

Writing overview

Year N Talk for Writing Texts overview

Year N	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non fiction
Text	Going on a Bear Hunt	Going on a journey	Peace at Last	Information about bears	Handa's Surprise	Steps to make a fruit smoothie	Goldilocks and the Three Bears	Apology Letter to the Bears	I Don't Want to be a Frog.	How are we the same / different?	Sharing a Shell	Why is it better to work as a team?
Story pattern/ text type	Adventure	Recount	Solving the problem	Information	Character	Instructions	Traditional Tale - Setting	Persuasion	Identifying unique qualities of a frog. Description	Discussion	Sharing / teamwork	Explanation
Focus:	Joining-in with repeated refrains and actions	Text features, style, and content	Joining in with the sounds/ dialogue	Text features, style, and content	Story setting & characters/ animals	Text features, style, and content	Recognises rhythm in spoken words	Text features, style, and content	Adjectives, verbs.	Text features, style, and content	Sharing and working together	Text features, style, and content
Short burst writing	Sequencing and oral rehearsal	<p>Tell the reader where you went or what you Did</p> <ul style="list-style-type: none"> Tell people the order in which you did things by using time Openers Describe what you Saw Talk about what images and objects looked like using adjectives Talk about what you 	<p>Learn once upon a time opening.</p> <p>Learn there was a ... who lived....</p> <p>Learn to end a story with finally or a happily ever after.</p>	<p>Compose sentences to say what you know.</p> <ul style="list-style-type: none"> Talk about what images and objects look like using accurate adjectives Draw and label images and objects with simple captions. Add on more 	<p>Give your character a name.</p> <p>Describe the character.</p> <p>Give your character a problem.</p> <p>End with happily ever after.</p>	<p>Compose a How to... title to tell the reader what it is about</p> <ul style="list-style-type: none"> Compose simple lists of what you need. Tell people the order in which to do things by using time openers Give clear instructions and tell people what to 	<p>Draw maps showing different settings.</p> <p>Create a simple story that starts and ends in the same place.</p> <p>Write a story with a local setting.</p> <p>Use adjectives.</p>	<p>Talk about what images and objects look like using adjectives (describing words) and make them sound appealing.</p>	<p>Look attentively and talk about experiences.</p> <p>Describe using adjectives.</p> <p>Look carefully at images and animals.</p> <p>Use all the sense to discuss.</p>	<p>Compose for and against sentences: I think we should ... I think we should not ...</p>	Sequencing and oral rehearsal	<p>Introduce the reader to the subject using a simple Why sentence</p> <ul style="list-style-type: none"> Use descriptive detail to make the explanation Clear

		liked		information by using simple joining words		do using bossy verbs (imperative)						
				<ul style="list-style-type: none"> • Explain what things are like, by using similes 		<ul style="list-style-type: none"> • Compose simple, clear sentences 						
Invention unit	<p>and; so; until</p> <p>Once upon a time</p> <p>Early one morning</p>	<p>Compose a series of simple sentences that tell the reader about what happened, what you did or what you saw.</p> <ul style="list-style-type: none"> • Describe things in the order you saw or did them, using the time openers: - First, ... - Next, ... - After that, ... - Finally, 	<p>and; so; until</p> <p>Once upon a time</p> <p>Early one morning</p>	<p>Write a clear title</p> <ul style="list-style-type: none"> • Compose a series of simple sentences that tell the reader about what you know. • Compose sentences that tell the reader what you think: 	<p>who; and; so</p> <p>Once upon a time</p> <p>Early one morning</p>	<p>Begin with a How to Title</p> <ul style="list-style-type: none"> • Compose a list of what you need. • Compose a series of simple sentences that tell the reader what to do. 	<p>who; but; so; until</p> <p>Once upon a time</p> <p>One day</p> <p>Unfortunately</p> <p>Finally</p>	<p>Begin with a simple title:</p> <ul style="list-style-type: none"> - Wanted - Missing - Beware • Compose phrases/ simple sentences 	<p>who; but; so</p> <p>Once upon a time</p> <p>Last thing at night</p> <p>Then</p> <p>Finally</p>	<p>Beginning</p> <ul style="list-style-type: none"> • Tell the reader what you are about to discuss. <p>Middle part 1</p> <ul style="list-style-type: none"> • Write about why it is a good idea. <p>Middle part 2</p> <ul style="list-style-type: none"> • Write about why it might not be a good idea. <p>Ending</p> <ul style="list-style-type: none"> • Write about what you have decided and give a reason why. 	<p>who; but; so</p> <p>Once upon a time</p> <p>Early one morning</p> <p>Then; Next</p> <p>Finally</p>	<p>Use a title to tell the reader what you are Explaining</p> <p>Beginning</p> <ul style="list-style-type: none"> • Introduce what will be explained to the reader. <p>Middle</p> <ul style="list-style-type: none"> • Make a series of key points that explain why something happens <p>End</p> <ul style="list-style-type: none"> • Write a statement to round it off.

Year R Talk for Writing Texts overview

Year R	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
Text	Owl Babies	What can you do if you feel ___?	Rainbow fish by Marcus Pfister	Sea creature fact file	How to catch a star	Come and Visit the Moon!	The Very Hungry Caterpillar' by Eric Carle	insect fact file	Jasper's beanstalk' by Nick Butterworth	How to grow a beanstalk	The Three Billy Goats Gruff	Should we catch the troll?
Story pattern/ text type	Pre-writing skills Story structure	Instructions/ advice	Character	Explanation with 'because'	Description	Persuasion	Description	Information	Setting and language	Recount/ Instructions	Character	Instruction
Focus:	Dealing with separation / anxiety	Text features, style, and content	Sharing and selflessness	Text features, style, and content	Suspense tales	Text features, style, and content	Cumulative tale	Text features, style, and content	Traditional Tales	Text features, style, and content	Defeating the monster	Text features, style, and content
Short burst writing	Sequencing and oral rehearsal Learn once upon a time opening. Learn there was a ... who lived.... Learn to end a story with finally or a happily ever after.	Compose a How to... title to tell the reader what it is about • Compose simple lists of what you need. • Tell people the order in which to do things by using time openers • Give clear instructions and tell people what to do using bossy verbs	Give your character a name. Describe the character. Give your character a problem. End with happily ever after.	Introduce the reader to the subject using a simple Why sentence • Use descriptive detail to make the explanation Clear	Look attentively and talk about experiences. Describe using adjectives. Look carefully at images and animals. Use all the sense to discuss.	Talk about what images and objects look like using adjectives (describing words) and make them sound appealing.	Look attentively and talk about experiences. Describe using adjectives. Look carefully at images and animals. Use all the sense to discuss.	Compose sentences to say what you know. • Talk about what images and objects look like using accurate adjectives • Draw and label images and objects with simple captions. • Add on more information by using	Draw maps showing different settings. Create a simple story that starts and ends in the same place. Write a story with a local setting. Use adjectives.	Tell the reader where you went or what you did • Tell people the order in which you did things by using time Openers • Describe what you Saw • Talk about what images and objects looked like using adjectives • Talk about what you liked	Give your character a name. Describe the character. Give your character a problem. End with happily ever after.	Compose for and against sentences: I think we should ... I think we should not ...

		(imperative) • Compose simple, clear sentences						simple joining words • Explain what things are like, by using similes				
Invention unit	and; so; but Once upon a time Unfortunately	Begin with a How to Title • Compose a list of what you need. • Compose a series of simple sentences that tell the reader what to do.	and; so; but; until Once upon a time Early one morning First Finally	Use a title to tell the reader what you are Explaining Beginning • Introduce what will be explained to the reader. Middle • Make a series of key points that explain why something happens End • Write a statement to round it off.	and; but; because; so One sunny day After that Just then	Begin with a simple title: - Wanted - Missing - Beware • Compose phrases/ simple sentences	who; and; but; so; until; when Once upon a time One day; Early one morning; Luckily A few weeks later Just then	Write a clear title • Compose a series of simple sentences that tell the reader about what you know. • Compose sentences that tell the reader what you think:	who; but; because; so; until Once upon a time First; Next; Then Early next morning Suddenly The following day	Compose a series of simple sentences that tell the reader about what happened, what you did or what you saw. • Describe things in the order your saw or did them, using the time openers: - First, ... - Next, ... - After that, ... - Finally,	who; but; because; so; until Once upon a time One evening Unfortunately Then; First; Next; After that; Finally; Just then Suddenly At that moment	Beginning • Tell the reader what you are about to discuss. Middle part 1 • Write about why it is a good idea. Middle part 2 • Write about why it might not be a good idea. Ending • Write about what you have decided and give a reason why.
Grammar focus	Using spaces to separate words.	Using spaces to separate words.	Using spaces to separate words.	Using spaces to separate words.	Introduction to capital letters, full stops	Introduction to capital letters, full stops	Introduction to capital letters, full stops	Introduction to capital letters, full stops	Combining words to make sentences.	Combining words to make sentences.	Combining words to make sentences.	Combining words to make sentences.

Year 1 Talk for Writing Texts overview

Year 1	Autumn 1		Autumn 2		Spring 1			Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Fiction		Non-fiction	Fiction	Non-fiction	Fiction	Non fiction	
Text	Harry and the Bucket Full of Dinosaurs	Dinosaur world	The Three Little Pigs	Letters to the wolf	The Tiger who came to tea	Lila and the Secret of the Rain’		Lila’s diary entry of her journey.	The man on the moon	How to catch an alien	Little Red Riding Hood	What makes animals scary.	
Story pattern/ text type	Planning: Understanding beginning, middle and end.	Information	Character	Persuasive Letter writing	Dialogue	A journey of discovery - description		Recount	Setting	Instructions	Suspense	Explanation	
Focus:	Special objects	Text features, style, and content	Defeating the monster tale	Text features, style, and content	Change tale	Journey tale		Text features, style, and content	Wishing tale	Text features, style, and content	Journey tale	Text features, style, and content	
Short burst writing	Sequencing and oral rehearsal	Introduce the reader to the subject using a simple topic sentence	Use simple similes to describe	Hook your reader’s interest with an engaging question	Choose and decide how a character feels.	Use precise nouns to name it.		Choose key events that will interest or engage the reader – don’t include everything!	Choose a name for the setting.	Hook your reader with an interesting title	Isolate your character	Introduce the reader to the subject using a simple Why sentence	
	Think about how the character feels.	• Hook the reader with a rhetorical Question	Use sentence or power of 3	• Speak directly to the reader to engage them using personal pronouns									Choose adjectives with care.
	Add more ways to start a story.	• Sound like an expert by using the correct words (technical language)	Use adverbs to describe how something is done.	• Influence your reader by carefully choosing adjectives that create an Emotion	Use powerful speech verbs	Choose powerful verbs.		• Write about what happened, using verbs in the past tense	Use sentence of 3 to describe.	• Tell people the order in which to do things by using a wider range of time adverbials			
	Add in early or late.		Use bits of alliteration.	Make things sound good through:	Use said with an adverb	Sentence or power of 3 to describe.		• Help the reader picture what happened with carefully chosen adjectives				• Use descriptive detail to make the explanation Clear	

				- alliteration: - rhyme • Make it sound really appealing through superlatives							
Invention unit	One day... Setting Unfortunately Fortunately Finally	Create an interesting title. Beginning • Introduce the subject. Middle • Use subheadings: - What they look like - Where they live - What they eat • Use numbers, letters or bullet points to list information. • Use drawings or photos to show the reader the detail. Ending • Tell the reader the most amazing piece of information	Characters happy Something horrible comes along Problem Resolution – characters defeat problem Ending – all well and lessons learnt.	Begin with a clear title about what the writing is about or introduce the place/product: Beginning • Catch your reader's attention. Middle • Present the reader with all the facts or attractions, using either: - sequencing time openers subheadings: • Use drawings or pictures to show off the attractions. End • Save a really good idea for the end so that it is memorable.	MC has a problem MC helps someone MC gets given reward MC changes as a result.	Main character given task Different events happen on the way – getting worse each time. Obstacles overcome Task is completed	Use a simple title Beginning • Set the scene by telling the reader: - when it happened - who was there - where you went - what you went to do Middle • Write about what happened, • Add in any personal feelings: End • Add in a personal feeling: For news articles: • Hook the reader in one pacy sentence telling the reader the who/what/where/why/when of the latest news	MC living life Mc helps someone and receives a wish Wish turns out to be not a great idea. Mc overcomes issue. All is well.	Begin with a clear title Beginning • Tell the reader what the instructions are About Middle • Guide your reader by using subheadings for key parts: - What you need: - What you do: - Final comment/to p tip: • Introduce a list of essential items with a colon: What you need • List the instructions in the right order using numbers, bullet points or the alphabet. 1. 2. 3. • Use drawings or	Main character given task Different events happen on the way – getting worse each time. Obstacles overcome Task is completed	Use a title to tell the reader what you are Explaining Beginning • Introduce what will be explained to the reader. Middle • Make a series of key points that explain why something happens End • Write a statement to round it off.

									<p>photos to show the reader how to do something.</p> <p>End</p> <ul style="list-style-type: none"> • Add any special extra tips or points that might help the reader. 		
Grammar focus	<p>Combining words to make sentences.</p> <p>Using spaces to separate words.</p>	Capital letters, full stops, question marks and exclamation marks.	Capital letters, full stops, question marks and exclamation marks.	<p>Suffixes added to verbs e.g Helping, helper, helped</p>	Plural suffixes -s and -es	<p>How the prefix un- changes verbs and adjectives.</p> <p>E.g Unkind</p>	Capital letters, full stops, question marks and exclamation marks.	<p>Suffixes added to verbs e.g Helping, helper, helped</p>	Plural suffixes -s and -es	Combining words to make sentences.	Capital letters, full stops, question marks and exclamation marks

Year 2 Talk for Writing Texts overview

Year 2	Autumn 1		Autumn 2		Spring 1 Spring 2			Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non fiction
Text	The Gruffalo	All About a Gruffalo	The Bog Baby	Bog Baby's diary	Alfie's Star	The Lighthouse Keepers Lunch	Mr Grinling's lunch recipe.	The Magic finger	Should we keep pets in the classroom?	The owl who was afraid of the dark	What makes the dark scary?
Story pattern/ text type	Character	Information	Description	Recount	Story openings and endings	Dialogue	Instructions	Setting	Discussion	Suspense	Explanation
Focus:	Journey tale	Text features, style, and content	Finding tale	Text features, style, and content	Finding Tale	Solving the problem /journey tale	Text features, style, and content	Fantasy story/ warning tale	Text features, style, and content	Overcoming fears	Text features, style, and content
Short burst writing	<p>Use simple similes to describe</p> <p>Use sentence or power of 3</p> <p>Use adverbs to describe how something is done.</p> <p>Use bits of alliteration.</p> <p>Describe nouns using a comma.</p>	<p>Introduce the reader to the subject using a simple topic sentence</p> <ul style="list-style-type: none"> • Hook the reader with a rhetorical Question • Sound like an expert by using the correct words (technical language) <p>Explain how many or how often by using Generalisers</p>	<p>Use precise nouns to name it.</p> <p>Choose adjectives with care.</p> <p>Choose powerful verbs.</p> <p>Sentence or power of 3 to describe.</p> <p>Use adverbs to describe how something happened.</p>	<p>Choose key events that will interest or engage the reader – don't include everything!</p> <ul style="list-style-type: none"> • Put the events in the correct order using time adverbials • Write about what happened, using verbs in the past tense • Help the reader picture what happened 	<p>Think about how the character feels.</p> <p>Add more ways to start a story.</p> <p>Add in early or late.</p> <p>Use place starters.</p> <p>Use more time starters.</p> <p>End by stating how the charcter has changed.</p>	<p>Choose and decide how a character feels.</p> <p>Use powerful speech verbs</p> <p>Use said with an adverb</p>	<p>Hook your reader with an interesting title</p> <ul style="list-style-type: none"> • Hook reader's interest with a rhetorical Question • Speak directly to the reader to engage them using personal pronouns • Tell people the order in which to do things by using a wider range of time adverbials 	<p>Choose a name for the setting.</p> <p>Use the senses to describe.</p> <p>Use sentence of 3 to describe.</p> <p>Include detail to bring the setting alive.</p> <p>Choose adjectives with care.</p>	<p>Raise key topics to be discussed through should Questions</p> <ul style="list-style-type: none"> • Think of ideas and reasons for and against the topic. • Compose for and against sentences • Back up your ideas with reasons, facts and 	<p>Isolate your character</p> <p>Use scary sound effects.</p> <p>Show your character's reaction.</p> <p>Use exclamations to show impact.</p> <p>Use dramatic conjunctions to introduce drama.</p>	<p>Introduce the reader to the subject using a simple Why sentence</p> <ul style="list-style-type: none"> • Use descriptive detail to make the explanation Clear <p>Tell the reader why using causal conjunctions</p> <ul style="list-style-type: none"> • Add more information by introducing your points with 'adding on' openers

		<ul style="list-style-type: none"> • Add on more facts by using adding on Words • Explain things to the reader by using conjunctions. • Pile up information and ideas by using sentences of three 	<p>Experiment with alliteration.</p> <p>Include similes.</p> <p>Use the senses when describing</p>	<p>with carefully chosen adjectives</p> <p>Hint how you felt about the events through carefully chosen verbs</p> <ul style="list-style-type: none"> • Add your own comments • Write from your point of view, using first person pronouns 			<p>Clearly tell the reader what to do by using a range of bossy verbs (imperative) linked</p> <ul style="list-style-type: none"> • Add important detail by choosing precise, relevant adjectives: • Explain how to do something with precise Adverbs • Make the position of things clear by using the right preposition 	<p>Include time of day and weather.</p>	<p>examples, using conjunctions</p>		<p>(fronted adverbials)</p> <ul style="list-style-type: none"> • Present and sequence the explanation in small chunks so that the reader can process each point
Invention unit	<p>Characters happy</p> <p>Something horrible comes along</p> <p>Problem</p> <p>Resolution – characters defeat problem</p> <p>Ending – all well and lessons learnt.</p>	<p>Create an interesting title.</p> <p>Beginning</p> <ul style="list-style-type: none"> • Introduce the subject. <p>Middle</p> <ul style="list-style-type: none"> • Use subheadings: - What they look like - Where they live - What they eat • Use numbers, letters or bullet points to 	<p>Main character given task</p> <p>Different events happen on the way – getting worse each time.</p> <p>Obstacles overcome</p> <p>Task is completed</p>	<p>Use a simple title</p> <p>Beginning</p> <ul style="list-style-type: none"> • Set the scene by telling the reader: - when it happened - who was there - where you went - what you went to do <p>Middle</p> <ul style="list-style-type: none"> • Write about what happened 	<p>Main character given task</p> <p>Different events happen on the way – getting worse each time.</p> <p>Obstacles overcome</p> <p>Task is completed</p>	<p>Invention unit: Story Structure</p> <ul style="list-style-type: none"> - MC goes on a journey -Something small goes wrong -Something worse happens -Something even worse happens -The obstacles are overcome -MC gets there in the end 	<p>Begin with a clear title</p> <p>Beginning</p> <ul style="list-style-type: none"> • Tell the reader what the instructions are <p>About</p> <p>Middle</p> <ul style="list-style-type: none"> • Guide your reader by using subheadings for key parts: - What you need: - What you do: 	<p>Mc is told not to do something</p> <p>They decide not to listen</p> <p>Something goes wrong</p> <p>MC is rescued</p>	<p>Beginning</p> <ul style="list-style-type: none"> • Tell the reader what you are about to discuss. <p>Middle part 1</p> <ul style="list-style-type: none"> • Write about why it is a good idea. <p>Middle part 2</p> <ul style="list-style-type: none"> • Write about why it might not be a good idea. <p>Ending</p> <ul style="list-style-type: none"> • Write about what you have decided and give a reason why. 	<p>Mc living happily.</p> <p>MC sees/hears something out of place</p> <p>Mc hides/runs bus problem gets closer.</p> <p>Problem resolved – MC happy again.</p>	<p>Use a title to tell the reader what you are Explaining</p> <p>Beginning</p> <ul style="list-style-type: none"> • Introduce what will be explained to the reader. <p>Middle</p> <ul style="list-style-type: none"> • Make a series of key points that explain why something happens <p>End</p> <ul style="list-style-type: none"> • Write a statement to round it off.

		<p>list information.</p> <ul style="list-style-type: none"> • Use drawings or photos to show the reader the detail. <p>Ending</p> <ul style="list-style-type: none"> • Tell the reader the most amazing piece of information 		<ul style="list-style-type: none"> • Add in any personal feelings: End • Add in a personal feeling: For news articles: <ul style="list-style-type: none"> • Hook the reader in one pacy sentence telling the reader the who/what/w here/ why/when of the latest news 			<p>- Final comment/top tip:</p> <ul style="list-style-type: none"> • Introduce a list of essential items with a colon: What you need <ul style="list-style-type: none"> • List the instructions in the right order using numbers, bullet points or the alphabet. <ol style="list-style-type: none"> 1. 2. 3. • Use drawings or photos to show the reader how to do something. <p>End</p> <ul style="list-style-type: none"> • Add any special extra tips or points that might help the reader. 	MC learns a lesson			
Grammar focus	Capital letters, full stops, question marks and exclamation marks.	Expanded noun phrases	Nouns using suffixes: -ment, -ness, -ful, less, ly	Sentences with different forms – command, explanation, question.	Subordinating and co-ordinating conjunctions.	Present and past tense	Commas to separate items in a list.	Formation of adjectives using suffixes – ful -less	Question marks and exclamation marks.	Apostrophes for contraction.	Subordinating and co-ordinating conjunctions.

Year 3 Talk for Writing Texts overview

Year 3	Autumn 1		Autumn 2		Spring 1 Spring 2			Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non fiction
Text	Elf Road	How to use a portal safely.	Stig of the Dump	What makes Stig /Barney a good friend?	Kassim and the greedy dragon	The Great Kapok Tree	Save the Rainforest	The Thing in the Basement	Should Chandlers Field have a basement?	Daft Jack and the beanstalk	Why you need to keep belongings safe
Story pattern/ text type	Description	Instructions	Setting	Recount	Character	Dialogue	Persuasive	Suspense	Discussion	Openings and endings	Explanation
Focus:	Portal story	Text features, style, and content	Fantasy adventure	Text features, style, and content	Warning tale	Speech and Language	Text features, style and content	Finding Tale	Text features, style, and content	Losing tale	Text features, style, and content
Short burst writing	<p>Show not tell – describing a characters emotions using senses.</p> <p>Select powerful well chosen nouns, verbs adjectives and adverbs.</p> <p>Use personification.</p>	<p>Provide assurances to your reader using modal verbs</p> <ul style="list-style-type: none"> • Tell people the order in which to do things by using a more sophisticated range of time adverbials • Advise and warn the reader through a range of subordinate clauses: 	<p>Choose an interesting name for the setting.</p> <p>Select the time of day and weather to create an effect.</p> <p>Show how a character reacts to the setting.</p>	<p>Address the reader using the pronoun</p> <ul style="list-style-type: none"> • Zoom in on the important events and move the action forward through fronted adverbials • Bring the description alive through similes 	<p>Show not tell – describe a character using senses.</p> <p>Give your main character a special talent or hobby.</p> <p>Know your character's desire.</p>	<p>Use only a few phrases.</p> <p>Say what the character is doing whilst speaking.</p> <p>Use a speech sandwich.</p>	<p>Talk directly to the reader through rhetorical questions that create a need or highlight a problem</p> <ul style="list-style-type: none"> • Try to tempt your reader and get them on Side • Choose language that exaggerates 	<p>Let the threat get closer.</p> <p>Show the character's feelings.</p> <p>Include short punchy sentences for dramatic effect.</p>	<p>Present the topic being discussed through a Question</p> <ul style="list-style-type: none"> • State clearly what is being discussed and why this matters • Build up arguments through a series of time/addition openers 	<p>Use time, weather or place to orientate the reader.</p> <p>Start with questions or exclamations. Start with the name of your character e.g Bill looked out the window. Think about their personality and reveal this.</p>	<p>Introduce the reader to the subject using a simple Why or How sentence</p> <ul style="list-style-type: none"> • Show cause and effect through a wider variety of causal conjunctions • Make your explanation link the ideas

Invention unit	Main character given task	Beginning • Develop your opening so that it persuades the reader and encourages them to read on	Main character is scared of something.	Use an interesting title to catch your reader's interest			Use a catchy title Beginning • Catch your reader's attention and explain why this might be of interest or matter to Them • Think very carefully about who you are writing for and introduce the main point or argument to the reader	Be clear in the title about what is being discussed		Write a title that captures the nature of the text
	On the way something goes wrong.	Middle • Guide your reader clearly by using more sophisticated subheadings: - Ingredients: Method: - Important things to note: • Include diagrams alongside the text to clarify specific meaning. End • Add conclusions to wrap up, summarise and reassure the reader.	Main characters fears happen.	This could include a personal reflection	Character warned not to do something.	Introduce problem	Middle • List your key points in turn, extending each by adding in information, reasons, facts or opinions. • Organise the different attractions or features into sections or paragraphs. End • Remind the reader of your main point and talk directly to them using 'you	Beginning • Introduce the reader to what you are about to discuss. Explain why this matters at the moment		Beginning • Make sure your opening introduces the subject and grabs the reader's attention
	It is overcome.		Main character overcomes the fear.	Middle • Write about the event from your Perspective • Keep the events in the correct order. You might separate each event in a new paragraph. End • Talk to the reader by using you and suggest why they might be interested in	They do what they have been warned against.	Reveal character's intentions.		Middle part 1 • Use topic sentences to show what paragraphs are about then back up the viewpoint. • Provide as many points as you can think of that support the argument.	Main character given something.	Middle • Use sub-headings or topic sentences to organise and introduce key points to be explained • Help your reader understand by organising information into paragraphs. • Use fact boxes, diagrams, flowcharts, images or underlining to illustrate what is being explained or make it stand out. End • Write a conclusion that sums up
	Main character shows feelings.		Main character reflects on events.		Something goes wrong and they are in deep trouble.	Character's discuss issue.		Middle part 2 • Use topic sentences to show what paragraphs are about then back up the viewpoint. • Provide as many points as you can think of that counter the argument. Ending • Write about what	Main character loses item.	
						They are rescued, told off and consider their choices.	Issue is resolved.		Threat revealed. Resolution.	Main character realises gift or finds item. Character reflects and shows feelings.

				<p>the event</p> <p>For news articles:</p> <ul style="list-style-type: none"> • Hook and intrigue the reader by creating an interesting or catchy headline through rhyme, alliteration or word play: Boy... Box... Baffled! • Include key details of the backstory in the middle paragraph. 					you have decided having considered both sides of the argument and explain why		the explanation
Grammar focus	Introduction to paragraphs	Nouns and prefixes e.g super-, anti- auto -	Use of determiners	Perfect form of verbs	Conjunctions to express time	Prepositions	Headings and subheadings	Adverbs	Perfect form of verbs	Speech marks	Nouns and prefixes e.g super-, anti-

Year 4 Talk for Writing Texts overview

Year 4	Autumn 1		Autumn 2		Spring 1 Spring 2			Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non fiction
Text	The Hobbit / Gollum	How to catch a goblin	War horse By	Diary entry of a soldier	Harry Potter By JK Rowling	School advert for Hogwarts	Should you trust what everyone says?	Sulius	Life in Roman times	A gift from Winklesea by Helen Cresswell	How to look after a sea monster
Story pattern/ text type	Character	Instructions	Action and dialogue	Recount	Description	Persuasion	Discussion	Setting	Information	Suspense	Explanation
Focus:	Journey tale	Text features, style, and content	Tale of fear	Text features, style, and content	Fantasy / overcoming monster	Text features, style, and content	Text features, style, and content	Warning tale	Text features, style, and content	Suspense tale	Text features, style, and content
Short burst writing	<p>Show not tell – describe a character using senses.</p> <p>Give your main character a special talent or hobby.</p> <p>Know your character's desire.</p>	<p>Provide assurances to your reader using modal verbs</p> <ul style="list-style-type: none"> • Tell people the order in which to do things by using a more sophisticated range of time adverbials. • Advise and warn the reader through a range of subordinate clauses: <p>Add in examples to</p>	<p>Use only a few phrases.</p> <p>Say what the character is doing whilst speaking.</p> <p>Use a speech sandwich.</p> <p>Use dialogue to suggest how the character feels.</p> <p>Use quirky expressions.</p>	<p>Address the reader using the pronoun</p> <ul style="list-style-type: none"> • Zoom in on the important events and move the action forward through fronted Adverbials • Bring the description alive through similes <p>Add authenticity by using specific names</p>	<p>Show not tell – describing a characters emotions using senses.</p> <p>Select powerful well chosen nouns, verbs adjectives and adverbs.</p> <p>Use personification.</p> <p>Use metaphors and similes to create atmosphere.</p> <p>Use alliteration to</p>	<p>Talk directly to the reader through rhetorical questions that create a need or highlight a problem</p> <ul style="list-style-type: none"> • Try to tempt your reader and get them on Side • Choose language that exaggerates <p>Include quotations and endorsement s:</p>	<p>Present the topic being discussed through a Question</p> <ul style="list-style-type: none"> • State clearly what is being discussed and why this matters • Build up arguments through a series of time/addition openers • Present the other opinion • Introduce an opinion 	<p>Choose an interesting name for the setting.</p> <p>Select the time of day and weather to create an effect.</p> <p>Show how a character reacts to the setting.</p> <p>Show the setting through character's eyes.</p>	<p>Create links between sentences so writing builds information</p> <ul style="list-style-type: none"> • Interest the reader by choosing unusual details and special features to write about. • Help the reader by drawing attention to key points • Explain how many, 	<p>Let the threat get closer.</p> <p>Show the character's feelings.</p> <p>Include short punchy sentences for dramatic effect.</p> <p>Use rhetorical questions to make the reader worried.</p> <p>Use empty words to hide the threat.</p>	<p>Introduce the reader to the subject using a simple Why or How sentence</p> <ul style="list-style-type: none"> • Show cause and effect through a wider variety of causal conjunctions • Make your explanation link the ideas • Add more information by introducing your points

		<p>help the reader understand the instruction</p> <ul style="list-style-type: none"> • Add explanation using a variety of subordinating conjunctions • Add in expert advice 		<p>of people or places</p> <ul style="list-style-type: none"> • Include what other people said or thought about what happened ... • Drop in asides, thoughts and relevant details through relative clauses or parenthesis 	<p>add to the effect.</p> <p>Use expanded noun phrases to add intriguing detail.</p>	<p>Pile up the information with a pattern of Three</p> <p>Present statements in an assumptive tone</p>	<p>without bias: Some people believe that ..., There are many people who believe that ...</p> <ul style="list-style-type: none"> • Provide reasons to viewpoints using conjunctions and adverbials: so, because, therefore, whereas, similarly, as a result, however, moreover, on the other hand ... • Use questions to engage the reader: Do you think that ...? Why is it that ...? • Give equal importance to both sides. 	<p>Use prepositions.</p> <p>Use a change of setting to create a new atmosphere.</p>	<p>often and much by using a full range of generalisers</p> <ul style="list-style-type: none"> • Set up your reader's expectations through emotive fronted adverbials • Make information real for the reader by using comparisons. 	<p>Select powerful verbs.</p> <p>Use dramatic connectives.</p>	<p>with more sophisticated 'adding on' openers</p> <ul style="list-style-type: none"> • Explain the sequence through time adverbials • Engage the reader by asking them rhetorical questions
Invention unit	<p>Main character given task</p> <p>On the way something goes wrong.</p> <p>It is overcome.</p> <p>Main character shows feelings.</p>	<p>Beginning</p> <ul style="list-style-type: none"> • Develop your opening so that it persuades the reader and encourages them to read on <p>Middle</p> <ul style="list-style-type: none"> • Guide your reader clearly by using more 	<p>Main character is scared of something.</p> <p>Main characters fears happen.</p> <p>Main character overcomes the fear.</p>	<p>Use an interesting title to catch your reader's interest</p> <p>Beginning</p> <ul style="list-style-type: none"> • Set the scene by summarising the day, 	<p>Setting created – all is well.</p> <p>Introduce the monster.</p> <p>Plan and defeat the monster.</p>	<p>Use a catchy title</p> <p>Beginning</p> <ul style="list-style-type: none"> • Catch your reader's attention and explain why this might be of interest or matter to Them • Think very carefully 	<p>Be clear in the title about what is being discussed</p> <p>Beginning</p> <ul style="list-style-type: none"> • Introduce the reader to what you are about to discuss. Explain why this matters 	<p>Character warned not to do something.</p> <p>They do what they have been warned against.</p> <p>Something goes wrong and they are in deep trouble.</p>	<p>Create an interesting title to hook and intrigue the reader</p> <p>Beginning</p> <ul style="list-style-type: none"> • Introduce the subject and grab the reader's attention. <p>Middle</p> <ul style="list-style-type: none"> • Use more sophisticated 	<p>Main character happily doing something.</p> <p>Main character senses something ominous.</p> <p>Threat revealed.</p> <p>Resolution</p>	<p>Write a title that captures the nature of the text</p> <p>Beginning</p> <ul style="list-style-type: none"> • Make sure your opening introduces the subject and grabs the reader's attention

		<p>sophisticated subheadings:</p> <ul style="list-style-type: none"> - Ingredients: Method: - Important things to note: <ul style="list-style-type: none"> • Include diagrams alongside the text to clarify specific meaning. <p>End</p> <ul style="list-style-type: none"> • Add conclusions to wrap up, summarise and reassure the reader. 	<p>Main character reflects on events.</p>	<p>including when, who, where, what, why.</p> <p>This could include a personal reflection</p> <p>Middle</p> <ul style="list-style-type: none"> • Write about the event from your Perspective <ul style="list-style-type: none"> • Keep the events in the correct order. You might separate each event in a new paragraph. <p>End</p> <ul style="list-style-type: none"> • Talk to the reader by using you and suggest why they might be interested in the event <p>For news articles:</p> <ul style="list-style-type: none"> • Hook and intrigue the reader by creating an interesting or catchy headline through 	<p>All is well – look to the future.</p>	<p>about who you are writing for and introduce the main point or argument to the reader</p> <p>Middle</p> <ul style="list-style-type: none"> • List your key points in turn, extending each by adding in information, reasons, facts or opinions. • Organise the different attractions or features into sections or paragraphs. <p>End</p> <ul style="list-style-type: none"> • Remind the reader of your main point and talk directly to them using 'you' 	<p>at the moment</p> <p>Middle part 1</p> <ul style="list-style-type: none"> • Use topic sentences to show what paragraphs are about then back up the viewpoint. • Provide as many points as you can think of that support the argument. <p>Middle part 2</p> <ul style="list-style-type: none"> • Use topic sentences to show what paragraphs are about then back up the viewpoint. • Provide as many points as you can think of that counter the argument. <p>Ending</p> <ul style="list-style-type: none"> • Write about what you have decided having considered both sides of the argument and explain why 	<p>They are rescued, told off and consider their choices.</p>	<p>subheadings</p> <ul style="list-style-type: none"> • Organise and introduce information through a clear topic sentence. • Use fact boxes, diagrams, charts, images, bold print, underlining. <p>Ending</p> <ul style="list-style-type: none"> • End with a comment about what you think or your best fact. • Include a glossary at the end to help the reader. 		<p>Middle</p> <ul style="list-style-type: none"> • Use sub-headings or topic sentences to organise and introduce key points to be explained • Help your reader understand by organising information into paragraphs. • Use fact boxes, diagrams, flowcharts, images or underlining to illustrate what is being explained or make it stand out. <p>End</p> <ul style="list-style-type: none"> • Write a conclusion that sums up the explanation
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				rhyme, alliteration or word play: Boy... Box... Baffled! • Include key details of the backstory in the middle paragraph.							
Grammar focus	Standard English verbs	Pronoun/nou n	Speech marks for direct speech.	Fronted adverbials /Commas after fronted adverbials	Review of A2 Content	Standard English verbs	Plural and possessive -s	Pronouns/no uns	Plural and possessive -s	Apostrophes	Possessive pronouns

Year 5 Talk for Writing Texts overview

Year 5	Autumn 1		Autumn 2		Spring 1 Spring 2			Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non fiction
Text	Why the whales came	Protect the whales	Medusa and Perseus	How to defeat a monster	Beowulf	The Lion the witch and the wardrobe	How to make an immortality potion	The diary of Anne Frank	Should everyone be treated the same	Billy the Kid by Michael Morpurgo	What is a Chelsea pensioner
Story pattern/ text type	Character	Journalistic recount	Setting	Explanation	Description	Openings and structure	Instructions	Suspense	Persuasion	Action/Dialogue	Information
Focus:	Warning tale	Text features, style, and content	Quest	Text features, style, and content	Defeating the monster	Fantasy fear tale	Text features, style, and content	War time diary	Text features, style, and content	Life story	Text features, style, and content
Short burst writing	<p>Use a name to suggest character.</p> <p>Drop in a few details to suggest character.</p> <p>Show how characters feel by what they do.</p>	<p>Consider your audience and vary your tone and formality for a desired effect.</p> <ul style="list-style-type: none"> Entertain the reader by writing about fascinating, surprising, unusual or funny Things. Weave in subject-specific and technical 	<p>Use a name that suggests something about the setting.</p> <p>Show the scene through the character's eyes.</p> <p>Use a detailed sentence of 3 to describe.</p> <p>Pick out unusual details to bring the setting alive.</p>	<p>Consider your audience and vary your tone and formality for a desired effect.</p> <ul style="list-style-type: none"> Explain hypothetical outcomes using degrees of possibility (modal verbs) Explain the impact on different stakeholders, 	<p>Use the character's reaction to show the effect.</p> <p>Use onomatopoeia to reflect meaning.</p> <p>Ensure all word choices earn their place.</p>	<p>Hook the reader using:</p> <p>A contrast</p> <p>A dilemma</p> <p>Suggest something dangerous might happen.</p> <p>Dismiss the monster.</p> <p>Create a mood.</p>	<p>Consider your audience and vary your tone and formality for a desired effect</p> <ul style="list-style-type: none"> Drop in important information to explain and clarify with relative clauses Weave in other non-fiction purposes, 	<p>Hide the threat.</p> <p>Use an abandoned setting or lull the reader with a cosy setting.</p> <p>Make your character sense something ominous.</p>	<ul style="list-style-type: none"> Consider your audience and vary your tone and formality for a desired effect Drop in opinion presented as fact through relative clauses Add credibility by including testimonials, reviews and celebrity 	<p>Have character's discuss other characters.</p> <p>Add to the speech sandwich by adding reactions.</p> <p>Add in something to keep the action moving.</p>	<p>Consider your audience and vary your tone and formality for a desired effect</p> <ul style="list-style-type: none"> Dress up information and sell your facts: - by making them sound special: Present facts in a formal tone, using the passive voice.

		vocabulary where appropriate to add precision and accuracy to the description		varying the reasons accordingly			such as explanation		endorsement s.		
Invention unit	<p>Character warned not to do something.</p> <p>They do what they have been warned against.</p> <p>Something goes wrong and they are in deep trouble.</p> <p>They are rescued, told off and consider their choices.</p>	<p>Manipulate the organisation of your writing to suit the audience: a postcard, letter, diary, autobiography, newspaper report, science experiment, etc.</p> <ul style="list-style-type: none"> Experiment with flash backs and forwards Consider how you may feature other non-fiction purposes, such as paragraphs of explanation and information based on what happened as part of the event. Consider how other 	<p>Main character given task</p> <p>On the way something goes wrong.</p> <p>It is overcome.</p> <p>Main character shows feelings.</p>	<p>Manipulate the organisation of your writing to suit the audience: an experiment write up, a manual, a guide, a letter, a historical document, etc.</p> <ul style="list-style-type: none"> Consider how you may feature other non-fiction purposes, such as elements of persuasion Relate the explanation to the reader Help the reader understand technical terms by including a glossary. 	<p>Setting created – all is well.</p> <p>Introduce the monster.</p> <p>Plan and defeat the monster.</p> <p>All is well – look to the future.</p>	<p>Main character is scared of something.</p> <p>Main characters fears happen.</p> <p>Main character overcomes the fear.</p> <p>Main character reflects on events.</p>	<p>Manipulate the organisation of your writing to suit the audience: a poster, leaflet, public notice, diagram, recipe, rules for a game, etc.</p> <ul style="list-style-type: none"> Consider how you may feature other nonfiction purposes, such as paragraphs of explanation and information. Consider how other purposes can be incorporated as part of the main text or as additional asides. Use flow charts and detailed drawings to add clarity to complex instructions. 	<p>Main character happily doing something.</p> <p>Main character senses something ominous.</p> <p>Threat revealed.</p> <p>Resolution</p>	<p>I Manipulate the organisation of your writing to suit the audience: a poster, leaflet, public notice, radio or tv advert, book blurb, invitation, letter, etc.</p> <ul style="list-style-type: none"> Consider how you may feature other nonfiction purposes, such as paragraphs of explanation and information. Consider how other purposes can be incorporated as part of the main text or as additional asides 	<p>Introduce problem</p> <p>Reveal character's intentions.</p> <p>Character's discuss issue.</p> <p>Issue is resolved.</p>	<p>Manipulate the organisation of your writing to suit the audience: a poster, leaflet, fact file, non-chronological report, travel guide, etc.</p> <ul style="list-style-type: none"> Create a title to persuade any reader to read your text. Write an opening to set the scene and explain why the information matters. Organise information into paragraphs and use topic sentences as well as fronted adverbials to create links between

		<p>purposes can be incorporated as part of the main text or as additional asides.</p> <p>For news articles:</p> <ul style="list-style-type: none"> • End with a pointer that suggests how the news story may continue or how readers may help 					<ul style="list-style-type: none"> • End with additional sections that add expert advice or personal reflection. 				<p>sections</p> <ul style="list-style-type: none"> • Add in extra sections that are relevant but not just factual • Link paragraphs so that there is cohesion running through the text <p>Ending</p> <ul style="list-style-type: none"> • Conclude by commenting on the subject or relating it to the reader and suggesting what a reader might do
Grammar focus	Adverbials	<p>Commas to clarify meaning</p>	<p>Converting nouns or adjectives into verbs using suffixes</p> <p>-ate, -ise, -ify</p>	<p>Dashes, brackets and commas for parenthesis</p>	<p>Relative clauses beginning with who, why, which, where or whose.</p>	<p>Verb prefixes</p>	<p>Modal verbs/adverbs</p>	<p>Commas to clarify meaning</p>	<p>Dashes, brackets and commas for parenthesis</p>	<p>Adverbials</p>	<p>Verb prefixes</p>

Year 6 Talk for Writing Texts overview

Year 6	Autumn 1		Autumn 2		Spring 1 Spring 2			Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Fiction	Non-fiction	Fiction	Non-fiction
Text	Skellig	Is it right to keep a secret?	The Iron Man	How to trap an Iron man	Foxglove:	A newspaper report on...	Holes	The Worst Princess:	Was Goldilocks wrong?	Kensukes Kingdom	Surviving on an island
Story pattern / text type	Setting	Persuasion	Character	Instruction	Description	Recount	Action/Dialogue	Openings and endings	Discussion	Suspense	Information
Focus:	Wishing tale	Text features, style, and content	Quest tale	Text features, style, and content	Fantasy fear tale	Text features, style, and content	Warning tale	Challenging stereotypes in a change tale	Text features, style, and content	Survival suspense tale	Text features, style, and content
Short burst writing	<p>Use a name that suggests something about the setting.</p> <p>Show the scene through the character's eyes.</p> <p>Use a detailed sentence of 3 to describe.</p> <p>Pick out unusual details to bring the setting alive.</p> <p>Introduce something</p>	<ul style="list-style-type: none"> Consider your audience and vary your tone and formality for a desired effect. Drop in opinion presented as fact through relative clauses. Add credibility by including testimonials, reviews and celebrity endorsements 	<p>Use a name to suggest character.</p> <p>Drop in a few details to suggest character.</p> <p>Show how characters feel by what they do.</p> <p>Reveal a characters thoughts.</p> <p>Show the character through other character's reactions.</p>	<p>Consider your audience and vary your tone and formality for a desired effect.</p> <ul style="list-style-type: none"> Drop in important information to explain and clarify with relative clauses. Weave in other non-fiction purposes, such as explanation <p>Explain any technical</p>	<p>Use the character's reaction to show the effect.</p> <p>Use onomatopoeia to reflect meaning.</p> <p>Ensure all word choices earn their place.</p> <p>Use precise detail.</p> <p>Select detail and describe for a purpose.</p>	<p>Consider your audience and vary your tone and formality for a desired effect</p> <ul style="list-style-type: none"> Entertain the reader by writing about fascinating, surprising, unusual or funny Things. Weave in subject-specific and technical vocabulary where appropriate to add 	<p>Have character's discuss other characters.</p> <p>Add to the speech sandwich by adding reactions.</p> <p>Add in something to keep the action moving.</p> <p>Complete with what the listener says.</p> <p>Put the speaker before, after</p>	<p>Hook the reader using:</p> <p>A contrast</p> <p>A dilemma</p> <p>Suggest something dangerous might happen.</p> <p>Dismiss the monster.</p> <p>Create a mood.</p> <p>Use a flashback.</p> <p>End by showing what</p>	<p>Consider your audience and vary your tone and formality for a desired effect.</p> <ul style="list-style-type: none"> Catch the reader's interest with your title Use ideas that will appeal to different stakeholders Explore differing views and ideas, sometimes being Tentative 	<p>Hide the threat.</p> <p>Use an abandoned setting or lull the reader with a cosy setting.</p> <p>Make your character sense something ominous.</p> <p>Surprise the reader with the unexpected.</p> <p>Suggest something is</p>	<p>Consider your audience and vary your tone and formality for a desired effect:</p> <ul style="list-style-type: none"> Dress up information and sell your facts: - by making them sound special Present facts in a formal tone, using the passive voice <p>Help the reader by</p>

	<p>unusual to hook the reader.</p> <p>Change atmosphere by altering the weather, place or time – metaphors.</p> <p>Reflect a character's feelings in the setting.</p>	<p>Counter potential barriers: Now, I know you might think ... but ...</p> <ul style="list-style-type: none"> • Weave in other non-fiction purposes, such as information: Step back in time into an un-spoilt fishing village, located on the southeast coast of Cornwall. For more formal outcomes: • Make sure your writing is consistent by maintaining the same tone and style throughout (e.g. Formal and emotive): I humbly request that you reconsider ... 	<p>Show character development.</p>	<p>language which may cause confusion</p> <ul style="list-style-type: none"> • Give expert advice to avoid common Errors • Explore humour to engage the reader. 		<p>precision and accuracy to the description</p> <p>Add authenticity to the recount by including direct or reported speech:</p>	<p>or in-between what is said.</p>	<p>the character has learned.</p>	<ul style="list-style-type: none"> • Back up different points of view with information, reasons or evidence (including quotations) • Include counter arguments within paragraphs: • Weave in other non-fiction purposes, such as Information/explanation. 	<p>about to happen.</p> <p>Reveal the character's thoughts.</p> <p>Slow the action.</p>	<p>giving examples: embellish with detail, data, explanation and illustration.</p> <ul style="list-style-type: none"> • Impress the reader by using quotes from well-known experts. • Create and sustain the reader's attention using interesting phrases (superlatives)
<p>Inventi on unit</p>	<p>Main character wants something badly.</p> <p>Main character sets out to get it.</p>	<p>Manipulate the organisation of your writing to suit the audience: a poster,</p>	<p>Main character given task</p> <p>On the way something goes wrong.</p>	<p>Manipulate the organisation of your writing to suit the audience: a poster, leaflet, public notice,</p>	<p>Main character is scared of something.</p> <p>Main characters fears happen.</p>	<p>Manipulate the organisation of your writing to suit the audience: a postcard,</p>	<p>Character warned not to do something.</p> <p>They do what they have been warned against.</p>	<p>Main character in a bad situation.</p> <p>Main character sets off for help.</p>	<p>Manipulate the organisation of your writing to suit the audience: a letter, article, essay, news item,</p>	<p>Main character happily doing something.</p> <p>Main character senses</p>	<p>Manipulate the organisation of your writing to suit the audience: a poster, leaflet, fact file,</p>

	<p>Main character has a difficulty but overcomes it.</p> <p>Main character reflects on whether it was worth it/what they learned.</p>	<p>leaflet, public notice, radio or tv advert, book blurb, invitation, letter, etc.</p> <ul style="list-style-type: none"> Consider how you may feature other nonfiction purposes, such as paragraphs of explanation and information. Consider how other purposes can be incorporated as part of the main text or as additional asides 	<p>It is overcome.</p> <p>Main character shows feelings.</p>	<p>diagram, recipe, rules for a game, etc.</p> <ul style="list-style-type: none"> Consider how you may feature other nonfiction purposes, such as paragraphs of explanation and information. Consider how other purposes can be incorporated as part of the main text or as additional asides. Use flow charts and detailed drawings to add clarity to complex instructions. End with additional sections that add expert advice or personal reflection. 	<p>Main character overcomes the fear.</p> <p>Main character reflects on events.</p>	<p>letter, diary, autobiography, newspaper report, science experiment, etc.</p> <ul style="list-style-type: none"> Experiment with flash backs and forwards Consider how you may feature other non-fiction purposes, such as paragraphs of explanation and information based on what happened as part of the event. Consider how other purposes can be incorporated as part of the main text or as additional asides. <p>For news articles:</p> <ul style="list-style-type: none"> End with a pointer that suggests how the news story may continue or how readers 	<p>Something goes wrong and they are in deep trouble.</p> <p>They are rescued, told off and consider their choices.</p>	<p>Main character helps someone else.</p> <p>Character is changed/rewarded and reflects.</p>	<p>leaflet, interview, broadcast, etc.</p> <p>Present each argument and counterargument within a paragraph, starting with a clear topic sentence.</p>	<p>something ominous.</p> <p>Threat revealed.</p> <p>Resolution</p>	<p>non-chronological report, travel guide, etc.</p> <ul style="list-style-type: none"> Create a title to persuade any reader to read your text. Beginning <ul style="list-style-type: none"> Write an opening to set the scene and explain why the information matters. Middle <ul style="list-style-type: none"> Organise information into paragraphs and use topic sentences as well as fronted adverbials to create links between sections Add in extra sections that are relevant but not just factual <ul style="list-style-type: none"> Link paragraphs so that there is cohesion running through the text Ending <ul style="list-style-type: none"> Conclude by commenting on the subject or relating it to the reader
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						may help					and suggesting what a reader might do
Gramm ar focus	Passive voice	Formal and informal speech	Noun phrases	Subjunctive	Adverbials	Subheadings- headings	Semi colons, colons and dashes	Hyphens and avoiding ambiguity.	Noun phrases Passive voice	Subjunctive Adverbials	Bullet points to list information