



# Wren Park Primary School

## Non-fiction Text types

### **Recount – Writing to Inform (and Entertain)**

This form of writing can be used to inform and entertain but can also be used to persuade. Recounts can be written about the writer or about someone else. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and self-awareness.

#### **Purpose**

- To retell events in time order.
- To give an account of an event or experience
- To write in chronological order



### **Types**

- Letter
- Biography/Autobiography
- Write up of a trip
- Newspaper report
- Diary/Journal

| Year             | Text Organisation  | Sentence Features   | Grammatical Features  | Punctuation   |
|------------------|--|---|---|---|
| <b>Reception</b> | Oral retelling of events using time words and past tense<br>Simple sentence recounting the event spoken and then written   | Use of simple sentence structures.  | Nouns and verbs correct   | Capital letter and full stop  |
| <b>Year 1</b>    | Title<br>Introductory sentence to show – who, what, when, where and why<br>Series of sequences demarcating the passing of time<br>Simple ending  | Use of simple sentence structures.<br>Use of time conjunctions at the start   | Noun<br>Past tense verbs<br>Adjectives<br>Time conjunctions to show chronological order<br>Coordinating conjunctions to join sentences together   | Spaces to separate words<br>Full stops<br>Capital letters<br>Exclamation marks<br>Capital Letter for start of sentence, names, personal pronoun – I   |
| <b>Year 2</b>    | Title<br>Clear introduction and conclusion<br>Ideas organised into chronological paragraphs demonstrating the passing of time  | Subject verb agreement within sentences and throughout<br>Simple adverbs to express how to do an action<br>Noun phrases to describe | Noun and noun phrase<br>Simple and Progressive past tense verb form<br>Subordinating and Coordinating conjunctions<br>Consistent use of tense throughout the piece<br>Adverbs to show when and how<br>Causal conjunctions to explain<br>Adding 'er' and 'est' to show comparisons in adjectives<br>First and Third person | Full stops<br>Capital letters<br>Exclamation marks<br>Capital Letter for start of sentence, names, personal pronoun – I<br>Apostrophe for contraction<br>Possessive apostrophe for singular nouns<br>Commas in a list |
| <b>Year 3/4</b>  | Title<br>Introduction to give a clear understanding of what they text will be about<br>Concluding paragraph to summarise the overall impact<br>Links between sentences and paragraphs to navigate the reader<br>Paragraphs organised around key events<br>Elaboration within paragraphs to develop: description, action and feelings | Variation in sentence structures:<br>Prepositional phrases<br>Expanded noun phrases<br>Subordinate Clauses                          | Adverbs of time<br>Adverbs of place<br>Adverbs of manner<br>Adverbs to show how often<br>Nouns and pronouns used for clarity and cohesion<br>A wider range of conjunctions<br>Correct use of simple past, past progressive and past perfect<br>Fronted adverbials<br>First and third person                               | Apostrophes to mark singular and plural possession<br>Commas in a list<br>Commas after fronted adverbials<br>Inverted commas if using quotations and to demonstrate excitement<br>Brackets                            |



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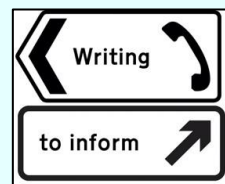
|                 |   |  |  |   |
|-----------------|---|--|--|---|
| <b>Year 5/6</b> | Fully developed introduction and conclusion to include personal responses<br>Paragraphed events, which are detailed and engaging<br>Clear chronology throughout the piece by directing the reader to time and place<br>Information is prioritised to the reader | Variation in sentence structures and wider range of examples of:<br>Prepositional phrases<br>Expanded noun phrases<br>Subordinate Clauses<br>Relative Clauses<br><br>Variation in sentence length to support cohesion (Y6)<br><br>Use of passive and active (Y6) | More complex examples of:<br>Adverbs of time<br>Adverbs of place<br>Adverbs of manner<br>Adverbs to show how often<br>Modifiers used to intensify or qualify<br>Nouns and pronouns used for clarity and cohesion<br>Correct use of simple past, past progressive and past perfect<br>Fronted adverbials<br>Implied second person<br>Use of modal verbs<br>Tense changes according to the purpose<br>Reported speech as well as direct speech | Brackets<br>Dashes<br>Colons (Y6)<br>Semi-colons (Y6) |
|-----------------|---|--|--|---|



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| <b>Non-chronological Report – Writing to Inform</b><br>This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving.<br><b>Purpose</b><br>To describe what things are like (were like)<br>To inform the reader of a specific subject content |  |   |   | <b>Types</b><br>Topic based school project<br>Letter<br>Science encyclopaedia<br>Information Leaflet and Magazine Article   |
|---|--|---|---|---|
| Year  | Text Organisation  | Sentence Features   | Grammatical Features  | Punctuation   |
| Reception   | Oral description of an object/person/place or thing<br>Simple sentence containing an adjective   | Use of simple sentence structures.<br>Caption Writing – Creating Facts  | Nouns and verbs correct   | Capital letter and full stop  |
| Year 1  | Introduction<br>Ideas grouped into similarities<br>Use of causal conjunctions<br>Simple sentence with a capital letter and full stop.                        | Use of simple sentence structures.<br>Use of time conjunctions at the start   | Noun<br>Past tense verbs<br>Adjectives<br>Time conjunctions to show chronological order<br>Coordinating conjunctions to join sentences together   | Spaces to separate words<br>Full stops<br>Capital letters<br>Exclamation marks<br>Capital Letter for start of sentence, names, personal pronoun – I   |
| Year 2  | Clear introduction to classify the subject of the report<br>Grouping Information into specific paragraphs:<br>Classification<br>Description<br>Habitats etc. | Subject verb agreement within sentences and throughout<br>Simple adverbs to express how to do an action<br>Noun phrases to describe   | Noun and noun phrase<br>Simple and Progressive present and past tense verb form<br>Subordinating and Coordinating conjunctions<br>Consistent use of tense throughout the piece<br>Adverbs to show when and how<br>Causal conjunctions to explain<br>Adding 'er' and 'est' to show comparisons in adjectives<br>First and Third person<br>Generalising words – many, most, some<br>Use of technical vocabulary | Full stops<br>Capital letters<br>Exclamation marks<br>Capital Letter for start of sentence, names, personal pronoun – I<br>Apostrophe for contraction<br>Possessive apostrophe for singular nouns<br>Commas in a list |
| Year 3/4  | Clear introduction and conclusion<br>Paragraphs organised correctly into key ideas<br>Subheadings used to organise information                               | Variation in sentence structures:<br>Prepositional phrases<br>Expanded noun phrases<br>Subordinate Clauses<br><br>Sentences contain more than one clause using coordination and subordination | Adverbs of time<br>Adverbs of place<br>Adverbs of manner<br>Adverbs to show how often<br>Nouns and pronouns used for clarity and cohesion<br>A wider range of conjunctions<br>Correct use of simple past, past progressive and past perfect<br>Fronted adverbials<br>First and third person   | Apostrophes to mark singular and plural possession<br>Commas in a list<br>Commas after fronted adverbials<br>Inverted commas if using quotations and to demonstrate excitement<br>Brackets                            |





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## Non-fiction Text types

|                 |   |  |  |   |
|-----------------|---|--|--|---|
| <b>Year 5/6</b> | Introduction and conclusion provide detail and give cohesion to the piece<br>Subheadings and bullets points enhance the organisation<br>Introductory sentence for each paragraph to explicitly give the main idea | Variation in sentence structures and wider range of examples of:<br>Prepositional phrases<br>Expanded noun phrases<br>Subordinate Clauses<br>Relative Clauses<br><br>Variation in sentence length to support cohesion<br><br>Use of passive and active (Y6)<br><br>Comparative sentences | More complex examples of:<br>Adverbs of time<br>Adverbs of place<br>Adverbs of manner<br>Adverbs to show how often<br>Modifiers used to intensify or qualify<br>Nouns and pronouns used for clarity and cohesion<br>Correct use of simple past, past progressive and past perfect<br>Fronted adverbials<br>Implied second person<br>Use of modal verbs<br>Tense changes according to the purpose<br>Reported speech as well as direct speech | Brackets<br>Dashes<br>Colons<br>Semi-colons |
|-----------------|---|--|--|---|



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## Non-fiction Text types

### Explanation – Writing to Inform

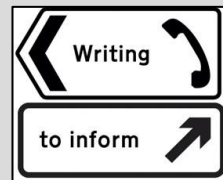
This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: enquiry, evaluation, information processing, reasoning and problem solving.

### Purpose

To explain why or how something happens

To explain cause and effect

To describe a scientific process sometimes in chronological order



### Types

Encyclopaedia entry  
technical manual  
science investigation  
question and answer section

| Year            | Text Organisation   | Sentence Features   | Grammatical Features   | Punctuation   |
|-----------------|---|---|--|---|
| <b>Year 2</b>   | Clear introduction explaining the process to be explained<br>Fully developed process steps using time and causal conjunctions to link ideas<br>Conclusion   | Subject verb agreement within sentences and throughout<br>Simple adverbs to express how to do an action<br>Noun phrases to describe process<br>Subordinating and Coordinating sentences used to add information and detail  | Noun and noun phrase<br>Simple and Progressive present tense verb form<br>Subordinating and Coordinating conjunctions<br>Consistent use of tense throughout the piece<br>Adverbs to show when and how<br>Causal conjunctions to explain<br>Adding 'er' and 'est' to show comparisons in adjectives<br>First and Third person<br>Technical vocabulary   | Full stops<br>Capital letters<br>Exclamation marks<br>Capital Letter for start of sentence, names, personal pronoun – I<br>Apostrophe for contraction<br>Possessive apostrophe for singular nouns<br>Commas in a list |
| <b>Year 3/4</b> | Clear introduction and conclusion<br>Paragraphs organised around a topic or process<br>Description of parts<br>Explanation of how or why something happens<br>Further detail of the process<br>Use of subheading to navigate the reader | Variation in sentence structures:<br>Prepositional phrases<br>Expanded noun phrases<br>Subordinate Clauses  | Adverbs of time / place / manner<br>Adverbs to show how often<br>Nouns and pronouns used for clarity and cohesion<br>A wider range of conjunctions<br>Correct use of simple present, present progressive and present perfect<br>Fronted adverbials<br>First and third person<br>Standard English   | Apostrophes to mark singular and plural possession<br>Commas in a list<br>Commas after fronted adverbials<br>Inverted commas if using quotations and to demonstrate excitement<br>Brackets                            |
| <b>Year 5/6</b> | Introduction and conclusion provide detail and give cohesion to the piece<br>Subheadings and bullets points enhance the organisation<br>Description of the phenomenon is technical and accurate   | Variation in sentence structures and wider range of examples of:<br>Prepositional phrases<br>Expanded noun phrases<br>Subordinate Clauses<br>Relative Clauses<br><br>Variation in sentence length to support cohesion<br>Use of passive and active<br><br>Sentences are generalised to categories the information | More complex examples of:<br>Adverbs of time / place / manner<br>Adverbs to show how often<br>Modifiers used to intensify or qualify<br>Nouns and pronouns used for clarity and cohesion<br>Verb forms are controlled and precise<br>Fronted adverbials<br>Implied second person<br>Use of modal verbs<br>Tense changes according to the purpose<br>Reported speech as well as direct speech | Brackets<br>Dashes<br>Colons<br>Semi-colons   |



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## Non-fiction Text types

### **Persuasive – Writing to Persuade and Entertain**

This form of writing provides the writer with the opportunity to encourage the reader/listener towards seeing things the same way as them. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.

#### **Purpose**

To make a case for a particular point of view

To motivate, move or convince someone towards a certain opinion



### **Types**

- Advertisements
- Travel Brochure
- Political Pamphlet
- Complaint Letter
- Magazine Article

| Year            | Text Organisation   | Sentence Features  | Grammatical Features   | Punctuation   |
|-----------------|---|--|--|---|
| <b>Year 3/4</b> | <p><i>From Year 2</i></p> <p>Posters and Letters using key language features</p> <p>Clear introduction and conclusion</p> <p>Paragraphs organised around key ideas/subject and issue</p> <p>Use of subheading to navigate the reader</p> <p>Topic sentences to navigate the paragraph</p> | <p><i>From Year 2</i></p> <p>Subject verb agreement within sentences and throughout</p> <p>Simple adverbs to express how to do an action</p> <p>Noun phrases to describe process</p> <p>Subordinating and Coordinating sentences used to add information and detail</p> <p>Variation in sentence structures:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Rhetorical questions</p> <p>Turning opinion into fact</p> <p>Emotive language</p> | <p><i>From Year 2</i></p> <p>Noun and noun phrase</p> <p>Simple and Progressive present tense verb form</p> <p>Subordinating and Coordinating conjunctions</p> <p>Consistent use of tense throughout the piece</p> <p>Adverbs to show when and how</p> <p>Causal conjunctions to explain</p> <p>Adding 'er' and 'est' to show comparisons in adjectives</p> <p>First and Third person</p> <p>Technical vocabulary</p> <p>Adverbs of time / place / manner</p> <p>Adverbs to show how often</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>A wider range of conjunctions</p> <p>Correct use of simple present, present progressive and present perfect</p> <p>Fronted adverbials</p> <p>First and third person Standard English</p> | <p><i>From Year 2</i></p> <p>Full stops</p> <p>Capital letters</p> <p>Exclamation marks</p> <p>Capital Letter for start of sentence, names, personal pronoun –   Apostrophe for contraction</p> <p>Possessive apostrophe for singular nouns</p> <p>Commas in a list</p> <p>Apostrophes to mark singular and plural possession</p> <p>Commas in a list</p> <p>Commas after fronted adverbials</p> <p>Inverted commas if using quotations and to demonstrate excitement</p> <p>Brackets</p> |
| <b>Year 5/6</b> | <p>Introduction and conclusion provide detail and give cohesion to the piece</p> <p>Paragraphs organised to prioritise the most important argument</p> <p>Arguments are well-constructed</p> <p>Viewpoint of the writer is evident throughout</p>   | <p>Variation in sentence structures and wider range of examples of:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Relative Clauses</p> <p>Variation in sentence length to support cohesion</p> <p>Use of passive and active</p> <p>Concession and condescension are used to impact the reader</p>  | <p>More complex examples of:</p> <p>Adverbs of time / place / manner</p> <p>Adverbs to show how often</p> <p>Modifiers used to intensify or qualify</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>Verb forms are controlled and precise</p> <p>Fronted adverbials</p> <p>Implied second person</p> <p>Use of modal verbs</p> <p>Tense changes according to the purpose</p> <p>Reported speech as well as direct speech</p>  | <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>  |



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## Non-fiction Text types

### **Discursive – Writing to Discuss**

This form of writing allows for a reasoned and balanced overview to discuss an issue or controversial topic. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.

#### **Purpose**

To present arguments and information from different viewpoints  
To show for and against



Writing to  
discuss

### **Types**

Write up of a debate  
Newspaper Article  
Leaflet giving balance argument  
Essay

| Year     | Text Organisation   | Sentence Features   | Grammatical Features   | Punctuation   |
|----------|---|---|--|---|
| Year 5/6 | <p>Introduction and conclusion provide detail and give cohesion to the piece</p> <p>Paragraphs organised to prioritise the most important argument</p> <p>Arguments on both sides are well-constructed</p> <p>Formal language is used throughout to show a balanced viewpoint</p> | <p>Variation in sentence structures and wider range of examples of:</p> <ul style="list-style-type: none"> <li>Prepositional phrases</li> <li>Expanded noun phrases</li> <li>Subordinate Clauses</li> <li>Relative Clauses</li> </ul> <p>Variation in sentence length to support cohesion</p> | <p>More complex examples of:</p> <ul style="list-style-type: none"> <li>Adverbs of time</li> <li>Adverbs of place</li> <li>Adverbs of manner</li> <li>Adverbs to show how often</li> <li>Modifiers used to intensify or qualify</li> <li>Nouns and pronouns used for clarity and cohesion</li> <li>Verb forms are controlled and precise</li> <li>Fronted adverbials</li> <li>Implied second person</li> <li>Use of modal verbs</li> <li>Tense changes according to the purpose</li> <li>Reported speech as well as direct speech</li> <li>Abstract nouns</li> </ul> | <ul style="list-style-type: none"> <li>Brackets</li> <li>Dashes</li> <li>Colons</li> <li>Semi-colons</li> </ul> |