


 Writing to Entertain	 Writing to Inform	 Writing to Persuade	 Writing to Discuss
Y1	<ul style="list-style-type: none"> • Pictures or illustrations can help the reader see what you are writing about in their mind • Use a title to hook the reader’s interest and to know what the writing might be about 			
	<ul style="list-style-type: none"> • Stories usually have a main character and the reader needs to understand what happens to them • Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story • Introduce idea of rise-fall story shape for basic narrative structure 	<ul style="list-style-type: none"> • Use labels or captions to show the reader something they might not know about • You could speak to the reader directly, using ‘you’ if you need to tell them or ask them to do something 		
Y2	<ul style="list-style-type: none"> • Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) • Speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing • A simile that compares a subject with something similar helps the reader to create a picture in their mind • Use of alliteration helps to create rhythm and mood, or sometimes for humorous effect • Introduce other story shapes - slow rise and slow fall 	<ul style="list-style-type: none"> • Diagrams show the reader more details about the important parts of what they are finding out about • Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past • When we provide information to our reader, this information is usually in the simple present tense or simple past tense 		
Y3	<ul style="list-style-type: none"> • Dialogue can introduce a character and tell the reader more about them • Build upon show not tell techniques: description of character appearance and behaviour shows the reader how they might be feeling along with their inner thoughts • Introduce use of power of three for repetition and/or emphasis (e.g. listing adjectives in groups of three) • Zoom in (more detail) & spend longer on the most important moment in the narrative to ensure that the reader is fully involved in this section • Stories or descriptions are usually written in first-person narrative (I went…) or third-person narrative • Use of metaphor creates a vivid picture in the reader’s mind • Introduce other story shapes (fall, then rise; rise-fall-rise; fall-rise-fall) to help guide the plot structure • Story openings: usually open with either: action, dialogue or description of setting or character • Story endings: can end with a moral message, happy ending, surprise or cliff-hanger 	<ul style="list-style-type: none"> • Use paragraphs to write about a different topic or sub-topic • Headings and subheadings breaks down information into manageable chunks or parts for the reader and make specific information easier to find • Might include quotes from people to provide more information and add interest for the reader 	<ul style="list-style-type: none"> • Often use ‘you’ (second-person narrative) to put the reader on the spot and make them think • Use facts to support opinions to make the reader take the writing more seriously • Sometimes use rhetorical questions to make the reader think more deeply about the subject • Use of alliteration helps to make a phrase more memorable and stick in their mind 	

Y4	<ul style="list-style-type: none"> • Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) • Use a new paragraph to show when a new or different character is speaking or when the setting changes • Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting • Onomatopoeia describes sounds and brings these to life for the reader to use all senses to feel the setting being described, the action or how a character is feeling • Personification brings objects to life so that the reader can connect something to what they know or linger on a particular image that might be unusual 	<ul style="list-style-type: none"> • Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic • Headings and subheadings breaks down information into manageable chunks or parts for the reader and make specific information easier to find • Might include quotes from people to provide more information and add interest for the reader 	<ul style="list-style-type: none"> • Include anecdotes to support and provide evidence for the point you are trying to make • Use of power of three to make something more memorable for the reader and make them think about it for longer 	
Y5	<ul style="list-style-type: none"> • Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader • Create suspense and tension by varying sentence length (long and without pause to create sense of rushing, then short and sharp, even fragments, at height of tension) to guide reader to feel tension with their breath during reading • Use of assonance to link to sounds within words and create rhythm (poetry/ rap) • Story endings: can end with a reference to the beginning of the story (feels cyclical) 	<ul style="list-style-type: none"> • Use bullet points to convey information precisely • Underline important words or phrases that you want to draw reader's attention to 	<ul style="list-style-type: none"> • Use of hyperbole/ exaggeration to support the point being made and make the reader pay attention • Use of adverbs and modal verbs to indicate degree of possibility and urge the reader to act 	<ul style="list-style-type: none"> • Very clear points of view presented to show either side of a debate, discussion or argument • Obvious signposts to the reader to signal when they will be encountering a different viewpoint
Y6	<ul style="list-style-type: none"> • Dialogue can be used to convey character (show not tell) or move on the action (plot device) • Use of the past perfect tense in narrative can be useful – if already writing in the simple past tense – to show that something occurred before the time being narrated 	<ul style="list-style-type: none"> • Use full range of layout devices to support and guide reader to follow and understand e.g. bullet points, columns, tables, headings, subheadings, diagrams) • Use of passive voice to affect the presentation of information in a sentence – guides the reader's focus to the object rather than the subject 	<ul style="list-style-type: none"> • Use of controlled hyperbole/ exaggeration to convince the reader without overdoing it! • Use of passive voice to direct – or deflect – the reader's attention to what they should focus on to suit the agenda, sometimes leaving out who or what was responsible (did the action) • Use of subjunctive & pronoun 'one' to speak to the reader without using 'you' in more formal situations (If one were to.....) 	<ul style="list-style-type: none"> • More formal writing may use the subjunctive to make a suggestion to the reader in conclusion (e.g. In conclusion, I suggest that people recycle daily in order to make a difference) • Careful use of adverbials to maintain cohesion for the reader (e.g. On the other hand.... In contrast...) • Use of modal verbs to indicate possibility in measured and unbiased way (e.g. Others <u>may</u> believe that...)
Tense choices	<p>Writers tend to select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense (Y1 +)</p> <p>The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2 +)</p> <p>The present perfect tense can be used to indicate the something started in the past but is still relevant now (Y3 +)</p> <p>Use of the past perfect tense in narrative can be useful – if already writing in the simple past tense – to show that something occurred before the time being narrated (Y6)</p>			
Formality	<p><i>For use in Y5/6 onwards:</i></p> <p>Formality in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing</p> <p>More formal writing usually avoids contracting words so that it does not mimic everyday speech (do not instead of don't)</p> <p>More formal writing usually avoids phrasal verbs (e.g. turn up; look into; call off, etc) for more precise verb choices</p>			