



Whole School progressive approach to the Teaching of Writing.

Whole School approach to the Teaching of Fiction texts

1. Narrative writing to be covered by each year group

Foundation Stage	Traditional Tales Captions – descriptions Letter to Father Christmas Poetry – animal noises Drama – retelling Sequencing stories
Year 1	Traditional tales Pattern & rhyme Stories with predictable language Stories with familiar setting Poems on a theme Stories from other cultures Adventure stories Fantasy worlds Sense poems
Year 2	Adventure stories Stories with familiar settings Stories by the same author Stories by a significant author Traditional tales Traditional poems, silly stuff, pattern on a page Extended stories
Year 3	Adventure & mystery Stories with familiar settings Dialogue & plays Myths & legends Shape poetry & list

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Year 4	Stories from other cultures Plays Stories set in imaginary worlds Issues & dilemmas Poems – creating images, humorous, performance Adventure stories Stories with a common theme
Year 5	Classic fiction – myths, legends Diaries & letters Historical narrative Novels by significant authors Poetry – classic, narrative Description of a setting
Year 6	Description of settings Historical stories Characters, show not tell, story starters Story plots Diaries Adventure, mystery, ghostly texts Fantasy Science fiction Poetry – classic, narrative, kennings Plays

2. Structure

Foundation Stage & KS1

- 1st heading – Character
- 2nd heading – Setting
- 3rd heading – Problem
- 4th heading – Problem solved

KS2

Year 3

During the first term, pupils will be taught to record planning in note form on a piece of paper.

During the second term a 'build up' will be added where the characters will move to a second setting which needs describing. The structure will now look as follows:

- 1st heading – Character
- 2nd heading – Setting
- 3rd heading – Build up
- 4th heading – Problem
- 5th heading – Problem solved

Year 4

The children will be taught to combine the 'character' and 'setting' sections to make the 'opening' of the story. The structure will now look as follows:

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- 1st heading – Opening
- 2nd heading – Build up
- 3rd heading – Problem
- 4th heading – Problem solved

Year 6

The planning system described previously will be secure and embedded and therefore the children will be taught how to adapt it to make stories more exciting (using flashbacks, adding an ‘events’ section etc.).

Whole School approach to the Teaching of Non Fiction texts

3. Non fiction text types to be studied by each year group

Foundation Stage	Labels Instructions Captions Recounts Sequencing texts - Science Information texts - Plants
Year 1	Non-chronological reports Information texts Recounts Instructions
Year 2	Recounts Instructions Non-chronological reports Explanations Information texts
Year 3	Reports Recounts Instructions Information texts Non chronological reports Newspaper reports
Year 4	Recounts Explanations How to... Information texts Persuasive writing-adverts Persuasive letters Diaries Non-chronological reports

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Year 5	Recounts Newspaper reports Persuasive letters Non-chronological reports Information texts Diaries & letters
Year 6	Newspapers Biography Instructions Explanations Persuasive writing Balanced arguments Diaries

4. How to write a successful set of Instructions (Y1, Y2, Y3, Y6)

Features	Think about	Examples	My own examples
Title	Tell the reader what is to be made/done in no more than seven words	How to bake a cake	
Equipment/ingredients (dependent upon type of writing)	List what will be needed to make/play or carry out the task. Use bullet points. Don't forget to start a new line for each new item	You will need: 3 large eggs 175 grams of sugar 175 grams soft margarine 200 grams flour 3 tablespoons of milk	
		You will also need a cake tin greased and lined with greaseproof paper. Y1 – Bossy verb at beginning of instruction with numbered bullet points. Y2 – Mixture of bossy verb & time connective with numbered bullet points. Y3 & 6 – As for Y2 with occasional adverbs. Develop vocabulary & make instructions precise.	Mix the egg & milk together. First...pre-heat the oven to 170 C. Next...sift the flour into the bowl. Then...add the other ingredients and stir with a wooden spoon. Beat the mixture for 1 minute. After that...spoon the mixture. Finally...bake the cake in the oven. Gently, heat the milk. Slowly, add the molten chocolate.

Concluding sentence	Tell the reader how they will know they have been successful.	When it is finished it will... You will now be able to... Now that you have...you can... Try serving this with...	
<p>SENTENCE TYPES</p> <p>Y1 & 2 – question</p> <p>Y3 – 'ly' words & connective openers</p>			

5. Progressive Vocabulary

Instructions

Foundation Stage	instructions order	first – speaking only next – speaking only finally – speaking only
Year 1	giving orders list steps equipment ingredients method	what we need what to do/make
Year 2	instructions diagrams captions labels chronological order time connectives list numbered steps bullet points title 'How to...'	what is needed concluding sentence verb (actions) bossy verbs first then next after that meanwhile finally sequence present tense
Year 3/4	title concluding sentence time connectives	bullet points adverbs bossy verbs chronological order

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Year 5/6	title goal achieve concluding sentence time connectives	imperative verbs chronological order sequential general participants precise language necessary detail only 2 nd person
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6. How to write a successful Recount of a trip/visit (all year groups)

Features	Think about	Examples
Title	Your title should tell the reader what the recount is about in no more than eight words.	My / Our trip to the Castle
The 5 Ws (when, who, where, why, what)	Write your overview paragraph in the past tense. It should tell the reader When the trip happened. Who was involved. Where it happened Why it happened. What you did. Answer two or more of the above in one sentence.	Last Tuesday (when) our class (who) went on a bus (how) trip to the Castle (where) to learn about what life was like in the olden days (why). We were shown lots of interesting things and then we made a plan of the castle (what).
Pre-visit	Tell the reader about any planning or preparation you did. E.g reading books, searching the internet. THINK about what will really interest the reader. Will it really be the journey or what you ate??	Prior to our trip, we... Before we went....
Event 1	Tell the reader the first interesting things that happened when you arrived. YOU DO NOT WRITE ABOUT: toilets shops the journey lunch (food in general) illness	When we arrived we... First of all... Time connectives and a range of sentence openers
Next events	Tell the reader all the interesting things that followed – in the order they happened. Start a new paragraph for each new event.	After that we... Then we... Next we... Furthermore... In addition we... Time connectives and a range of sentence openers

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The best bit	Pick out your favourite point of the trip and tell the reader why.	The most interesting thing was...because The part we liked the best was...because Despite..., my favourite part of the day was...because... Although I really didn't want to go, I thoroughly enjoyed...
SENTENCE TYPES		
Y3 connective openers		

7. Progressive vocabulary - Recount texts

Foundation Stage	first finally next	
Year 1	what happened questions recount connectives after time words correct order	
Year 2	what happened questions recount time order past tense sequence time connectives	meanwhile then next afterwards after a while after before When
Year 3/4	meanwhile	during powerful verbs
Year 5/6		

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8. How to write a successful Explanation (Y2, Y4, Y5, Y6)

Features	Think about	Examples
Title	Pose a question to the reader	How does the human eye work?
General statement (What the explanation is about)	Introduce the reader to the subject of the explanation. (Perhaps by saying what it is a part of or what it belongs to). Generalise	The human eye is the most important part of the human body because it enables humans to see. The eye...(yes) Joe's eye...(no)
Parts (This will be linked to the general statement)	Tell the reader the different parts that make up the subject. (NB...This paragraph is optional – you don't have to include it if it doesn't work easily with your subject). Would a diagram help? Technical vocabulary	It is a very complex organ which contains the cornea, pupil, iris, lens and retina. Include annotated diagram of the eye to show how it works.
Key Facts Paragraphs	Tell the reader how it works using cause and effect connectives. These to be introduced in Y4. In Y3 use because, if & so. Select the important facts. You may wish to use sub-headings Or numbering to organise your key points. NEVER use the word 'you'. Use verbs in the present tense.	When bright light enters the eye, the pupil dilates. The way each part works is as follows: The cornea The pupil The iris...etc If the button is pressed, ... Before the rocket launches into space, ... A result of turning the handle is, ... Consequently, ... The effect of turning the handle is, This is caused by, ... After the handle has been twisted, As the handle is turning, ...
Special finishing fact	Tell the reader something special or important about the subject	

SENTENCE TYPES Year 4 – connective openers Year 6 – connective openers		
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9. Progressive vocabulary

Explanations & Glossaries

Year 3	Explain why/how Explanation Cause & effect connectives Because So When if	as diagrams label glossary information alphabetical order
Year 4	Logical steps General statement Parts Key facts Special finishing fact Cause & effect connectives Sub-headings Technical vocabulary Impersonal Third person Audience Purpose	subject present tense because as so due to therefore this causes if...then the reason that... this results in...
Year 5 & 6		

10. How to write a successful Non-Chronological Report (Y2, Y3, Y4, Y5, Y6)

Features	Think about	Examples
Title	Your title should tell the reader the subject of your report in no more than four words.	Spiders
Introduction	Tell the reader: What it is/they are Who it is/they are Tell the reader what it/they belong to Don't forget to think about where and when Did you know?	Spiders belong to... Different species can be found...

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<p>Key features For example: Appearance Location Purpose</p>	<p>Think about all of the key features and then choose the three most important ones. Write one detailed paragraph for each feature.</p> <p>Save the best one until the fabulous final fact</p> <p>Try to include technical vocabulary about the subject in each paragraph.</p> <p>Add information which will capture the readers interest throughout each paragraph.</p>	<p>(Appearance – what do they look like?) eight legs, narrow waist, have either 2, 4, 6 up to 12 eyes...</p> <p>(Location – where are they found?) different species around the world (purpose – what do they do?) spin webs to catch prey (What are they for?) Eat harmful insects</p>
<p>Fabulous final fact</p>	<p>Be sure to tell the reader what makes your subject special/important.</p>	<p>Spiders are an important part of the world’s ecosystem because they...</p> <p>By the end of Year 6 write a question.</p> <p>Despite their size, do spiders really deserve the reputation of being one of the most hated creatures on the planet?</p>
<p>SENTENCE TYPES</p> <p>Y5 de:de sentences</p>		

11. Progressive vocabulary

Non chronological reports texts

<p>Foundation Stage</p>	<p>Non-fiction Labels Captions</p>
<p>Year 1</p>	<p>Photographs Heading ‘Did you know?’ facts</p>

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Year 2	Report Diagram Heading Key phrase Key word Layout Non-chronological Subject Title Introduction Sub-heading Key features Appearance	location purpose fabulous final fact where what when which who why how present tense 3rd person impersonal
Year 3/4	Non-chronological General 3rd person Present tense (<i>past tense if</i> features (eg <i>Historical report</i>) appearance, location) Technical vocabulary Description Spidergram (planning) fact Facts	formal statement sub-headings Key purpose paragraph fabulous final fact
Year 5/6	Factual Classification	impersonal statement

12. How to write a successful Newspaper Article (Y3, Y5, Y6)

Features	Think about	Example
Headline	Try to use no more than seven words Include the main point Use a 'pun' or alliteration if appropriate	Rock Star's shoplifting shame! Hunt protestors highlight horror of killing! Recipes for disaster (junk food article)
By-line	Your name as journalist Title if you are an Editor Location if the story is world news	George Brown Defence Correspondent Bagdad
Lead paragraph	Include all the W's (who? What? Where? When? Why? – and maybe how?) in no more than four sentences	Who? Gary Jones What? was arrested Where? in Brighton When? yesterday Why? for shoplifting How? CCTV

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<p>Body</p>	<p>Provide more details about each of the W's – remember one or two of the W's will be more important or relevant than others. Write short paragraphs – no more than two or three sentences. Present information in a balanced and factual way. Keep in mind who will be reading your article as you select and present your information. Include names or titles of the people who provided the information used in your article. Use both direct and reported speech when quoting what was said.</p>	<p>This is Gary's third arrest for shoplifting in the past two years. His band, Bad Breath, split up in 1992. Since then Gary has had four failed attempts at making a comeback. He has fallen on hard times and this may explain his recent behaviour.</p>
<p>Sources</p>		<p>Reported speech The arresting Officer explained that Gary had been spotted behaving in a suspicious manner.</p> <p>Direct speech When arrested Gary said tearfully: "I don't know what came over me." OR "I don't know what came over me," sobbed Gary when he was arrested.</p> <p>Description Photograph of Gary Beast being bundled into a police van.</p> <p>Caption Pop star Gary Beast is led away by police.</p>
<p>Illustration & caption</p>	<p>Draw a box where the illustration (eg...photograph, Map) will be placed. Write a brief description of what will appear inside the box. Add a brief caption beneath the box.</p>	
<p>SENTENCE TYPES</p> <p>Year 3 – direct speech Year 5 – relative clauses</p>		

13. How to write a successful Persuasive Argument (Y4, Y5, Y6)

Features	Think about	Example
My point of view	Clearly state your point of view in the first, or first two sentences. Write in the first person 'I'	I strongly believe mountaineers should... I want to argue that... I wish to persuade you that...
First argument supporting my point of view (Y3, Y4)	Use your strongest argument first. Express this in one or two sentences. Expand your strongest argument by adding details or examples. Use questions to involve the reader's emotions.	Without a doubt there are too many expeditions setting out... The main reason for thinking this is... Unquestionably the key argument is... How would you feel if... Would you like this to...
Second argument supporting my point of view (Y3, Y4)	Start a new paragraph for your next strongest argument. Expand your argument by giving examples or details. Use a variety of linking words or phrases to connect your ideas.	Another reason why I would wish to reduce the number climbing... Similarly... In addition...
Third argument supporting my point of view (Y3, Y4)	Start another new paragraph for the argument you think is third in importance. Don't forget examples/details. Vary your choice of linking words or phrases to connect your ideas.	Moreover the mountain is not the challenge it once was... Furthermore...
Counter argument (depending upon the actual task this may be left out) (Y5, Y6)	Start another new paragraph. Explain why other people might think differently or hold a different point of view.	Some people think that... Other people might argue that... However, other people believe... Nevertheless there are those who...
Summary of my point of view	Summarise the main reasons for holding your point of view – no details or examples at this time. Repeat your strongest argument using different words this time. Use appropriate words to show this is your final paragraph.	In conclusion, I think the number of expeditions... To sum up, I think... To summarise...
SENTENCE TYPES Year 4 – question rhetorical question Year 5 – 'drop in'		

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14. Progressive vocabulary - Persuasive

Year 1		
Year 2		
Year 3/4	<p>Persuade Encourage Argument Point of view idea Opening statement Connectives: however, Because, as a result, so, finally</p>	<p>first argument second argument third argument summary of main idea present tense</p>
Year 5/6	<p>Convince consequently, Strongest argument Elaborate addition, Counter argument Ambiguous nevertheless Humour Slogans Memorable Rhetorical question Emotive language</p>	<p>connectives: on the other hand, another reason, in similarly, moreover, furthermore,</p>

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15. How to write a successful Biography - Year 6 only

Features	Think about	Example
Title	Your title should tell the reader who the biography is about in no more than eight words.	The life of Gandhi
Overview Paragraph	Your overview paragraph should follow this order: 1. Who is it about and what are they best known for? 2. When did they live? 3. Where did they live? 4. Why are they important? Answer two or more of the questions in one sentence	Gandhi (who) was a great leader (main achievement). He was born in 1869 and died in 1948 (when). As a child he lived in West India, then studied in London, prior to working in South Africa, before returning to India at the age of 45 (when). He is famous for his peaceful, non-violent approach to life (why he is important)
Childhood events	Include any childhood events you think are important	His education began at... He then... When he was a child Gandhi saw... As a child he...
Early life, events & achievements	Tell the reader the important things which happened in the person's early life and perhaps how these influenced his/her later work	In his early life Gandhi worked as/studied/visited/saw/experienced/thought...
Later life, events & achievements	Tell the reader the important things which happened in the person's later life. Tell the events in the order in which they happened. Indicate whether their later life achievements are more or less important than the earlier ones,	As Gandhi grew older, he... In later life he...

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Concluding paragraph	Tell the reader the importance or impact of what the person did during his/her life; what we can learn From him/her, how she/he affected others	The legacy of his life is... When we look back on Gandhi's life we can see... Today Gandhi is remembered for... The lesson we can learn... His life is interesting/important because...
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16. Progressive vocabulary - Biography

Year 6	Title Overview paragraph Who, when, where, why Childhood events learned... Influenced experiences Early life, events & achievements Later life, events & achievements	concluding paragraph impact legacy lessons that can be third person present tense
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17. Progressive vocabulary-Discussion

Year 5/6	Argument For Against Point of view Opinion Fact Balanced Biased Evidence Present tense	connectives: however, because, as a result of, consequently, on the other hand, so, finally both general and specific examples: Mr Smith believes that... Hunters agree... Some would agree that... Summary (perhaps) recommendations abstract nouns Conditionals: could, might, Possibly, perhaps
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18. How to write a successful Balanced Argument - Year 5 & 6

Features	Think about	Example
1. Title	A short question asking the reader the issue being discussed.	Should motorway plans go ahead?
2. Introducing issues for discussion	Tell the reader what the issue is about in as few words as possible . Do not write in the first person (don't use I/we)	The issues being discussed is... Whether or not a motorway should be built on the school's lower playing field.
3. Sentence(s) stating the two different point of view	Cover each of the two different point of view. (Are there only two?) Don't add supporting detail for against.	Some people say (viewpoint 1) Whilst others say (viewpoint 2)
4. Supporting arguments for viewpoint 1	Remember to use a new paragraph for each argument. Use your strongest argument first. Use words like 'because' and 'therefore' to explain why people think this. Avoid repeating earlier arguments.	Those who support (viewpoint 1) think that... They also think... OR A further point they make is... OR Additionally... OR Furthermore they... OR Moreover they state that...
5. Supporting argument for Viewpoint 2 (balance with the number of arguments as for viewpoint 1)	Remember to use a new paragraph for each argument. Use your strongest argument first. Use different sentence starters to those used for viewpoint 1. Don't forget 'because' and 'therefore' to explain why people think this. Avoid repeating earlier arguments.	Those who support (viewpoint 2) think that... They also think that... OR A further point they make is... Additionally... Furthermore... Moreover...etc However... Although...
Alternative organisation of 4 & 5 above	You could organise your discussion by alternating the supporting arguments for viewpoint 1 & 2.	
Conclusion A	Tell the reader there are strong arguments on both sides but conclude by telling the reader your point of view.	As you can see there are strong argument to support both viewpoints. However, after carefully weighing up all the arguments, I think...because...
Conclusion B	Tell the reader there are strong arguments on both sides then invite the reader to make up his/her own mind.	As you can see there are strong arguments to support both viewpoints. You will have to decide for yourself which viewpoint you support.

The policy was agreed by the Governing Body.

Signed.....

Date.....

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