



Writing to Entertain Y1/2

Possible genres:

- Stories (including retelling)
- Poetry
- Description
- Setting description
- Character description
- Writing in role e.g. diary, letter

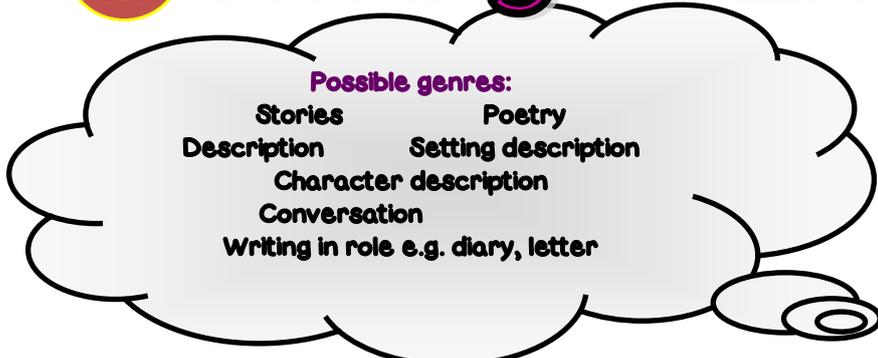
Language (vital ingredient)

- Descriptive language (painting a picture with words)
- Emotive language (making the reader feel something)

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 describe, used for effect and not overused: <i>The huge trees waved their crinkled branches.</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 description: <i>The huge trees towered above him.</i> • Adverbs to start sentences and add description: <i>Slowly, she moved through the woods. Gently, she tapped him on the shoulder.</i> • Exclamation sentences as appropriate: <i>What big eyes you have Grandma!</i> • Questions as appropriate, e.g within speech <i>"What are you doing here?" she asked.</i> • Explore effects of different tense forms to show events still in progress e.g. <i>She ran as fast as she could. v She was running away as fast as she could</i> • Similes to create a picture in the readers' mind (carefully chosen and carefully positioned): <i>The ground felt like sandpaper.</i> • Commas in a list: <i>She picked up her bag, books and water bottle and headed out of the door.</i> 		<p>Extras</p> <ul style="list-style-type: none"> • Question marks • Exclamation marks to show excitement or to add to speech • Apostrophes for contraction: <i>didn't, couldn't, don't</i> • Begin to use inverted commas for direct speech, with ! and ? as appropriate. 	
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 • 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> 	
<p>Extras</p> <ul style="list-style-type: none"> • Beginning to use pronouns to avoid repeating characters' names: <i>Sophie was scared so she started to run.</i> 			



Writing to Entertain Y3/4



Language (vital ingredient)

Descriptive language (painting a picture with words)

Emotive language (making the reader feel something)

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

Grammar and Sentences		Punctuation	
<p>Vital Ingredients</p> <ul style="list-style-type: none"> Adjectives to describe, used for effect and not overused: <i>The huge trees waved their crinkled branches.</i> Adverbs: <i>Carefully, she turned the key in the lock.</i> Varied words for said to show effect: <i>"That's not ok," whispered Sophie.</i> 		<p>Vital Ingredients</p> <ul style="list-style-type: none"> Capital letters for proper nouns Full stops, capital letters Question marks and exclamation marks 	
<p>Extras</p> <ul style="list-style-type: none"> Noun phrases (chosen well) to add detailed description: <i>The trees waved their gnarled branches that looked like an old man's fingers.</i> Varying sentence openers to achieve different descriptive effects: <i>Creeping slowly across the room..... Terrified, she.....</i> Use of subordinating conjunctions to extend sentences and move the action on: <i>although, even though, when, if, as, while, once</i> Fronted adverbials to add detail and build atmosphere: <i>After what felt like hours, As quickly as she could, Taking her time,</i> Prepositions to add to description and shift time: <i>Before going in..... During lunch....</i> Varied stage directions in speech: <i>"Run!" Sophie yelled, grabbing her bag.</i> Explore effects of different tense forms e.g. <i>She ran away. v She had run away.</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>Suzie's hair tangled in her face as she walked.</i> 	
Text Structure		Cohesion	
<p>Vital Ingredients</p> <ul style="list-style-type: none"> Paragraphs for each event—children need to know when to change paragraphs and will plan clearly in time order Create characters, setting and plot –e.g. <i>children should show the atmosphere of a setting, the personality of different characters, the mood of a diary entry and move into exploring how these can change.</i> 		<p>Vital Ingredients</p> <ul style="list-style-type: none"> Adverbials to show shifts in time: <i>next, soon after, later in the day, a few minutes later</i> Conjunctions to keep flow and link ideas: <i>before, after, while, when, as, so, because</i> 	
<p>Extras</p> <ul style="list-style-type: none"> Appropriate choice of noun/pronoun within and across sentences to aid cohesion and avoid repetition: <i>Sophie wandered across to Suzie and Ella. She knew they were waiting for her to say something. "So girls, what's happening?" she muttered casually.</i> 			

