



Writing to Inform

Y1/2



Possible genres:

- Recount
- Report
- Letter

Language (vital ingredient)

Formal language - *Their sharp claws help them to climb trees.*

Technical or factual description (rather than description to entertain) - *They have curved, hollow fangs.*

Standard English: *We were, not 'We was...'*

Grammar and Sentences		Punctuation	
<p>Vital Ingredients</p> <ul style="list-style-type: none"> • Writing full sentences and rehearsing them verbally before writing • Adjectives to give information, used for effect and not overused: <i>They have large beaks. The castle was huge.</i> • Use tenses consistently throughout a text 		<p>Vital Ingredients</p> <ul style="list-style-type: none"> • Capital letters for proper nouns • Full stops, capital letters • Finger spaces 	
<p>Extras</p> <ul style="list-style-type: none"> • Noun phrases (chosen well) to add detailed factual description: <i>These trees have large fan shaped leaves.</i> • Adverbs to start sentences: <i>Surprisingly, these animals only eat leaves.</i> • Exclamation sentences as appropriate: <i>What amazing creatures they are!</i> • Commas to list adjectives: <i>They have long, pointed teeth.</i> • Commas in a list: <i>They eat plants, insects and birds.</i> • Question sentences: <i>Did you know that.....?</i> 		<p>Extras</p> <ul style="list-style-type: none"> • Question marks • Exclamation marks to show interesting information • Apostrophes for contraction: <i>didn't, couldn't, don't</i> 	
Text Structure		Cohesion	
<p>Vital Ingredients</p> <ul style="list-style-type: none"> • Linked sentences—each sentence should follow the previous one to create sections of writing. • Time order - events should be sequenced chronologically (eg in a recount) • Basic structure of beginning, middle and end 		<p>Vital Ingredients</p> <ul style="list-style-type: none"> • Subordinating and coordinating conjunctions to keep flow and link ideas: <i>when, because, if, and, so, but, or</i> • Adverbials: <i>First, next, after, later</i> 	
<p>Extras</p> <ul style="list-style-type: none"> • Beginning to use pronouns to avoid repeating: <i>Elephants have large ears. They also have long trunks.</i> 			



Writing to Inform

Y3/4



Language (vital ingredient)

Formal language - *Their sharp claws enable them to climb trees.*

Technical or factual description (rather than description to entertain) - *They use their curved, hollow fangs to assist them.*

Standard English: *We were, not 'We was...'*

Grammar and Sentences	Punctuation
<p>Vital Ingredients</p> <ul style="list-style-type: none"> Factual adjectives to describe: <i>curved claws, sharp beak, large paws</i> Consistent tenses e.g. present tense for report, past tense for recount 	<p>Vital Ingredients</p> <ul style="list-style-type: none"> Basic punctuation . Cap ? ! ' commas in list Capitals for proper nouns
<p>Extras</p> <ul style="list-style-type: none"> Noun phrases (chosen well) to add factual description: <i>They have narrow, curved beaks with serrated edges.</i> Varying sentence openers: <i>Often..... Usually..... Once..... When..... Unfortunately.....</i> Use of subordinating conjunctions to extend sentences: <i>although, even though, when, if, as, while, once</i> Fronted adverbials to add detail: <i>In their mouths..... On occasion.....</i> Prepositions to give detail: <i>They make their homes beside water.</i> Explore effects of different tense forms: <i>Today we went to Beamish. Today we have been to Beamish.</i> Use of 'a' or 'an' accurately: <i>The hippopotamus is <u>an</u> incredible size.</i> 	<p>Extras</p> <ul style="list-style-type: none"> Inverted commas for direct speech Other speech punctuation including new speaker new line, commas inside speech, full stop end of speech sentence. Commas for subordinate clauses and fronted adverbials Apostrophes for possession: <i>Mr Wilson's family have been devastated by his death.</i>
Text Structure	Cohesion
<p>Vital Ingredients</p> <ul style="list-style-type: none"> Clear introduction to <u>give key information</u> <u>Clearly structured points</u> with each point having a clear focus Conclusion that summarises the key information given or brings the reader up to date e.g. <i>These majestic creatures are in serious risk of becoming extinct due to...</i> 	<p>Vital Ingredients</p> <ul style="list-style-type: none"> Adverbials: <i>before, after, soon, next</i> Conjunctions: <i>although, until, when, if, as, because, after, while, before, after</i>
<p>Extras</p> <ul style="list-style-type: none"> Appropriate choice of noun/pronoun within and across sentences to avoid repetition: <i>The brown bear.... These aggressive animals..... They.....</i> Organisational devices e.g. <i>headings, subheadings, fact boxes</i> 	



Writing to Inform Y5/6



Language (vital ingredient)

Formal language - *Their sharp claws enable them to climb trees with relative ease.*

Technical or factual description (rather than description to entertain) - *They use their curved, hollow fangs to assist them in extracting sap from the flora*

Grammar and Sentences	Punctuation
<p><u>Vital Ingredients</u></p> <ul style="list-style-type: none"> Factual adjectives to describe: <i>curved claws, sharp beak, large paws</i> Consistent tenses e.g. present tense for report, past tense for recount 	<p><u>Vital Ingredients</u></p> <ul style="list-style-type: none"> Basic punctuation . Cap ? ! ' commas in list, caps proper nouns Inverted commas for direct speech and other speech punctuation, including new speaker new line, commas inside speech, full stop end of speech sentence. Apostrophes for possession and contraction
<p><u>Extras</u></p> <ul style="list-style-type: none"> Passive voice to show formality: <i>The man was last seen running away from the house.</i> Expanded noun phrases to give information: <i>A dark haired woman of below average height was seen in the vicinity just hours earlier.</i> Choosing between direct and reported speech as appropriate: <i>A senior police officer said that the investigation is ongoing.</i> Changing sentence structure to achieve different effects. Relative clauses to add factual description: <i>Inspector Simon Wilson, the senior officer leading the investigation, said that the police would be focusing on identifying witnesses.</i> Use of modal verbs and adverbs to show degrees of possibility e.g. in an eye witness account: <i>I think he was around 25-30, but he <u>could</u> have been older.</i> 	<p><u>Extras</u></p> <ul style="list-style-type: none"> Colons and semi-colons to create complex lists and bullet points Colons and semi-colons to link related clauses Use commas or semi-colons for repetition Use brackets or dashes to add additional information, or to explain technical vocabulary, understanding which information is important to give, e.g. <i>The man then got into his car (a red Nissan Micra) and fled the scene. <u>The car info is important to an eye witness account, but not to a newspaper report</u></i> Commas for complex sentences Use of hyphens to avoid ambiguity e.g. <i>man-eating shark</i> Use of commas, brackets, or dashes for relative clauses
Text Structure	Cohesion
<p><u>Vital Ingredients</u></p> <ul style="list-style-type: none"> Clear introduction to <u>give key information</u> <u>Clearly structured points</u> with each point having a clear focus Conclusion that summarises the key information given or brings the reader up to date e.g. <i>These majestic creatures are in serious risk of becoming extinct due to...</i> 	<p><u>Vital Ingredients</u></p> <ul style="list-style-type: none"> Linking phrases between paragraphs (starting sentences): <i>Another way in which this animal is suited to the warmer weather is....</i> Adverbials: <i>After, despite, as a result, consequently, therefore, in addition to</i> Conjunctions: <i>although, even though, while, once, since, when, if, as, before, after</i>
<p><u>Extras</u></p> <ul style="list-style-type: none"> Linking forwards and back through the text e.g. <i>referring and making links to a point made in the previous paragraph or linking between the introduction and conclusion</i> Layout devices e.g. <i>subheadings, tables, diagrams, headings</i> 	