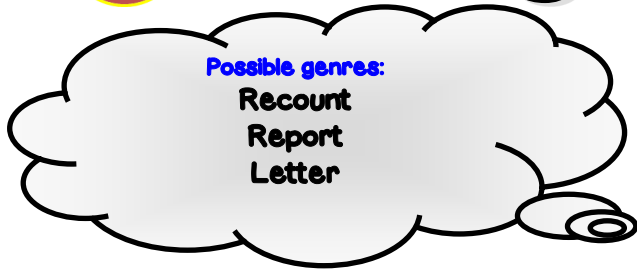




# Writing to Inform

# 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.*

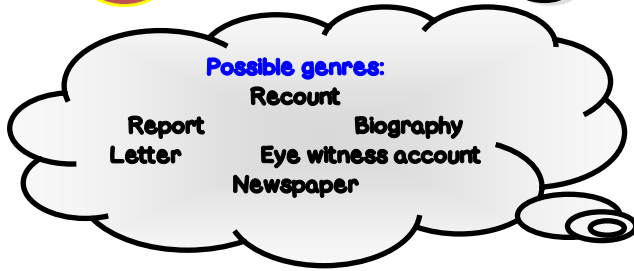
Standard English: *We were, not 'We was...'*

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



# Writing to Inform

Y3/4



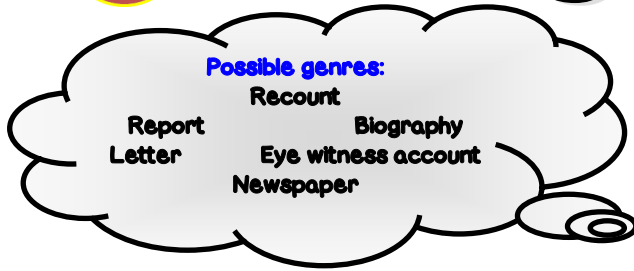
## Language (vital ingredient)

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



# 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 trees.*

Grammar and Sentences	Punctuation
<p><b>Vital Ingredients</b></p> <ul style="list-style-type: none"> <li>Factual adjectives to describe: <i>curved claws, sharp beak, large paws</i></li> <li>Consistent tenses e.g. present tense for report, past tense for recount</li> </ul>	<p><b>Vital Ingredients</b></p> <ul style="list-style-type: none"> <li>Basic punctuation . Cap ? ! ' commas in list, caps proper nouns</li> <li>Inverted commas for direct speech and other speech punctuation, including new speaker new line, commas inside speech, full stop end of speech sentence.</li> <li>Apostrophes for possession and contraction</li> </ul>
<p><b>Extras</b></p> <ul style="list-style-type: none"> <li>Passive voice to show formality: <i>The man was last seen running away from the house.</i></li> <li>Expanded noun phrases to give information: <i>A dark haired woman of below average height was seen in the vicinity just hours earlier.</i></li> <li>Choosing between direct and reported speech as appropriate: <i>A senior police officer said that the investigation is ongoing.</i></li> <li>Changing sentence structure to achieve different effects.</li> <li>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></li> <li>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></li> </ul>	<p><b>Extras</b></p> <ul style="list-style-type: none"> <li>Colons and semi-colons to create complex lists and bullet points</li> <li>Colons and semi-colons to link related clauses</li> <li>Use commas or semi-colons for repetition</li> <li>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. The car info is important to an eye witness account, but not to a newspaper report</i></li> <li>Commas for complex sentences</li> <li>Use of hyphens to avoid ambiguity e.g. <i>man-eating shark</i></li> <li>Use of commas, brackets, or dashes for relative clauses</li> </ul>
Text Structure	Cohesion
<p><b>Vital Ingredients</b></p> <ul style="list-style-type: none"> <li>Clear introduction to <u>give key information</u></li> <li><u>Clearly structured points</u> with each point having a clear focus</li> <li>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></li> </ul>	<p><b>Vital Ingredients</b></p> <ul style="list-style-type: none"> <li>Linking phrases between paragraphs (starting sentences): <i>Another way in which this animal is suited to the warmer weather is...</i></li> <li>Adverbials: <i>After, despite, as a result, consequently, therefore, in addition to</i></li> <li>Conjunctions: <i>although, even though, while, once, since, when, if, as, before, after</i></li> </ul>
<p><b>Extras</b></p> <ul style="list-style-type: none"> <li>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></li> <li>Layout devices e.g. <i>subheadings, tables, diagrams, headings</i></li> </ul>	