts: To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain a process, such as how a car is made.</p> <p style="text-align: center;">Common forms of explanatory text: Explaining electricity, forces, food chains etc. in science; Explaining inventions such as the steam train, the causes of historic events such as wars and revolutions, explaining the role of the Nile in determining the seasons in Ancient Egypt; Explaining phenomena such as the water cycle or how a volcano erupts in geography; Explaining religious traditions and practices in RE; encyclopaedia entries; technical manuals; question and answer articles and leaflets science write-ups</p>						
Writing to inform - explanations		Basic explanation <ul style="list-style-type: none"> • consistent use of present tense • questions used to form titles • question marks used to denote questions (Y1) • conjunctions e.g. so...because to explain 	Sectioned explanation <ul style="list-style-type: none"> • Introduction to paragraphs as a way to group related material • consistent use of present tense • express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • heading and subheadings used to aid presentation 	Explanation text with paragraphs <ul style="list-style-type: none"> • fronted adverbials • paragraphs to organise ideas • cohesion through the use of nouns and pronouns 	Developed explanation text <ul style="list-style-type: none"> • indicate degrees of possibility using adverbs and modal verbs • layout devices to provide additional information and guide the reader • cohesion within paragraphs using adverbials • relative clauses used to add further information • parenthesis to add to the clarification of technical words 	Scientific writing/report <ul style="list-style-type: none"> • cohesion through a wider variety of devices • passive voice • appropriate levels of formality demonstrated • features of explanation texts where appropriate • advanced sequential and causal language

Writing to persuade – advertising. letter, speech, poster

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

Common forms of explanatory text: Publicity materials such as tourist brochures; Writing editorials to newspapers about controversial issues; Writing letters about topics such as traffic on the high street or deforestations; Creating posters and leaflets about issues such as bullying, stranger danger or substance abuse; Creating posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition; Writing book reviews for other pupils; Book blurbs; Applying for a job or a position on the school council

Writing to persuade – advertising. letter, speech, poster		Basic persuasive text <ul style="list-style-type: none">written in present tenserhetorical questionseffective use of noun phrases	Sectioned persuasive text <ul style="list-style-type: none">introduction to paragraphs as a way to group related materialexpress time, place and cause using conjunctions (e.g. so, because), adverbs and prepositionsuse of present perfect form of verbs	Persuasive text with paragraphs <ul style="list-style-type: none">potentially ancohesion through choice of pronouns or nouns within and across sentences, avoiding repetitionexpanded noun phrasespersuasive writing features (e.g. DAFOREST)modal verbs to indicate degrees of possibility	Developed persuasive text <ul style="list-style-type: none">evaluating the contrast between formal and informal persuasive textscohesion through choice of techniquesexpanded noun phrasespersuasive writing features (e.g. DAFOREST)modal verbs and adverbs to position the argumentstructured paragraphs linked with adverbialscommas to avoid ambiguity	Advanced persuasive text <ul style="list-style-type: none">adapting degrees of formality and informality, inc. vocabulary choices, to suit the form of the textpassive voicesubjunctive form to hypothesisecohesion across paragraphs using a wider range of cohesive devices including conjunctive adverbspersuasive writing features (e.g. DAFOREST)hyphens to avoid ambiguity
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Writing to discuss – balanced arguments

Purpose of discussion texts: 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.

Common forms of discussions texts: Non-fiction book on an ‘issues’; Write-up a debate; Leaflet or article giving balanced account of an issue; Writing letters about pollution, factory farming or smoking; Writing essays giving opinions about literature, music or works of art

Writing to discuss – balanced arguments				Basic discussion text <ul style="list-style-type: none">consistent use of present tense – recap from Y2present perfect form of verbs – recap from Y3effective use of noun phrasesparagraphs to organise ideasadverbials e.g. therefore, however...heading and subheadings used to aid presentation – recap from Y3	Advanced discussion text <ul style="list-style-type: none">cohesion within paragraphs using adverbialslayout devices to provide additional information and guide the readermodal verbs to indicate degrees of possibility	Complex discussion text <ul style="list-style-type: none">cohesion through a wider variety of devicesadverbials for cohesionmodal verbs and adverbs to position the argumentsadvanced language chosen to represent both argumentsappropriate levels of formality appliedwell-structured argumentslanguage involved with evaluation and viewpoints includeduse of semi-colons and colons to control sentence structurepassive voicesubjunctive form to hypothesise
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Poetry

	<p>Acrostics</p> <ul style="list-style-type: none">The first of last letter in each line spell out a word. Most commonly, it is the first letter that spells out the wordThe acrostic links to a given theme, e.g. winterLines usually end with commas <p>Shape poems / calligrams</p> <ul style="list-style-type: none">The poem usually describes an objectThe poem is presented in the shape of the object which it is describingThe layout may either be with the words inside a shape or around the outline of a shape <p>Riddles</p> <ul style="list-style-type: none">The poem describes a noun, usually an object, but does not name it, e.g. it might describe a tiger as striped and furryThe last line usually directly addresses the reader and uses a question: What is it? or Who am I?The mood of the poem is light hearted	<p>Diamantes</p> <ul style="list-style-type: none">The poem is presented in the shape of a diamondThe line structure is as follows: Line 1: Beginning subject Line 2: Two adjectives about line 1 Line 3: Three verbs or words ending ‘-ing’ about line 1 Line 4: A short phrase about line 1, a short phrase about line 7 Line 5: Three verbs or words ending ‘-ing’ about line 7 Line 6: Two adjectives about line 7 Line 7: End subjectPrecise verbs and adjectives are used in the relevant lines indicated aboveEach line starts with a capital letter; commas are used between verbs and adjectives; no punctuation at the end of lines <p>Haikus</p> <ul style="list-style-type: none">The mood of a haiku is generally serious and is usually about nature <div><p><i>Bike Shiny, quiet, Pedalling, spinning, weaving Whizzing round corners, zooming along roads Racing, roaring, speeding Fast, loud, Car</i></p></div> <ul style="list-style-type: none">There is no rhyming structureThe line structure is as follows: Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllablesEach line starts with a capital letter <p>Free verse</p> <ul style="list-style-type: none">Free verse does not follow a set syllable pattern or rhyme schemeIt may be written on a range of themesRefer to the KS1 key objectives and writing curriculum content for Year 2	<p>Clerihews</p> <ul style="list-style-type: none">A clerihew is four lines in length, and includes rhyming couplets (AABB)The subject of the poem is typically a character who is named on one of the linesThe mood of this type of poem is comic <p>Mr Smith wears a wig, But for his head it’s rather big, In windy weather he was careless, Now Mr Smith’s head is hairless.</p> <p>Limericks</p> <ul style="list-style-type: none">The poem is five lines in length and follows the rhyme scheme AABBAThe line structure is as follows: Line 1: 7-10 syllables Line 2: 7-10 syllables Line 3: 5-7 syllables Line 4: 5-7 syllables Line 5: 7-10 syllablesThe first line usually begins with ‘There was a...’ and ends with the name of a person or placeThe last line should be rather unusual or far-fetchedEach line starts with a capital letterLines often end with a commaThe mood of this type of poem is comic, and it can even be nonsense <p>An ambitious young fellow named Matt, Tried to parachute using his hat, Folks below looked so small, As he started to fall, Then got bigger and bigger and SPLAT!</p> <p>Free verse</p> <ul style="list-style-type: none">Free verse does not follow a set syllable pattern or rhyme schemeIt may be written on a range of themesRefer to the KS2 key objectives and writing curriculum content for Year 3	<p> kennings</p> <ul style="list-style-type: none">A kenning is a two word phrase which describes an objectKenning poems are type of riddleEach line consists of one kenning. There is no set number of lines in each verse, although 8 lines and 1 verse is expected for this age groupThe kennings should be ordered within the poem with consideration of the impact on the reader <p>Ball catcher Muddy scrambler Fast diver Long kicker Expert thrower Ace defender Goal saver Game winner</p> <p>Tetractys</p> <ul style="list-style-type: none">The poem is five lines in lengthThe line structure is as follows: Line 1: 1 syllable Line 2: 2 syllables Line 3: 3 syllables Line 4: 4 syllables Line 5: 10 syllablesThere is no set rhyme schemeEach line starts with a capital letter and only the last line ends with a full stop <p>I Am four And I go To big school where I learn to read and write and spell my name.</p> <p>Free verse</p> <ul style="list-style-type: none">Free verse does not follow a set syllable pattern or rhyme schemeIt may be written on a range of themesRefer to the KS2 key objectives and writing curriculum content for Year 4	<p>Senryus</p> <ul style="list-style-type: none">The structure is identical to that of a haiku (see Y2)Each line starts with a capital letterEach line ends with appropriate punctuationWhere senryus differ from haikus is their subject: senryus are about human nature or emotionsThey can be serious or cynical <p>First day, new school year, Backpack harbours a fossil: Last June’s cheese sandwich.</p> <p>The death of a friend Can leave one devastated. Fate is often cruel.</p> <p>Renga</p> <ul style="list-style-type: none">Renga poems are written by more than one poetPoet A would write three lines following the structure below. Poet B would then write the last two lines of the verse following the given structure. This is repeated within a pair or small group until the poem is completeThe line structure is as follows: Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables Line 4: 7 syllables Line 5: 7 syllablesThere is no set rhyme schemeThe themes within a verse need to be consistentEach line starts with a capital letter and the last line of each verse ends with a full stop <p>The final leaf falls The tree branches are so bare Autumn has arrived Remember summer's warm kiss So gentle, it will be missed.</p> <p>Free verse</p> <ul style="list-style-type: none">Free verse does not follow a set syllable pattern or rhyme schemeIt may be written on a range of themesRefer to the KS2 key objectives and writing curriculum content for Year 5	<p>Ottava Rima</p> <ul style="list-style-type: none">An Italian style of poetryIt is eight lines in length; each line consists of eleven syllablesThe rhyme scheme is ABABABCEach line opens with a capital letterIt is optional whether lines end with commas or notA poem may consist of several verses following the structure above, although one verse is sufficient for this age groupThe last line of the poem may end with a question mark or a full stop <p>Quickly did the tiger begin his fast run, Over hilly ground you see him fly and leap, The passive prey laying grazing in the sun, Suddenly its life that it wanted to keep, Tiger pounces, quickly getting the job done, The prey collapsing in a really big heap, Tiger sleeps as night takes over from the day, Will we ever see the hunter become prey?</p> <p>Lambic Pentameter</p> <ul style="list-style-type: none">Unlike other taught styles, lambic pentameter refers to the way in which individual lines are constructedThere are no particular rules about verse lengthIt is a sequence of ten alternately unstressed and stressed syllablesChildren should be encouraged to hear the effect of lines being constructed in this style <p>Two households, both alike in dignity, In fair Verona, where we lay our scene, From ancient grudge break to new mutiny, Where civil blood makes civil hands unclean. From forth the fatal loins of these two foes A pair of star-cross'd lovers take their life.</p> <p>Free verse</p> <ul style="list-style-type: none">Free verse does not follow a set syllable pattern or rhyme schemeIt may be written on a range of themes
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