

Reception	English Content	Recurring ideas/themes...what is the point of the content?	Rationale (Why here? What is it preparing them for?)	The disciplinary training
Narrative Texts	<p>Pupils to know:</p> <ul style="list-style-type: none"> (30-50) Simple mark making related to story work in class. (40-60) Begins to use simple story language e.g. Once Upon a time in simple, oral retellings (40-60) Writes labels, captions and/or attempts short sentences linked to a shared/learnt story. (40-60) Begins to use capital letters, full stops and finger spaces. (40-60+) Develops their own narratives orally or innovates known stories. (40-60+) Describes the main events in known stories by retelling orally or in writing using third person and past tense. (40-60+) Uses key features of narrative in writing e.g. simple openings/endings, characters etc. 	<ul style="list-style-type: none"> Simple narratives and retellings are told/written in first or third person. Simple narratives are told/ written in past tense. Simple narratives use typical characters, settings and events whether imagined or real. Simple narratives use some story language 		<ul style="list-style-type: none"> Learn stories orally and retell them with actions. Introduce story characters/props into provision areas to structure play. Tell and retell stories using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. Make simple innovations to known stories. E.g. change main character. Think, say and write sentences to retell a story in their own words or writes their own simple stories
<p>Diary</p> <p>To record events, thoughts and feelings on something that has happened.</p>	<p>Pupils to know:</p> <ul style="list-style-type: none"> Written in the first person Past tense Retell important events Include date and dear diary (can be given) 	<ul style="list-style-type: none"> Introduction <p>Usually includes an explanation of reason for diary entry and personal thoughts and feelings related to that event.</p> <ul style="list-style-type: none"> Main body 		<ul style="list-style-type: none"> Discussion about character (if writing in role) and their thoughts

		<p>Different sentences or paragraphs in time order.</p> <ul style="list-style-type: none"> • Conclusion <p>What did you think about the event?</p> <p>A closing line of why you have to stop writing e.g. my mum is shouting me for my tea</p>		<p>and feelings before writing the diary.</p> <ul style="list-style-type: none"> • Drama • Create word banks of appropriate vocabulary for display in the classroom.
<p>RECOUNT</p> <p>To provide an account of events. Recounts can be combined with other text types, for example, newspaper reports, often consist of a recount that includes elements of explanation.</p> <p>Retelling stories from English lessons and also in other curriculum areas such as RE</p> <ul style="list-style-type: none"> • Giving accounts of schoolwork, sporting events, science 	<p>Pupils to know:</p> <ul style="list-style-type: none"> • Title (may be given) • Simple sentence or sentences about an event • Appropriate vocabulary • Written in past tense 	<p>Structure often includes:</p> <ul style="list-style-type: none"> • Often written in the first or third person. E.g. Third person: 'they all shouted, she crept out, it looked like an animal of some kind.' First person: 'I was on my way to school.' • Clear beginning, middle and ending. • A strong opening (paragraph in KS2) to hook the reader. 		<ul style="list-style-type: none"> • Plan how you will organise the way you retell the events. You could use a timeline to help you plan. • Details are important to create a recount rather than a simple list of events in order. Try using: When? Where? Who? What? Why? Questions to help you plan what to include. • Decide how you will finish the recount.

<p>experiments and trips out</p> <ul style="list-style-type: none"> • Writing historical accounts • Writing biographies and autobiographies • Letters and postcards • Diaries and journals (see separate guidance) • Newspaper reports (see separate guidance) • Magazine articles • Obituaries • Encyclopaedia entries 		<ul style="list-style-type: none"> • Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) • An account of the events that took place, often in chronological order (The first person to arrive was ...) 		<p>You'll need a definite ending, perhaps a summary or comment on what happened (I think our school trip to the Science Museum was the best we have ever had).</p> <ul style="list-style-type: none"> • Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when? • Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid
INSTRUCTIONAL TEXT	Pupils to know:	Structure often includes: <ul style="list-style-type: none"> • A title 		<ul style="list-style-type: none"> • Practical experience of

	<ul style="list-style-type: none"> • Use of 'bossy' verbs • Title (can be given). • Simple instructional sentences written next to a given picture of step or steps. 	<ul style="list-style-type: none"> • An introduction which may include rhetorical questions to capture the reader's interest (KS2) • Subheadings e.g. What you need/ What to do • List of items needed • Numbered steps to explain the process 		<p>making the item to be written about</p> <ul style="list-style-type: none"> • Sequencing pictures related to process (EYFS/KS1) • Use of T4W script to embed language in readiness for independent writing. • Contextualised SPAG (see below) • N.B instructions can also be creative e.g. 'how to trap a dragon'. This type of instruction writing can be useful as it allows children to be imaginative about the steps necessary. • Drama/role play • Planning grids/ boxing up.
Non Chronological Reports	<ul style="list-style-type: none"> • Title (can be given) • Simple subject specific language 	In the absence of a temporal (chronological) structure		<ul style="list-style-type: none"> • Plan how you will organise the information you want to

	<ul style="list-style-type: none"> • Present or past tense • May be linked to a real life experience e.g. trip or visitor • Simple connectives e.g. 'and' 	<p>where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes:</p> <ul style="list-style-type: none"> • An opening statement, often a general classification (Sparrows are birds); • Sometimes followed by a more detailed or technical classification (Their Latin name is...); • A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: • It's qualities (Like most birds, sparrows have feathers.) 		<p>include, e.g. use paragraph headings, a spider gram or a grid.</p> <ul style="list-style-type: none"> • Gather information from a wide range of sources and collect it under the headings you've planned. • Consider using a script so that children can orally rehearse some of the language structures associated with this text type in readiness for final, written piece. • Contextualised SPAG
POETRY	<p>Pupils to know:</p> <p>Reading and appreciating poetry</p> <p>Reading the poem together</p> <ul style="list-style-type: none"> • Oral rehearsal with actions 	<ul style="list-style-type: none"> • Alphabet list poems • Rhyming Couplets • Performance Poetry 		<ul style="list-style-type: none"> • Reading and responding to simple questions • Identifying simple features e.g. title, poet, number of lines;

	<ul style="list-style-type: none"> Looking at simple features e.g. title, poet and simple rhyming pairs Gathering Ideas <ul style="list-style-type: none"> Making suggestions on how to innovate simple, well known rhymes. Making lists of vocab suitable for poem Scaffolded/Independent outcome: <ul style="list-style-type: none"> Orally innovating well known rhymes or poems. Simple writing outcomes linked to the poem 			<ul style="list-style-type: none"> identifying age appropriate vocab used by the poet e.g. adjectives, nouns, powerful verbs etc. Opportunity to look at other poems by the same poet or poems on the same theme by other poets. Drama/adding sound scapes to a poem/oral rehearsal with actions.
Year 1	English Content	Recurring ideas/themes...what is the point of the content?	Rationale (Why here? What is it preparing them for?)	The disciplinary training
NARRATIVE TEXTS	<p>Pupils to know:</p> <ul style="list-style-type: none"> Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. Sentences are demarcated using fullstops, capital letters and finger spaces. Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! Question marks can be used to form questions, e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf. 	<ul style="list-style-type: none"> Simple narratives and retellings are told/ written in first or third person. Simple narratives are told/ written in past tense. Events are sequenced to create texts that make sense. The main participants are human or animal. Simple narratives use typical characters, settings and events whether imagined or real. 'Story language' (e.g. once upon a time, later 	<p>Preparing for:</p> <p>Year 2: T1/4/5 Year3: T1/6 Year4: T3/5 Year5: Year6: T1/3/5/6</p>	<ul style="list-style-type: none"> Learn stories orally and retell them with actions. Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. Listen to/ learn stories and narrative texts that use the features required for the writing. Use drama to understand to deepen understanding of chosen text. Activities to deepen the understanding of the structure of the chosen

		that day etc.) may be used to create purposeful sounding writing.		<p>story e.g.using Story Mountain.</p> <ul style="list-style-type: none"> • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, and teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Make structured plans based on the chosen story by changing characters and key events. • Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc. • Think, say and write sentences to tell the story or narrative in their own words.
<p>Diary</p> <p>To record events, thoughts and feelings on something that has happened.</p>	<p>Written in the first person</p> <ul style="list-style-type: none"> • Past tense • Retell important events • Include date and dear diary (can be given) • Simple adjectives to describe thoughts/ feelings. • Time adverbials • Include date at the beginning and 'dear diary' • Suggested text layout: <p>Introduction What are you going to tell them about?</p>	<ul style="list-style-type: none"> • Introduction Usually includes an explanation of reason for diary entry and personal thoughts and feelings related to that event. • Main body Different sentences or paragraphs in time order. 	<p>Preparing for: Year 4: T3 Year 5: T1</p>	<ul style="list-style-type: none"> • Discussion about character (if writing in role) and their thoughts and feelings before writing the diary. • Drama • Create word banks of appropriate vocabulary for display in the classroom.

	<p>What did you think about it?</p> <p>Main body</p> <p>Simple sentences of what you did.</p>	<ul style="list-style-type: none"> • (Y2) Informal language/chatty style • (Y2) Some use of exclamation sentences e.g. What fun we had! • Conclusion <p>What did you think about the event?</p> <p>A closing line of why you have to stop writing e.g. my mum is shouting me for my tea</p>		
<p>RECOUNT T1</p> <p>To provide an account of events. Recounts can be combined with other text types, for example, newspaper reports, often consist of a recount that includes elements of explanation.</p> <p>Retelling stories from English lessons and also in other curriculum areas such as RE</p> <ul style="list-style-type: none"> • Giving accounts of schoolwork, 	<p>Pupils to know:</p> <ul style="list-style-type: none"> • Title (may be given) • Simple sentence or sentences about an event • Appropriate vocabulary • Written in past tense • An introduction which answers who, what, when where and why • Time adverbials (first, next, then etc.) • Use a range of punctuation where appropriate (.!?) <p>Suggested layout:</p> <p>Introduction</p> <p>Which clearly states: who? What? When? Where? Why?</p> <p>Main body</p> <p>Different sentences in time order.</p> <p>Conclusion</p> <ul style="list-style-type: none"> • What did you think about the event? 	<p>Structure often includes:</p> <ul style="list-style-type: none"> • Often written in the first or third person. E.g. Third person: 'they all shouted, she crept out, it looked like an animal of some kind.' First person: 'I was on my way to school.' • Clear beginning, middle and ending. • A strong opening to hook the reader. 	<p>Preparing for: Year 3: T1/2/6 Year 4: T3/4/5 Year 5: Year 6: T2</p>	<ul style="list-style-type: none"> • Plan how you will organise the way you retell the events. You could use a timeline to help you plan. • Details are important to create a recount rather than a simple list of events in order. Try using: When? Where? Who? What? Why? Questions to help you plan what to include. Decide how you will finish the recount. You'll need a definite ending, perhaps a summary or comment on what

<p>sporting events, science experiments and trips out</p> <ul style="list-style-type: none"> • Writing historical accounts • Writing biographies and autobiographies • Letters and postcards • Diaries and journals (see separate guidance) • Newspaper reports (see separate guidance) • Magazine articles • Obituaries • Encyclopaedia entries 		<ul style="list-style-type: none"> • Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) • An account of the events that took place, often in chronological order (The first person to arrive was ...) 		<p>happened (I think our school trip to the Science Museum was the best we have ever had).</p> <ul style="list-style-type: none"> • Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when? • Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.)
<p>EXPLANATION TEXT</p>	<p>Questions and question marks</p> <ul style="list-style-type: none"> • Time connectives • Simple cause and effect connectives e.g. because, if. • Present tense • Some technical vocabulary • Add extra, additional information. <p>Possible text layout:</p> <ul style="list-style-type: none"> • Introduction 	<p>Structure often includes:</p> <ul style="list-style-type: none"> • A title which should be a question and begin 'how' or 'why' • An introduction/introductory paragraph to introduce the topic 		<ul style="list-style-type: none"> • This is probably one of the most challenging of text types as you have to be able to understand something very well to be able to explain it. • Explanation texts are also easily confused with instructions. Instructions

	<p>Title as a question e.g. How do bees make honey? (can be given by the teacher)</p> <p>A sentence to introduce the topic</p> <ul style="list-style-type: none"> • Main body Sentences to explain how the parts work/process. • Conclusion A simple concluding sentence(s) to end the piece 	<ul style="list-style-type: none"> • Main body - a list of logical steps (paragraphs in KS2) to explain why or how something happens. Can be extended later in KS2 with additional, specific information. • Conclusion - paragraph to relate the subject to the reader. 		<p>tell you how to make or do something. An explanation tells you why something happens or how it works.</p> <ul style="list-style-type: none"> • If planning a factual explanation, it is probably best to link it to another curriculum area e.g. science to give the children the opportunity to explain a process that they have learnt about e.g. pollination. Further opportunities for independent research during the literacy lesson, linked to the writing outcome, would also be advisable.
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				<p>Another good idea is to allow children to write creatively and explain a fictional phenomenon e.g. why dragons are extinct. This 'frees' the writer from having to know the factual elements linked to the writing. However, sufficient time class time must be given learning the features of explanation writing so that the children are able to use them in an independent piece of writing</p>
INSTRUCTIONAL TEXT	<p>Pupils to know:</p> <p>Simple time words first, next etc.</p> <ul style="list-style-type: none"> Use of imperative verbs e.g. Cut the card.... Paint your design... Begin to extend each instruction across two or more sentences using phrases like: Make sure/ Never / Ask a grown-up/ Always/ If/ Carefully/Do not Title e.g. How to Bullet points or numbers May include pictures with captions Simple subheadings e.g. What you need/ What to do (can be given) <p>Possible text structure:</p> <ul style="list-style-type: none"> Introduction <p>Sentence to introduce item to be produced.</p> <p>List of ingredients and quantities beneath a subheading (can be given)</p> <ul style="list-style-type: none"> Main body 	<p>Structure often includes:</p> <ul style="list-style-type: none"> A title An introduction which may include rhetorical questions to capture the reader's interest (KS2) Subheadings e.g. What you need/ What to do List of items needed Numbered steps to explain the process 	<p>Preparing for:</p> <p>Year 3: T1/3/5</p> <p>Year 4: T2/4</p> <p>Year 5:</p> <p>Year 6: T3</p>	<ul style="list-style-type: none"> Practical experience of making the item to be written about Sequencing pictures related to process (EYFS/KS1) Use of T4W script to embed language in readiness for independent writing. Contextualised SPAG (see below) N.B instructions can also be creative e.g. 'how to trap a dragon'. This type of instruction

	<p>Sentences to describe each step with specific information. Numbered steps</p> <ul style="list-style-type: none"> • Conclusion <p>A simple sentence to say what the end product will be like and what it can be used for.</p>			<p>writing can be useful as it allows children to be imaginative about the steps necessary.</p> <ul style="list-style-type: none"> • Drama/role play • Planning grids/boxing up.
NEWSPAPER REPORT	<p>Pupils to know:</p> <ul style="list-style-type: none"> • Past tense • Simple time connectives • A headline - a clear title about the report <p>Possible text structure:</p> <p>Introduction Which explains the 5Ws (what, where, when, who, why)</p> <p>Main body Which retells the events in time order.</p> <p>Conclusion Which explains what people thought about the event</p>	<p>Structure often includes:</p> <ul style="list-style-type: none"> • A headline to hook the reader and clearly explain the report. • An introduction/ introductory paragraph to explain the 5Ws (what, where, when, who, why) • A main body which usually retell events in time order (can be paragraphs in KS2) • A conclusion which explains what people thought and looks ahead to the future. 	<p>Preparing for: Year 2: T2/3/6 Year 3: T3 Year 4: T1/6 Year 5: T1 Year 6: T2</p>	<p>Drama – role play, hot seating to gain differing viewpoints.</p> <ul style="list-style-type: none"> • Use of planning devises e.g. planning sheets, boxing up etc. • Contextualised SPAG as appropriate
Non Chronological Reports	<p>Pupils to know:</p> <ul style="list-style-type: none"> • Subject specific language • Facts • Present or Past tense (depending on subject) • Usually written in third person (he, she. It, they) • Coordinating conjunctions to link two main ideas • Subordinating conjunctions • Title (can be given) • Subheadings (can be given) 	<p>In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and</p>	<p>Preparing for: Year 3: T1/2/3/5 Year 4: T1/2/4/6 Year 5: T1 Year 6: T1/2/3/4/6</p>	<ul style="list-style-type: none"> • Plan how you will organise the information you want to include, e.g. use paragraph headings, a spider gram or a grid. • Gather information from a wide range of sources and collect it under the

	<ul style="list-style-type: none"> Pictures/captions/labels could be used to aid presentation <p>Possible text structure:</p> <ul style="list-style-type: none"> Introduction - A sentence to explain what is being written about Main body - A few sentences underneath each subheading. Conclusion - A sentence to describe own opinion of the subject and why. 	<p>examples or elaborations. A common structure includes:</p> <ul style="list-style-type: none"> An opening statement, often a general classification (Sparrows are birds); Sometimes followed by a more detailed or technical classification (Their Latin name is...); A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: It's qualities (Like most birds, sparrows have feathers.) 		<p>headings you've planned.</p> <ul style="list-style-type: none"> Consider using a script so that children can orally rehearse some of the language structures associated with this text type in readiness for final, written piece. Contextualised SPAG
PERSUASION	<p>Pupils to know:</p> <p>Written in present tense.</p> <ul style="list-style-type: none"> Includes facts Rhetorical questions e.g. Do you want to be the most relaxed person in town? Do you want to be the coolest kid in your class? Effective use of noun phrases to create persuasive devises e.g. delicious chocolate Powerful verbs and adverbs. May include a picture of the item and a caption. 	<ul style="list-style-type: none"> An opening statement (thesis) that sums up the viewpoint being presented. (Mayfair Hotel is the best in the world. School uniform is a good idea). Strategically organised information presents and then elaborates on the 	<p>Preparing for:</p> <p>Year 3: T5/6 Year 4: T1/4 Year 5: T Year 6: T1/3/5/6</p>	<ul style="list-style-type: none"> Decide on the viewpoint you want to present and carefully select the information that supports it. Organise the main points to be made in the best order and decide which persuasive

	<ul style="list-style-type: none"> • May include a product logo • May include a price, if selling something. <p>Suggested Text Layout:</p> <p>Introduction An opening statement that sums up the viewpoint being presented.</p> <p>Main body Sentences to persuade the reader to accept the writer's viewpoint or buy their product.</p> <p>Conclusion A concluding statement to finish the piece e.g. So now you know the best chocolate bar in town, come and buy one today !</p>	<p>desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...)</p> <ul style="list-style-type: none"> • A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.) 		<p>information you will add to support each.</p> <ul style="list-style-type: none"> • Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list. • Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant. • Try to appear reasonable and use facts rather than emotive comments. • Choose strong, positive words and phrases and avoid sounding negative. • Use short sentences for emphasis.
POETRY	<p>Reading and Appreciation</p> <ul style="list-style-type: none"> • Reading and responding to simple questions e.g. <i>what do you like/dislike about the poem? Does anything puzzle you about the poem? Does the</i> 	<ul style="list-style-type: none"> • Alliterative list Poems • Simple Riddles • Innovate a well-known rhyme (written) • Performance Poetry 	<p>Preparing for:</p> <p>Year 3: T2/4/6 Year 4: T1/2 Year 5: Year 6:T4</p>	<ul style="list-style-type: none"> • Reading and responding to simple questions • Identifying simple features e.g. title, poet, number of lines; identifying age appropriate

	<p><i>poem remind you of another poem or book?</i> <i>Why?</i></p> <ul style="list-style-type: none"> • Creating simple success criteria. • Identifying simple features e.g. title, poet, number of lines; circling rhyming couplets; identifying age appropriate vocab used by the poet e.g. adjectives, nouns, powerful verbs etc. • Opportunity to look at other poems by the same poet or poems on the same theme by other poets. • Drama/adding sound scapes to • a poem/oral rehearsal with • actions. • Write a simple review. <p>Gathering Ideas</p> <p>Drama</p> <ul style="list-style-type: none"> • Short bursts of writing to capture ideas e.g. creating word banks of adjectives, powerful verbs or adverbs suitable for the intended outcome. • Making lists of alliterative names e.g. acrobatic Abi or alliterative sentences e.g. lazy lizards licked luscious lollies. • Odd one out games to create rhyming pairs e.g. cat, rat, ball. • Using simple dictionaries thesauri or descripasauri to collect vocab. • Making structured plans. <p>Scaffolded/independent outcome:</p> <ul style="list-style-type: none"> • Written outcome using a scaffold/cloze procedure and some independent ideas. • Simple independent outcome when following simple success criteria e.g. quatrain or cinquain. 			<p>vocab used by the poet e.g. adjectives, nouns, powerful verbs etc.</p> <ul style="list-style-type: none"> • Opportunity to look at other poems by the same poet or poems on the same theme by other poets. <p>Drama/adding sound scapes to a poem/oral rehearsal with actions.</p>
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Year 2	English Content	Recurring ideas/themes...what is the point of the content?	Rationale (Why here? What is it preparing them for?)	The disciplinary training
NARRATIVE TEXTS T1/4/5	Pupils to know <ul style="list-style-type: none"> Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. The past progressive form of verbs can be used, e.g. the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her... 	<ul style="list-style-type: none"> Narratives and retellings are told/ written in first or third person. Narratives and retellings are told/ written in past tense Events are sequenced to create texts that make sense. 	Preparing for: Narrative writing Year3: T1/6 Year4: T3/5 Year5: Year6: T1/3/5/6	<ul style="list-style-type: none"> Listen to/learn with actions stories that use the features required for writing. Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.

	<ul style="list-style-type: none"> • Apostrophes can be used for possession, e.g. Granny's house, baby bear's bed. Apostrophes to show contraction can be used, e.g. Goldilocks couldn't believe her eyes. • Personal retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. • Sentences are demarcated using fullstops, capital letters and finger spaces. • Use of conjunctions e.g. and, so, because, when, if, that, or, but ... to join ideas and enable subordination of ideas. • Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! Question marks can be used to form questions, including rhetorical questions used to engage the reader. • Adjectives including comparative adjectives are used to aid description and make comparisons, e.g. the troll was big but the eldest Billy Goat Gruff was bigger. • Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. • Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases e.g. shimmering, sparkling diamond. • Verbs should be chosen for effect e.g. walked instead of went, grabbed instead of got etc. 	<ul style="list-style-type: none"> • The main participants are human or animal. • Characters are simply developed as either good or bad. • Simple narratives use typical characters, settings and events whether imagined or real. Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) 		<ul style="list-style-type: none"> • Use drama to deepen understanding of focus text. • Activities to deepen the understanding of the structure of the chosen story e.g. using Story Mountain. • Make plans based on the story or narrative that has been shared by innovating on characters, plot, ending etc. • Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. • Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc. • Make use of ideas collected from reading, e.g. using repetition to create an effect. • Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. • Think, say and write sentences to tell the story or narrative in their own words. • Write narratives using their plans. • Edit, proofread and amend their writing based on their
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				<p>own thoughts and those of their peers and teachers.</p> <ul style="list-style-type: none"> Reread completed narratives aloud, for example, to a partner, small group or the teacher.
<p>Diary T3/4</p> <p>To record events, thoughts and feelings on something that has happened.</p>	<p>Written in the first person</p> <ul style="list-style-type: none"> Past tense Retell important events Include date and dear diary (can be given) Simple adjectives to describe thoughts/feelings. Time adverbials (Y2) Informal language/chatty style (Y2) Some use of exclamation sentences e.g. What fun we had! Include date at the beginning and 'dear diary' Suggested text layout: <p>Introduction What are you going to tell them about? What did you think about it?</p> <p>Main body Simple sentences of what you did.</p>	<ul style="list-style-type: none"> Introduction Usually includes an explanation of reason for diary entry and personal thoughts and feelings related to that event. <ul style="list-style-type: none"> Main body Different sentences or paragraphs in time order. (Y2) Informal language/chatty style (Y2) Some use of exclamation sentences e.g. What fun we had! Conclusion What did you think about the event? A closing line of why you have to stop writing e.g. my mum is shouting me for my tea 	<p>Preparing for: Year 4: T3 Year 5: T1</p>	<ul style="list-style-type: none"> Discussion about character (if writing in role) and their thoughts and feelings before writing the diary. Drama Create word banks of appropriate vocabulary for display in the classroom.

<p>RECOUNT T1/5</p> <p>To provide an account of events. Recounts can be combined with other text types, for example, newspaper reports, often consist of a recount that includes elements of explanation.</p> <p>Retelling stories from English lessons and also in other curriculum areas such as RE</p> <ul style="list-style-type: none"> • Giving accounts of schoolwork, sporting events, science experiments and trips out • Writing historical accounts • Writing biographies and autobiographies • Letters and postcards • Diaries and journals (see separate guidance) 	<p>Pupils to know:</p> <ul style="list-style-type: none"> • Title (may be given) • Simple sentence or sentences about an event • Appropriate vocabulary • Written in past tense • An introduction which answers who, what, when where and why • Time adverbials (first, next, then etc.) • Use a range of punctuation where appropriate (?!?) <p>Suggested layout:</p> <p>Introduction Which clearly states: who? What? When? Where? Why?</p> <p>Main body Different sentences in time order.</p> <p>Conclusion</p> <ul style="list-style-type: none"> • What did you think about the event? 	<p>Structure often includes:</p> <ul style="list-style-type: none"> • Often written in the first or third person. E.g. Third person: 'they all shouted, she crept out, it looked like an animal of some kind.' First person: 'I was on my way to school.' • Clear beginning, middle and ending. • A strong opening to hook the reader. • Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) • An account of the events that took place, often in chronological order (The first person to arrive was ...) 	<p>Preparing for: Year 3: T1/2/6 Year 4: T3/4/5 Year 5: Year 6: T2</p> <ul style="list-style-type: none"> • Plan how you will organise the way you retell the events. You could use a timeline to help you plan. • Details are important to create a recount rather than a simple list of events in order. Try using: When? Where? Who? What? Why? Questions to help you plan what to include. Decide how you will finish the recount. You'll need a definite ending, perhaps a summary or comment on what happened (I think our school trip to the Science Museum was the best we have ever had). • Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when? • Is the style right for the genre you are using? (Technical/formal language to recount a science experiment,
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<ul style="list-style-type: none"> • Newspaper reports (see separate guidance) • Magazine articles • Obituaries <p>Encyclopaedia entries</p>				<p>powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.)</p>
<p>EXPLANATION TEXT T3</p>	<p>Questions and question marks</p> <ul style="list-style-type: none"> • Time connectives • Simple cause and effect connectives e.g. because, if. • Present tense • Some technical vocabulary • Add extra, additional information. <p>Possible text layout:</p> <ul style="list-style-type: none"> • Introduction Title as a question e.g. How do bees make honey? (can be given by the teacher) A sentence to introduce the topic • Main body Sentences to explain how the parts work/process. • Conclusion A simple concluding sentence(s) to end the piece 	<p>Structure often includes:</p> <ul style="list-style-type: none"> • A title which should be a question and begin 'how' or 'why' • An introduction/introductory paragraph to introduce the topic • Main body - a list of logical steps (paragraphs in KS2) to explain why or how something happens. Can be extended later in KS2 with additional, specific information. • Conclusion - paragraph to relate the subject to the reader. 	<p>Preparing for: Year 3: T4</p>	<ul style="list-style-type: none"> • This is probably one of the most challenging of text types as you have to be able to understand something very well to be able to explain it. • Explanation texts are also easily confused with instructions. Instructions tell you how to make or do something. An explanation tells you why something happens or how it works. • If planning a factual explanation, it is probably best to link it to another curriculum area e.g. science to give the children the opportunity to explain a process that they have learnt about e.g. pollination. Further opportunities for

				<p>independent research during the literacy lesson, linked to the writing outcome, would also be advisable.</p> <ul style="list-style-type: none"> • Another good idea is to allow children to write creatively and explain a fictional phenomenon e.g. why dragons are extinct. This ‘frees’ the writer from having to know the factual elements linked to the writing. However, sufficient time class time must be given learning the features of explanation writing so that the children are able to use them in an independent piece of writing
INSTRUCTIONAL TEXT T2	<p>Pupils to know: Simple time words first, next etc.</p> <ul style="list-style-type: none"> • Use of imperative verbs e.g. Cut the card.... Paint your design... Begin to extend each instruction across two or more sentences using phrases like: Make sure/ Never / Ask a grown-up/ Always/ If/ Carefully/Do not • (Y2) Commas in lists may be used to separate required ingredients/materials. • Title e.g. How to • Bullet points or numbers 	<p>Structure often includes:</p> <ul style="list-style-type: none"> • A title • An introduction which may include rhetorical questions to capture the reader’s interest (KS2) • Subheadings e.g. What you need/ What to do • List of items needed 	<p>Preparing for: Year 3: T1/3/5 Year 4: T2/4 Year 5: Year 6: T3</p>	<ul style="list-style-type: none"> • Practical experience of making the item to be written about • Sequencing pictures related to process (EYFS/KS1) • Use of T4W script to embed language in readiness for

	<ul style="list-style-type: none"> • May include pictures with captions • Simple subheadings e.g. What you need/ What to do (can be given) <p>Possible text structure:</p> <ul style="list-style-type: none"> • Introduction Sentence to introduce item to be produced. List of ingredients and quantities beneath a subheading (can be given) • Main body Sentences to describe each step with specific information. Numbered steps • Conclusion A simple sentence to say what the end product will be like and what it can be used for. 	<ul style="list-style-type: none"> • Numbered steps to explain the process 		<p>independent writing.</p> <ul style="list-style-type: none"> • Contextualised SPAG (see below) • N.B instructions can also be creative e.g. 'how to trap a dragon'. This type of instruction writing can be useful as it allows children to be imaginative about the steps necessary. • Drama/role play • Planning grids/ boxing up.
<p>NEWSPAPER REPORT T2/3/6</p>	<p>Pupils to know:</p> <ul style="list-style-type: none"> • Past tense • Simple time connectives • (Y2) Can use progressive forms of verbs e.g. the children were playing • (Y2) Some use of coordinating and subordinating conjunctions to explain or link ideas. • A headline - a clear title about the report <p>Possible text structure:</p> <p>Introduction Which explains the 5Ws (what, where, when, who, why)</p>	<p>Structure often includes:</p> <ul style="list-style-type: none"> • A headline to hook the reader and clearly explain the report. • An introduction/ introductory paragraph to explain the 5Ws (what, where, when, who, why) • A main body which usually retell events in time order (can be paragraphs in KS2) 	<p>Preparing for: Year 3: T3 Year 4: T1/6 Year 5: T1 Year 6: T2</p>	<p>Drama – role play, hot seating to gain differing viewpoints.</p> <ul style="list-style-type: none"> • Use of planning devises e.g. planning sheets, boxing up etc. • Contextualised SPAG as appropriate •

	<p>Main body Which retells the events in time order.</p> <p>Conclusion Which explains what people thought about the event</p>	<ul style="list-style-type: none"> • A conclusion which explains what people thought and looks ahead to the future. 		
<p>Non Chronological Reports T2/3/5/6</p>	<p>Pupils to know:</p> <ul style="list-style-type: none"> • Subject specific language • Facts • Present or Past tense (depending on subject) • Usually written in third person (he, she. It, they) • Coordinating conjunctions to link two main ideas • Subordinating conjunctions • Title (can be given) • Subheadings (can be given) • Pictures/captions/labels could be used to aid presentation <p>Possible text structure:</p> <ul style="list-style-type: none"> • Introduction - A sentence to explain what is being written about • Main body - A few sentences underneath each subheading. • Conclusion - A sentence to describe own opinion of the subject and why. 	<p>In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes:</p> <ul style="list-style-type: none"> • An opening statement, often a general classification (Sparrows are birds); • Sometimes followed by a more detailed or technical classification (Their Latin name is...); • A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: 	<p>Preparing for: Year 3: T1/2/3/5 Year 4: T1/2/4/6 Year 5: T1 Year 6: T1/2/3/4/6</p>	<ul style="list-style-type: none"> • Plan how you will organise the information you want to include, e.g. use paragraph headings, a spider gram or a grid. • Gather information from a wide range of sources and collect it under the headings you've planned. • Consider using a script so that children can orally rehearse some of the language structures associated with this text type in readiness for final, written piece. • Contextualised SPAG •

		<ul style="list-style-type: none"> It's qualities (Like most birds, sparrows have feathers.) 		
<p>PERSUASION T2/4/5</p>	<p>Pupils to know:</p> <p>Written in present tense.</p> <ul style="list-style-type: none"> Includes facts Rhetorical questions e.g. Do you want to be the most relaxed person in town? Do you want to be the coolest kid in your class? Effective use of noun phrases to create persuasive devises e.g. delicious chocolate Powerful verbs and adverbs. May include a picture of the item and a caption. May include a product logo May include a price, if selling something. <p>Suggested Text Layout:</p> <p>Introduction An opening statement that sums up the viewpoint being presented.</p> <p>Main body Sentences to persuade the reader to accept the writer's viewpoint or buy their product.</p> <p>Conclusion A concluding statement to finish the piece e.g. So now you know the best chocolate bar in town, come and buy one today !</p>	<ul style="list-style-type: none"> An opening statement (thesis) that sums up the viewpoint being presented. (Mayfair Hotel is the best in the world. School uniform is a good idea). Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...) A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.) 	<p>Preparing for: Year 3: T5/6 Year 4: T1/4 Year 5: T Year 6: T1/3/5/6</p>	<ul style="list-style-type: none"> Decide on the viewpoint you want to present and carefully select the information that supports it. Organise the main points to be made in the best order and decide which persuasive information you will add to support each. Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list. Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant.

				<ul style="list-style-type: none"> • Try to appear reasonable and use facts rather than emotive comments. • Choose strong, positive words and phrases and avoid sounding negative. • Use short sentences for emphasis. •
POETRY T6	<p>Reading and Appreciation</p> <ul style="list-style-type: none"> • Reading and responding to simple questions e.g. <i>what do you like/dislike about the poem? Does anything puzzle you about the poem? Does the poem remind you of another poem or book? Why?</i> • Creating simple success criteria. • Identifying simple features e.g. title, poet, number of lines; circling rhyming couplets; identifying age appropriate vocab used by the poet e.g. adjectives, nouns, powerful verbs etc. • Opportunity to look at other poems by the same poet or poems on the same theme by other poets. • Drama/adding sound scapes to a poem/oral rehearsal with actions. • Write a simple review. <p>Gathering Ideas</p> <p>Drama</p> <ul style="list-style-type: none"> • Short bursts of writing to capture ideas e.g. creating word banks of adjectives, powerful 	<ul style="list-style-type: none"> • Acrostic Poems • Quatrain – AABB or ABAB • Shape Poem • Performance Poetry 	<p>Preparing for: Year 3: T2/4/6 Year 4: T1/2 Year 5: Year 6:T4</p>	<ul style="list-style-type: none"> • Reading and responding to simple questions • Identifying simple features e.g. title, poet, number of lines; identifying age appropriate vocab used by the poet e.g. adjectives, nouns, powerful verbs etc. • Opportunity to look at other poems by the same poet or poems on the same theme by other poets. <p>Drama/adding sound scapes to a poem/oral rehearsal with actions.</p>

	<p>verbs or adverbs suitable for the intended outcome.</p> <ul style="list-style-type: none"> • Making lists of alliterative names e.g. acrobatic Abi or alliterative sentences e.g. lazy lizards licked luscious lollies. • Odd one out games to create rhyming pairs e.g. cat, rat, ball. • Using simple dictionaries thesauri or descriptasauri to collect vocab. • Making structured plans. <p>Scaffolded/independent outcome:</p> <ul style="list-style-type: none"> • Written outcome using a scaffold/cloze procedure and some independent ideas. • Simple independent outcome when following simple success criteria e.g. quatrain or cinquain. 			
Year 3	English Content	Recurring ideas/themes...what is the point of the content?	Rationale (Why here? What is it preparing them for?	The disciplinary training
NARRATIVE TEXTS T1/3	<p>Pupils to know:</p> <ul style="list-style-type: none"> • Paragraphs are useful for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs used to denote the passage of time. 	<ul style="list-style-type: none"> • Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, 	<p>Previous learning: Year 2: T1/4/5 Preparing for: Year4: T3/5 Year5:</p>	<ul style="list-style-type: none"> • Read/learn stories with actions that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so

	<ul style="list-style-type: none"> • Adverbs e.g. first, then, after that, finally are useful for denoting shifts in time and for structuring the narrative. • The use of conjunctions e.g. when, before, after, while, so, because... enables causation to be included in the narrative. • Using prepositions e.g. before, after, during, after, before, in, because of... enables the passage of time to be shown in the narrative and the narrative to be moved on. • Present perfect form of verbs can be used within dialogue or a character's thoughts, e.g. what has happened to us? What have you done? They have forgotten me... • Headings and subheadings can be used to indicate sections in the narrative, e.g. Chapter 1; How it all began; the story comes to a close... etc. • Inverted commas can be used to punctuate direct speech this allows characters to interact and the story to be developed. • Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. • Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. • Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys... 	<p>occasionally these are told in the present tense.</p> <ul style="list-style-type: none"> • Events are sequenced to create chronological plots through the use of adverbials and prepositions. • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... • Narratives use typical characters, settings and events whether imagined or real. • Dialogue begins to be used to convey characters' thoughts and to move the narrative forward. • Language choices help create realistic sounding narratives. E.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.) 	<p>Year6: T1/3/5/6</p>	<p>that plans are shaped to satisfy the audience and purpose.</p> <ul style="list-style-type: none"> • Use drama to deepen understanding of focus text • Use 'boxing up' to understand structure of story. • Independently read successful examples of narrative writing and label/magpie effective features. • Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. • Make plans that include a limited number of characters and describe a few key details that show something about their personalities. • Compose and rehearse sentences or parts of stories orally to check for sense. • Recognise and use narrative language e.g. on a cold winter's day, Dear Diary, And after all that... etc. • Make use of ideas from reading, e.g. using repetition to create an effect. • Try to show rather than tell, for example, show how a character feels by what they say or do.
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				<ul style="list-style-type: none"> • Write narratives using their plans. • Reread completed narratives aloud, e.g. to a partner, small group. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.
<p>Diary</p> <p>To record events, thoughts and feelings on something that has happened.</p>	<p>Pupils to know:</p> <ul style="list-style-type: none"> • 1st person • Use of 'you' when talking to the diary • Mainly past tense • Adjectives • More complex time fronted adverbials e.g. After lunch, • Personal, chatty style • Emotive language • Facts and opinions • Include date at the beginning and 'dear diary' • Rhetorical questions e.g. don't they understand? • Paragraphs • Chatty tone: <p>Lively use of language e.g. 'powerful' verbs, adjectives and adverbs.</p> <p>'Asides' (anecdotes and comments in brackets)</p> <p>Conversational openers e.g. Anyway, /By the way,/After all</p> <p>Exaggerations (hyperbole)</p> <ul style="list-style-type: none"> • Suggested text layout: • Introduction <p>Why are you writing?</p>	<ul style="list-style-type: none"> • Structure often includes: • Introduction <p>Usually includes an explanation of reason for diary entry and personal thoughts and feelings related to that event.</p> <ul style="list-style-type: none"> • Main body <p>Different sentences or paragraphs in time order.</p> <ul style="list-style-type: none"> • (KS2) Elaborate on events so the reader is able to visualise the experience. • (KS2) Include personal reflections on the event throughout and talk to the diary in an personal way • Conclusion 	<p>Preparing for: Year 4: T3 Year 5: T1</p>	<ul style="list-style-type: none"> • Discussion about character (if writing in role) and their thoughts and feelings before writing the diary. • Drama • Create word banks of appropriate vocabulary for display in the classroom

	<p>What are you going to tell them about?</p> <p>Thoughts and feelings</p> <ul style="list-style-type: none"> • Main body <p>Different paragraphs in time order.</p> <ul style="list-style-type: none"> • Conclusion <p>What did you think about the event?</p> <p>A closing line of why you have to stop writing e.g. my mum is shouting me for my tea.</p>	<p>What did you think about the event?</p> <p>A closing line of why you have to stop writing e.g. my mum is shouting me for my tea.</p>		
<p>RECOUNT T1/2/3/5</p> <p>To provide an account of events. Recounts can be combined with other text types, for example, newspaper reports, often consist of a recount that includes elements of explanation.</p> <p>Retelling stories from English lessons and also in other curriculum areas such as RE</p> <ul style="list-style-type: none"> • Giving accounts of schoolwork, sporting events, science experiments and trips out • Writing historical accounts 	<p>Pupils to know:</p> <ul style="list-style-type: none"> • Title (may be given) • Appropriate vocabulary • Time adverbials (first, next, then etc.) • Use a range of punctuation where appropriate (.!?) <p>Suggested layout:</p> <ul style="list-style-type: none"> • An introductory paragraph which answers who, what, when where and why • More complex adverbials of time e.g. much later, shortly after that, • Written in past tense • First person or third • Describes clearly what has happened 	<p>Structure often includes:</p> <ul style="list-style-type: none"> • Often written in the first or third person. E.g. Third person: 'they all shouted, she crept out, it looked like an animal of some kind.' First person: 'I was on my way to school.' • Clear beginning, middle and ending. • A strong opening (paragraph in KS2) to hook the reader. • Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) 	<p>Previous learning: Year 4: T3/4/5 Preparing for: Year 5: Year 6: T2</p>	<ul style="list-style-type: none"> • Plan how you will organise the way you retell the events. You could use a timeline to help you plan. • Details are important to create a recount rather than a simple list of events in order. Try using: When? Where? Who? What? Why? Questions to help you plan what to include. Decide how you will finish the recount. You'll need a definite ending, perhaps a summary or comment on what happened (I think our school trip to the Science Museum was the best we have ever had). • Read the text through as if you don't know anything about what it is

<ul style="list-style-type: none"> • Writing biographies and autobiographies • Letters and postcards • Diaries and journals (see separate guidance) • Newspaper reports (see separate guidance) • Magazine articles • Obituaries <p>Encyclopaedia entries</p>		<ul style="list-style-type: none"> • An account of the events that took place, often in chronological order (The first person to arrive was ...) 		<p>being recounted. Is it clear what happened and when?</p> <ul style="list-style-type: none"> • Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.)
<p>EXPLANATION TEXT T4</p>	<p>Pupils to know:</p> <ul style="list-style-type: none"> • More complex time adverbials e.g. firstly, soon afterwards, • Cause and effect connectives e.g. therefore, consequently etc. • Precise, technical vocabulary • Express time, place and cause using: Conjunctions e.g. so, because • Prepositions e.g. before, after.... • Use of paragraphs to organise ideas. <p>Possible text layout:</p> <ul style="list-style-type: none"> • Introduction 	<p>Structure often includes:</p> <ul style="list-style-type: none"> • A title which should be a question and begin 'how' or 'why' • An introduction/introductory paragraph to introduce the topic • Main body - a list of logical steps (paragraphs in KS2) to explain why or how something happens. Can be extended later in KS2 		<ul style="list-style-type: none"> • This is probably one of the most challenging of text types as you have to be able to understand something very well to be able to explain it. • Explanation texts are also easily confused with instructions. Instructions tell you how to make or do something. An explanation tells you

	<p>A title which should be a question and begin 'how' or 'why'.</p> <p>A sentence to introduce the topic</p> <ul style="list-style-type: none"> • Main body <p>A list of logical steps (in paragraphs) explaining why or how something happens with additional specific information.</p> <ul style="list-style-type: none"> • Conclusion <p>A paragraph to relate the subject to the reader.</p>	<p>with additional, specific information.</p> <ul style="list-style-type: none"> • Conclusion - paragraph to relate the subject to the reader. 		<p>why something happens or how it works.</p> <ul style="list-style-type: none"> • If planning a factual explanation, it is probably best to link it to another curriculum area e.g. science to give the children the opportunity to explain a process that they have learnt about e.g. pollination. Further opportunities for independent research during the literacy lesson, linked to the writing outcome, would also be advisable. • ☐ Another good idea is to allow children to write creatively and explain a fictional phenomenon e.g. why dragons are extinct. This 'frees' the writer from having to know the factual elements linked to the writing. However, sufficient time class time must be given learning the features of explanation writing so that the children are able to use them in an
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				independent piece of writing
INSTRUCTIONAL TEXT T1/3/5	<p>Pupils to know:</p> <ul style="list-style-type: none"> Higher order conjunctions e.g. unless, until, so that etc. Express time, place and cause using conjunctions, adverbs and prepositions e.g. when this has been done... next add... after doing this.... Headings and subheadings to guide the reader. Written in paragraphs. May include labelled illustrations or diagrams to support specifics in the text. <p>Possible text structure:</p> <ul style="list-style-type: none"> Introduction This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to? List of ingredients or quantities under a sub heading. Main body Sentences to describe each step with specific information and detail beneath subheading. Conclusion A concluding paragraph to say what the end product will be like and what it can be used for. 	<p>Structure often includes:</p> <ul style="list-style-type: none"> A title An introduction which may include rhetorical questions to capture the reader's interest (KS2) Subheadings e.g. What you need/ What to do List of items needed Numbered steps to explain the process 	<p>Preparing for: Year 4: T2/4 Year 5: Year 6: T3</p>	<ul style="list-style-type: none"> Practical experience of making the item to be written about Sequencing pictures related to process (EYFS/KS1) Use of T4W script to embed language in readiness for independent writing. Contextualised SPAG (see below) N.B instructions can also be creative e.g. 'how to trap a dragon'. This type of instruction writing can be useful as it allows children to be imaginative about the steps necessary. Drama/role play Planning grids/ boxing up.
NEWSPAPER REPORT T2	<p>Pupils to know:</p> <ul style="list-style-type: none"> 3rd person Time connectives/fronted adverbials to sequence events. 	<p>Structure often includes:</p> <ul style="list-style-type: none"> A headline to hook the reader and clearly explain the report. 	<p>Previous learning: Year 2: T2/3/6 Preparing for: Year 4: T1/6</p>	<p>Drama – role play, hot seating to gain differing viewpoints.</p>

	<ul style="list-style-type: none"> Some journalistic words or phrases: https://schools.firstnews.co.uk/blog/journalistic-writing/journalistic-words-and-phrases-ks2/ Quotes using speech marks. Headline – a clear title about the report including alliteration or rhyme to make it catchy. Written in columns (may be given) <p>Possible text structure:</p> <ul style="list-style-type: none"> Introduction An introductory paragraph - 5Ws (what, where, when, who, why) Main Body Different paragraphs of information in chronological order retelling the event. Conclusion A concluding paragraph including a summary of events; quotes and looking forward to the future. 	<ul style="list-style-type: none"> An introduction/ introductory paragraph to explain the 5Ws (what, where, when, who, why) A main body which usually retell events in time order (can be paragraphs in KS2) A conclusion which explains what people thought and looks ahead to the future. 	<p>Year 5: T1 Year 6: T2</p>	<ul style="list-style-type: none"> Use of planning devises e.g. planning sheets, boxing up etc. Contextualised SPAG as appropriate
<p>Non Chronological Reports T1/2/3/4/5</p>	<p>Pupils to know:</p> <p>Text organisation to aid presentation e.g. paragraphs/ headings/ subheadings.</p> <ul style="list-style-type: none"> Range of adverbials and conjunctions Technical vocabulary Information which is factual and accurate Use of subordinating conjunctions to join clauses and as openers. Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The Victorians liked to visit the seaside. They were also fond of... 	<p>In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes:</p> <ul style="list-style-type: none"> An opening statement, often a general 	<p>Preparing for: Year 4: T1/2/4/6 Year 5: T1 Year 6: T1/2/3/4/6</p>	<ul style="list-style-type: none"> Plan how you will organise the information you want to include, e.g. use paragraph headings, a spider gram or a grid. Gather information from a wide range of sources and collect it under the headings you've planned.

	<p>Possible text structure:</p> <ul style="list-style-type: none"> • Introduction - A paragraph to explain the topic including any special features • Main body - A paragraph written under each of the sub headings. • Conclusion - A paragraph about peoples' opinions of the subject and why 	<p>classification (Sparrows are birds);</p> <ul style="list-style-type: none"> • Sometimes followed by a more detailed or technical classification (Their Latin name is...); • A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: • It's qualities (Like most birds, sparrows have feathers.) 		<ul style="list-style-type: none"> • Consider using a script so that children can orally rehearse some of the language structures associated with this text type in readiness for final, written piece. • Contextualised SPAG •
<p>PERSUASION T1/5/6</p>	<p>Pupils to know:</p> <p>Headings, subheadings or paragraphs to organise ideas into logical sections</p> <ul style="list-style-type: none"> • Exaggerated language to describe the product benefits. • Alliteration • Paragraphs: intro, main body (reasons supported by evidence); conclusion. • Power of three sentences e.g. explore exotic caves, discover fantasy island and swim with sharks <p>Suggested Text Layout: Introduction</p>	<ul style="list-style-type: none"> • An opening statement (thesis) that sums up the viewpoint being presented. (Mayfair Hotel is the best in the world. School uniform is a good idea). • Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a 	<p>Preparing for: Year 4: T1/4 Year 5: T Year 6: T1/3/5/6</p>	<ul style="list-style-type: none"> • Decide on the viewpoint you want to present and carefully select the information that supports it. • Organise the main points to be made in the best order and decide which persuasive information you will add to support each.

	<p>An opening paragraph that sums up the viewpoint being presented.</p> <p>Main body</p> <p>Paragraphs to persuade the reader to accept the writer's viewpoint or buy their product, each with appropriate detail to influence the reader's decision.</p> <p>Conclusion</p> <p>A concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis).</p>	<p>school councillor three times and I have ...)</p> <ul style="list-style-type: none"> • A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.) 		<ul style="list-style-type: none"> • Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list. • Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant. • Try to appear reasonable and use facts rather than emotive comments. • Choose strong, positive words and phrases and avoid sounding negative. • Use short sentences for emphasis.
<p>POETRY</p> <p>T2/4/6</p>	<p>Reading and Appreciation</p> <ul style="list-style-type: none"> • Comparing and contrasting to other poems by the same poet or poems on a similar theme by different poets • Drama/ adding sound scapes to a poem • Identifying more complex poetic devices e.g. use of alliteration. 	<ul style="list-style-type: none"> • Narrative with Rhyme • Question & Answer Poems • Haiku & Tankas • Performance Poetry 	<p>Preparing for:</p> <p>Year 4: T1/2</p> <p>Year 5:</p> <p>Year 6:T4</p>	<ul style="list-style-type: none"> • Comparing and contrasting to other poems by the same poet or poems on a similar theme by different poets • Identifying more complex poetic devices e.g. use of alliteration. • Identifying use of syllables

	<ul style="list-style-type: none"> Identifying use of syllables specific to genre e.g. Haiku or Tanka Identifying/labelling lines, verses, stanzas Creating more complex success criteria linked to genre or focus poem. Labelling rhyme schemes. Identifying vowel rhymes (assonance). Responding to more complex questions e.g. tell me more about... What led you to think that? Tell me what you thought about? What came into your head when you read? Have you ever come across anything like this before? Can you extend that idea for us? <p>Gathering Ideas Use of dictionaries thesauri to generate synonyms/antonyms</p> <ul style="list-style-type: none"> Use of rhyming dictionaries to create rhyming couplets. Short bursts of writing to collect ideas for writing e.g. making word banks or phrase banks and counting syllables in preparation for Haiku or Tanka. Drama Mime – individuals or groups mime the poem. Respond to the poem in another form e.g. a letter, diary entry, message or newspaper article. Making structured plans. <p>Scaffolded/Independent Outcome Written outcome using a scaffold/cloze procedure and</p>			<p>specific to genre e.g. Haiku or Tanka</p> <ul style="list-style-type: none"> Identifying/labelling lines, verses, stanzas Identifying vowel rhymes (assonance).
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	<p>independent ideas.</p> <ul style="list-style-type: none"> Independent outcomes written by following genre specific success criteria e.g. Haiku/Kenning. Independent outcomes: <ol style="list-style-type: none"> 1) Written in the style of the original using success criteria generated with the children. 2) Written to given success criteria that may not match the original poem, but include some features. 3) Written from a different perspective e.g. time, place or different character's point of view 			
Year 4	English Content	Recurring ideas/themes...what is the point of the content?	Rationale (Why here? What is it preparing them for?)	The disciplinary training
NARRATIVE TEXTS T3/5	<p>Pupils to know:</p> <ul style="list-style-type: none"> The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). Standard English forms of verb inflections are used instead of local spoken forms, e.g. 'we were' instead of 'we was', 'we did that' rather than 'we done that'. 	<ul style="list-style-type: none"> Narratives and retellings are written in the first or third person. Narratives and retellings are written in the past tense, occasionally these are told in the present tense. Events are sequenced to create 	<p>Previous learning: Year 2: T1/4/5 Year3: T1/6 Preparing for: Year5: Year6: T1/3/5/6</p>	<ul style="list-style-type: none"> Read/learn narrative texts that use the features required for the writing. Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.

	<ul style="list-style-type: none"> • Fronted adverbials can be used e.g. During the night..., In a distant field.... • These should be punctuated using a comma. • The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs. • Cohesion can also be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys... • Paragraphs are useful for organising the narrative into logical sections. • Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave • The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative. • Descriptions can be developed through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition). • The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed. • Apostrophes can be used to indicate plural possession e.g. The girls' names, the children's mother, the aliens' spaceship. 	<p>chronology through the use of adverbials and prepositions</p> <ul style="list-style-type: none"> • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... • Narratives use typical characters, settings and events whether imagined or real. • Dialogue is used to convey characters' thoughts and to move the narrative forward. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc 		<ul style="list-style-type: none"> • Use drama to deepen understanding of chosen text. • Use 'boxing up' to understand structure of story. • Independently read successful examples of narrative writing and label/magpie effective features. • Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. • Make plans that include key events, being sure that all the events lead towards the ending. • Plan a limited number of characters and describe a few key details that show something about their personalities. • Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader. • Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc. • Try to show rather than tell, for example, show how a character feels by what they say or do.
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				<ul style="list-style-type: none"> • Write narratives using their plans. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. • Reread completed narratives aloud, e.g. to a partner or a small group.
<p>Diary T3</p> <p>To record events, thoughts and feelings on something that has happened.</p>	<p>Pupils to know:</p> <ul style="list-style-type: none"> • 1st person • Use of 'you' when talking to the diary • Mainly past tense • Adjectives • More complex time fronted adverbials e.g. After lunch, • Personal, chatty style • Emotive language • Facts and opinions • Include date at the beginning and 'dear diary' • Rhetorical questions e.g. don't they understand? • Paragraphs • Chatty tone: <p>Lively use of language e.g. 'powerful' verbs, adjectives and adverbs.</p> <p>'Asides' (anecdotes and comments in brackets)</p> <p>Conversational openers e.g. Anyway, /By the way,/After all</p> <p>Exaggerations (hyperbole)</p> <ul style="list-style-type: none"> • Suggested text layout: • Introduction <p>Why are you writing?</p> <p>What are you going to tell them about?</p> <p>Thoughts and feelings</p>	<ul style="list-style-type: none"> • Structure often includes: • Introduction <p>Usually includes an explanation of reason for diary entry and personal thoughts and feelings related to that event.</p> <ul style="list-style-type: none"> • Main body <p>Different sentences or paragraphs in time order.</p> <ul style="list-style-type: none"> • (KS2) Elaborate on events so the reader is able to visualise the experience. • (KS2) Include personal reflections on the event throughout and talk to the diary in an personal way • Conclusion <p>What did you think about the event?</p>	<p>Preparing for: Year 5: T1</p>	<ul style="list-style-type: none"> • Discussion about character (if writing in role) and their thoughts and feelings before writing the diary. • Drama • Create word banks of appropriate vocabulary for display in the classroom

	<ul style="list-style-type: none"> • Main body Different paragraphs in time order. • Conclusion What did you think about the event? A closing line of why you have to stop writing e.g. my mum is shouting me for my tea. 	A closing line of why you have to stop writing e.g. my mum is shouting me for my tea.		
<p>RECOUNT T3/4/5</p> <p>To provide an account of events. Recounts can be combined with other text types, for example, newspaper reports, often consist of a recount that includes elements of explanation.</p> <p>Retelling stories from English lessons and also in other curriculum areas such as RE</p> <ul style="list-style-type: none"> • Giving accounts of schoolwork, sporting events, science experiments and trips out • Writing historical accounts 	<p>Pupils to know:</p> <ul style="list-style-type: none"> • Title (may be given) • Appropriate vocabulary • Time adverbials (first, next, then etc.) • Use a range of punctuation where appropriate (.,!?) <p>Suggested layout:</p> <ul style="list-style-type: none"> • An introductory paragraph which answers who, what, when where and why • More complex adverbials of time e.g. much later, shortly after that, • Written in past tense • First person or third • Describes clearly what has happened 	<p>Structure often includes:</p> <ul style="list-style-type: none"> • Often written in the first or third person. E.g. Third person: 'they all shouted, she crept out, it looked like an animal of some kind.' First person: 'I was on my way to school.' • Clear beginning, middle and ending. • A strong opening (paragraph in KS2) to hook the reader. • Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) • An account of the events that took place, 	<p>Previous learning: Year 3: T1/2/6 Preparing for: Year 5: Year 6: T2</p>	<ul style="list-style-type: none"> • Plan how you will organise the way you retell the events. You could use a timeline to help you plan. • Details are important to create a recount rather than a simple list of events in order. Try using: When? Where? Who? What? Why? Questions to help you plan what to include. Decide how you will finish the recount. You'll need a definite ending, perhaps a summary or comment on what happened (I think our school trip to the Science Museum was the best we have ever had). • Read the text through as if you don't know anything about what it is being recounted. Is it

<ul style="list-style-type: none"> • Writing biographies and autobiographies • Letters and postcards • Diaries and journals (see separate guidance) • Newspaper reports (see separate guidance) • Magazine articles • Obituaries <p>Encyclopaedia entries</p>		<p>often in chronological order (The first person to arrive was ...)</p>		<p>clear what happened and when?</p> <ul style="list-style-type: none"> • Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.)
<p>EXPLANATION TEXT</p>	<p>Pupils to know:</p> <ul style="list-style-type: none"> • More complex time adverbials e.g. firstly, soon afterwards, • Cause and effect connectives e.g. therefore, consequently etc. • Precise, technical vocabulary • Express time, place and cause using: Conjunctions e.g. so, because • Prepositions e.g. before, after.... • Use of paragraphs to organise ideas. • (Y4) Use of fronted adverbials e.g. During the night, nocturnal animals.... • (Y4) Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Foxes are mammals... • They feed their young... These amazing hunters are..... 	<p>Structure often includes:</p> <ul style="list-style-type: none"> • A title which should be a question and begin 'how' or 'why' • An introduction/introductory paragraph to introduce the topic • Main body - a list of logical steps (paragraphs in KS2) to explain why or how something happens. Can be extended later in KS2 with additional, specific information. 		<ul style="list-style-type: none"> • This is probably one of the most challenging of text types as you have to be able to understand something very well to be able to explain it. • Explanation texts are also easily confused with instructions. Instructions tell you how to make or do something. An explanation tells you why something happens or how it works. • If planning a factual explanation, it is probably best to link it

	<p>Possible text layout:</p> <ul style="list-style-type: none"> • Introduction A title which should be a question and begin 'how' or 'why'. • Main body A list of logical steps (in paragraphs) explaining why or how something happens with additional specific information. • Conclusion A paragraph to relate the subject to the reader. 	<ul style="list-style-type: none"> • Conclusion - paragraph to relate the subject to the reader. 		<p>to another curriculum area e.g. science to give the children the opportunity to explain a process that they have learnt about e.g. pollination. Further opportunities for independent research during the literacy lesson, linked to the writing outcome, would also be advisable.</p> <ul style="list-style-type: none"> • ☐ Another good idea is to allow children to write creatively and explain a fictional phenomenon e.g. why dragons are extinct. This 'frees' the writer from having to know the factual elements linked to the writing. However, sufficient time class time must be given learning the features of explanation writing so that the children are able to use them in an independent piece of writing
INSTRUCTIONAL TEXT T2/4	Pupils to know:	<p>Structure often includes:</p> <ul style="list-style-type: none"> • A title 	<p>Previous learning: Year 3: T1/3/5 Preparing for:</p>	<ul style="list-style-type: none"> • Practical experience of

	<ul style="list-style-type: none"> Higher order conjunctions e.g. unless, until, so that etc. Express time, place and cause using conjunctions, adverbs and prepositions e.g. when this has been done... next add... after doing this.... (Y4) Create cohesion through the use of nouns and pronouns to avoid repetition e.g. add the eggs and then beat them with a whisk until they are fluffy. (Y4) Use fronted adverbials (conditional adverbials) to offer alternatives e.g. If you would like to make a bigger decoration, you could either double the dimensions or just draw bigger flowers. Headings and subheadings to guide the reader. Written in paragraphs. May include labelled illustrations or diagrams to support specifics in the text. <p>Possible text structure:</p> <ul style="list-style-type: none"> Introduction This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to? List of ingredients or quantities under a sub heading. Main body Sentences to describe each step with specific information and detail beneath subheading. Conclusion A concluding paragraph to say what the end product will be like and what it can be used for. 	<ul style="list-style-type: none"> An introduction which may include rhetorical questions to capture the reader's interest (KS2) Subheadings e.g. What you need/ What to do List of items needed Numbered steps to explain the process 	<p>Year 5: Year 6: T3</p>	<p>making the item to be written about</p> <ul style="list-style-type: none"> Sequencing pictures related to process (EYFS/KS1) Use of T4W script to embed language in readiness for independent writing. Contextualised SPAG (see below) N.B instructions can also be creative e.g. 'how to trap a dragon'. This type of instruction writing can be useful as it allows children to be imaginative about the steps necessary. Drama/role play Planning grids/ boxing up.
<p>NEWSPAPER REPORT T1/5/6</p>	<p>Pupils to know:</p> <ul style="list-style-type: none"> 3rd person Time connectives/fronted adverbials to sequence events. Some journalistic words or phrases: 	<p>Structure often includes:</p> <ul style="list-style-type: none"> A headline to hook the reader and clearly explain the report. An introduction/ introductory paragraph to 	<p>Previous learning: Year 2: T2/3/6 Year 3: T3 Preparing for: Year 5: T1 Year 6:T2</p>	<p>Drama – role play, hot seating to gain differing viewpoints.</p> <ul style="list-style-type: none"> Use of planning devises e.g. planning sheets, boxing up etc.

	<p>https://schools.firstnews.co.uk/blog/journalistic-writing/journalistic-words-and-phrases-ks2/</p> <ul style="list-style-type: none"> • Quotes using speech marks. • Headline – a clear title about the report including alliteration or rhyme to make it catchy. • Written in columns (may be given) <p>Possible text structure:</p> <ul style="list-style-type: none"> • Introduction An introductory paragraph - 5Ws (what, where, when, who, why) • Main Body Different paragraphs of information in chronological order retelling the event. • Conclusion A concluding paragraph including a summary of events; quotes and looking forward to the future. 	<p>explain the 5Ws (what, where, when, who, why)</p> <ul style="list-style-type: none"> • A main body which usually retell events in time order (can be paragraphs in KS2) • A conclusion which explains what people thought and looks ahead to the future. 		<ul style="list-style-type: none"> • Contextualised SPAG as appropriate •
<p>Non Chronological Reports T1/2/3/4/5/6</p>	<p>Pupils to know:</p> <p>Text organisation to aid presentation e.g. paragraphs/ headings/ subheadings.</p> <ul style="list-style-type: none"> • Range of adverbials and conjunctions • Technical vocabulary • Information which is factual and accurate • Use of subordinating conjunctions to join clauses and as openers. • Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The Victorians liked to visit the seaside. They were also fond of... <p>Possible text structure:</p> <ul style="list-style-type: none"> • Introduction - A paragraph to explain the topic including any special features 	<p>In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes:</p> <ul style="list-style-type: none"> • An opening statement, often a general classification (Sparrows are birds); 	<p>Previous learning: Year 3: T1/2/3/5 Preparing for: Year 5: T1 Year 6: T1/2/3/4/6</p>	<ul style="list-style-type: none"> • Plan how you will organise the information you want to include, e.g. use paragraph headings, a spider gram or a grid. • Gather information from a wide range of sources and collect it under the headings you've planned. • Consider using a script so that children can orally rehearse some of

	<ul style="list-style-type: none"> • Main body - A paragraph written under each of the sub headings. • Conclusion - A paragraph about peoples' opinions of the subject and why 	<ul style="list-style-type: none"> • Sometimes followed by a more detailed or technical classification (Their Latin name is...); • A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: • It's qualities (Like most birds, sparrows have feathers.) 		<p>the language structures associated with this text type in readiness for final, written piece.</p> <ul style="list-style-type: none"> • Contextualised SPAG
<p>PERSUASION T1/4</p>	<p>Pupils to know:</p> <p>Headings, subheadings or paragraphs to organise ideas into logical sections</p> <ul style="list-style-type: none"> • Exaggerated language to describe the product benefits. • Alliteration • Paragraphs: intro, main body (reasons supported by evidence); conclusion. • Power of three sentences e.g. explore exotic caves, discover fantasy island and swim with sharks 	<ul style="list-style-type: none"> • An opening statement (thesis) that sums up the viewpoint being presented. (Mayfair Hotel is the best in the world. School uniform is a good idea). • Strategically organised information presents and then elaborates on the desired viewpoint. (Vote 	<p>Previous learning: Year 3: T5/6 Preparing for: Year 5: T Year 6: T1/3/5/6</p>	<ul style="list-style-type: none"> • Decide on the viewpoint you want to present and carefully select the information that supports it. • Organise the main points to be made in the best order and decide which persuasive information you will add to support each.

	<ul style="list-style-type: none"> • (Y4) Include a slogan (present tense, including facts, adjectives, alliteration and a rhetorical question) • (Y4) Create cohesion through the use of nouns and pronouns e.g. Vegetables are good for you. They contain vitamins and minerals. In fact these foods are incredible!! • (Y4) Use adverbials e.g. therefore, however... <p>Suggested Text Layout:</p> <p>Introduction An opening paragraph that sums up the viewpoint being presented.</p> <p>Main body Paragraphs to persuade the reader to accept the writer's viewpoint or buy their product, each with appropriate detail to influence the reader's decision.</p> <p>Conclusion A concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis).</p>	<p>for me because I am very experienced. I have been a school councillor three times and I have ...)</p> <ul style="list-style-type: none"> • A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.) 		<ul style="list-style-type: none"> • Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list. • Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant. • Try to appear reasonable and use facts rather than emotive comments. • Choose strong, positive words and phrases and avoid sounding negative. • Use short sentences for emphasis.
POETRY T2	<p>Reading and Appreciation</p> <ul style="list-style-type: none"> • Comparing and contrasting to other poems by the same poet or poems on a similar theme by different poets • Drama/ adding sound scapes to a poem 	<ul style="list-style-type: none"> • Limericks • Monologue – one voice • Metaphor poem • Performance Poetry 	<p>Previous learning: Year 3: T2/4/6 Preparing for: Year 5: Year 6:T4</p>	<ul style="list-style-type: none"> • Comparing and contrasting to other poems by the same poet or poems on a similar theme by different poets • Identifying more complex poetic devices e.g. use of

	<ul style="list-style-type: none"> Identifying more complex poetic devices e.g. use of alliteration. Identifying use of syllables specific to genre e.g. Haiku or Tanka Identifying/labelling lines, verses, stanzas Creating more complex success criteria linked to genre or focus poem. Labelling rhyme schemes. Identifying vowel rhymes (assonance). Responding to more complex questions e.g. tell me more about... What led you to think that? Tell me what you thought about? What came into your head when you read? Have you ever come across anything like this before? Can you extend that idea for us? <p>Gathering Ideas Use of dictionaries thesauri to generate synonyms/antonyms</p> <ul style="list-style-type: none"> Use of rhyming dictionaries to create rhyming couplets. Short bursts of writing to collect ideas for writing e.g. making word banks or phrase banks and counting syllables in preparation for Haiku or Tanka. Drama Mime – individuals or groups mime the poem. Respond to the poem in another form e.g. a letter, diary entry, message or newspaper article. Making structured plans. <p>Scaffolded/Independent Outcome</p>			<p>alliteration.</p> <ul style="list-style-type: none"> Identifying use of syllables specific to genre e.g. Haiku or Tanka Identifying/labelling lines, verses, stanzas Identifying vowel rhymes (assonance).
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	<p>Written outcome using a scaffold/cloze procedure and independent ideas.</p> <ul style="list-style-type: none"> Independent outcomes written by following genre specific success criteria e.g. Haiku/Kenning. Independent outcomes: <ol style="list-style-type: none"> 1) Written in the style of the original using success criteria generated with the children. 2) Written to given success criteria that may not match the original poem, but include some features. 3) Written from a different perspective e.g. time, place or different character's point of view 			
Year 5	English Content	Recurring ideas/themes...what is the point of the content?	Rational (Why here? What is it preparing them for?	The disciplinary training
NARRATIVE TEXT	<p>Pupils to know:</p> <ul style="list-style-type: none"> The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect 	<ul style="list-style-type: none"> Narratives and retellings are written in first or third person. Narratives and retellings are written in past tense, occasionally these are told in the present tense. 	<p>Previous learning:</p> <p>Year 2: T1/4/5</p> <p>Year3: T1/6</p> <p>Year4: T3/5</p> <p>Preparing for Year6: T1/3/5/6</p>	<ul style="list-style-type: none"> Read narrative texts that use the features required for the writing. Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to

	<p>progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest ...</p> <ul style="list-style-type: none"> • Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly) • Modals can be used to suggest degrees of possibility, e.g. They should never have...If they were careful, the children might be able to... • Adverbs of possibility can be used to suggest possibility, e.g. They were probably going to be stuck there all night..., they were definitely on the adventure of a lifetime Parenthesis can be used to add additional information through the use of brackets, dashes or commas e.g. using brackets for stage instructions in play script or commas – Paul, on the other hand, was considered trustworthy. • Layout devices can be used to provide additional information and guide the reader, e.g. Chapter 1, How it all began..., The story comes to a close... • Relative clauses can be used to add further information, e.g. the witch, who was ugly and green,...The treasure, which had been buried in a chest... this should include the use of commas when required 	<ul style="list-style-type: none"> • Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositions. • Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language. • Dialogue is used to convey characters' thoughts and to move the narrative forward. 	<p>satisfy the audience and purpose.</p> <ul style="list-style-type: none"> • Use drama to deepen understanding of chosen text. • Use 'boxing up' to understand structure of story. • Independently read successful examples of narrative writing and label/magpie effective features. • Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. • Make plans that include key events, being sure that all the events lead towards the ending. • Plan a limited number of characters and describe a few key details that show something about their personalities. • Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader. • Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc. • Try to show rather than tell, for example, show how a
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				<p>character feels by what they say or do.</p> <ul style="list-style-type: none"> • Write narratives using their plans. • Show how the main character has developed as a result of the narrative. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. • Read their completed narratives to other children.
<p>Diary T1</p> <p>To record events, thoughts and feelings on something that has happened.</p>	<p>Pupils to know:</p> <ul style="list-style-type: none"> • 1st person • Use of 'you' when talking to the diary • Mainly past tense • Adjectives • More complex time fronted adverbials e.g. After lunch, • Personal, chatty style • Emotive language • Facts and opinions • Include date at the beginning and 'dear diary' • Rhetorical questions e.g. don't they understand? • Paragraphs • Chatty tone: <p>Lively use of language e.g. 'powerful' verbs, adjectives and adverbs.</p> <p>'Asides' (anecdotes and comments in brackets)</p> <p>Conversational openers e.g. Anyway, /By the way,/After all</p> <p>Exaggerations (hyperbole)</p> <ul style="list-style-type: none"> • Suggested text layout: 	<ul style="list-style-type: none"> • Some present tense when writing about current thoughts/feelings • Higher level time fronted adverbials e.g. Shortly before mum came back, • Parenthesis using brackets, dashes and commas to add additional information • Chatty tone: • As LKS2 <p>Suggested text layout:</p> <ul style="list-style-type: none"> • Introduction <p>Why are you writing? What are you going to tell them about? Thoughts and feelings</p> <ul style="list-style-type: none"> • Main body 	<p>Previous learning: Year 4: T3</p>	<ul style="list-style-type: none"> • Discussion about character (if writing in role) and their thoughts and feelings before writing the diary. • Drama • Create word banks of appropriate vocabulary for display in the classroom

	<ul style="list-style-type: none"> • Introduction Why are you writing? What are you going to tell them about? Thoughts and feelings • Main body Different paragraphs in time order. • Conclusion What did you think about the event? A closing line of why you have to stop writing e.g. my mum is shouting me for my tea. 	<p>Different paragraphs in time order. Elaboration on events so the reader is able to visualise the experience. Include personal reflections on the event throughout and talk to the diary in a personal way</p> <ul style="list-style-type: none"> • Conclusion What did you think about the event? A closing line of why you have to stop writing e.g. my mum is shouting me for my tea. Perhaps relate event to past events that have been written about. 		
<p>RECOUNT T1 To provide an account of events. Recounts can be combined with other text types, for example, newspaper reports, often consist of a recount that includes elements of explanation.</p> <p>Retelling stories from English lessons and also</p>	<p>Pupils to know:</p> <ul style="list-style-type: none"> • Title (may be given) • Appropriate vocabulary • Use a range of punctuation where appropriate (.!?) <p>Higher level adverbials of time</p> <ul style="list-style-type: none"> • Cause and effect connectives e.g. consequently, as a result • Elaborate on events so the reader is able to visualise the experience. • Include personal reflections on the event throughout. • Indirect speech 	<p>Structure often includes:</p> <ul style="list-style-type: none"> • Often written in the first or third person. E.g. Third person: 'they all shouted, she crept out, it looked like an animal of some kind.' First person: 'I was on my way to school.' • Clear beginning, middle and ending. 	<p>Previous learning: Year 3: T1/2/6 Year 4: T3/4/5 Preparing for: Year 6: T2</p>	<ul style="list-style-type: none"> • Plan how you will organise the way you retell the events. You could use a timeline to help you plan. • Details are important to create a recount rather than a simple list of events in order. Try using: When? Where? Who? What? Why? Questions to help you plan what to include. Decide how you will

<p>in other curriculum areas such as RE</p> <ul style="list-style-type: none"> Giving accounts of schoolwork, sporting events, science experiments and trips out Writing historical accounts Writing biographies and autobiographies Letters and postcards Diaries and journals (see separate guidance) Newspaper reports (see separate guidance) Magazine articles Obituaries <p>Encyclopaedia entries</p>	<ul style="list-style-type: none"> Be able to change 'writing voice' for different audiences A closing paragraph to explain feelings about the event <p>Suggested layout:</p> <ul style="list-style-type: none"> Introduction Which clearly states: who? What? When? Where? Why? Main body Different paragraphs in time order which elaborate on events, so the reader is able to visualise the experience. An inclusion of personal reflections on the event throughout. Conclusion A paragraph of reflection: What did you think about the event? What was your favourite part? Would you like to go again? Why? 	<ul style="list-style-type: none"> A strong opening (paragraph in KS2) to hook the reader. Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) An account of the events that took place, often in chronological order (The first person to arrive was ...) 		<p>finish the recount. You'll need a definite ending, perhaps a summary or comment on what happened (I think our school trip to the Science Museum was the best we have ever had).</p> <ul style="list-style-type: none"> Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when? Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.)
EXPLANATION TEXT	<ul style="list-style-type: none"> Pupils to know: Indicate degrees of possibility using adverbs e.g. Perhaps.... surely or modal verbs e.g. might, should, will.... 	<p>Structure often includes:</p> <ul style="list-style-type: none"> A title which should be a question and begin 'how' or 'why' 		<ul style="list-style-type: none"> This is probably one of the most challenging of text types as you have to be able to understand

	<ul style="list-style-type: none"> • Use layout devices to provide additional information and guide the reader e.g. subheadings, fact boxes, bullet points etc. • Create cohesion within paragraphs using adverbials e.g. therefore, however • Relative clauses can be used to add further information e.g. Hedgehogs, which are mammals... • Parenthesis can be used to add clarification of technical words e.g. oxygen (a gas found in air). • Possible text layout: • Introduction • A title which should be a question and begin 'how' or 'why' • A sentence to introduce the topic • Main body • Selects and elaborates upon appropriate information to explain why or how something happens with additional specific information. • Conclusion • A paragraph to relate the subject to the reader. 	<ul style="list-style-type: none"> • An introduction/introductory paragraph to introduce the topic • Main body - a list of logical steps (paragraphs in KS2) to explain why or how something happens. Can be extended later in KS2 with additional, specific information. • Conclusion - paragraph to relate the subject to the reader. 		<p>something very well to be able to explain it.</p> <ul style="list-style-type: none"> • Explanation texts are also easily confused with instructions. Instructions tell you how to make or do something. An explanation tells you why something happens or how it works. • If planning a factual explanation, it is probably best to link it to another curriculum area e.g. science to give the children the opportunity to explain a process that they have learnt about e.g. pollination. Further opportunities for independent research during the literacy lesson, linked to the writing outcome, would also be advisable. • Another good idea is to allow children to write creatively and explain a fictional phenomenon e.g. why dragons are extinct. This 'frees' the writer from having to know the factual
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				elements linked to the writing. However, sufficient time class time must be given learning the features of explanation writing so that the children are able to use them in an independent piece of writing
INSTRUCTIONAL TEXT	<p>Pupils to know:</p> <ul style="list-style-type: none"> • Parenthesis can be used to add additional advice e.g. (It's a good idea to leave it overnight, if you have time)... • Relative clauses can be used to add further information e.g. add further decorations, which can be home-made or shop bought.... • Modals can be used to suggest degrees of possibility e.g. you should... you might want to... • Avoid personalisation i.e. use of 'you' especially when making the instructions sound more formal. • Use a variety of layout features to guide the reader including diagrams, fact boxes etc. 	<p>Structure often includes:</p> <ul style="list-style-type: none"> • A title • An introduction which may include rhetorical questions to capture the reader's interest (KS2) • Subheadings e.g. What you need/ What to do • List of items needed • Numbered steps to explain the process 	<p>Previous learning: Year 3: T1/3/5 Year 4: T2/4 Preparing for: Year 6: T3</p>	<ul style="list-style-type: none"> • Practical experience of making the item to be written about • Sequencing pictures related to process (EYFS/KS1) • Use of T4W script to embed language in readiness for independent writing. • Contextualised SPAG (see below)

	<p>Possible text structure:</p> <ul style="list-style-type: none"> • Introduction This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to? List of ingredients or quantities under a sub heading. • Main body Sentences to describe each step with specific information and detail beneath subheading. • Conclusion A concluding paragraph to say what the end product will be like and what it can be used for. 			<ul style="list-style-type: none"> • N.B instructions can also be creative e.g. 'how to trap a dragon'. This type of instruction writing can be useful as it allows children to be imaginative about the steps necessary. • Drama/role play • Planning grids/boxing up.
NEWSPAPER REPORT T1	<p>Pupils to know:</p> <ul style="list-style-type: none"> • Higher level time connectives/fronted adverbials to sequence events. • A range of journalistic words and phrases • https://schools.firstnews.co.uk/blog/journalistic-writing/journalistic-words-and-phrases-ks2/ • Quotes using direct and reported speech. • Higher level time connectives/fronted adverbials to sequence events. • Prepositions • Use of parenthesis to add different detail e.g. Mrs Walker, a housewife from Durham, was arrested yesterday.... • Appropriate use of the past perfect e.g. I was walking ... the children had tried.... earlier in the day , luckily, the owls had already been moved 	<p>Structure often includes:</p> <ul style="list-style-type: none"> • A headline to hook the reader and clearly explain the report. • An introduction/ introductory paragraph to explain the 5Ws (what, where, when, who, why) • A main body which usually retell events in time order (can be paragraphs in KS2) • A conclusion which explains what people thought and looks ahead to the future. 	<p>Previous learning: Year 2: T2/3/6 Year 3: T3 Year 4: T1/6 Preparing for: Year 6:T2</p>	<p>Drama – role play, hot seating to gain differing viewpoints.</p> <ul style="list-style-type: none"> • Use of planning devises e.g. planning sheets, boxing up etc. • Contextualised SPAG as appropriate

	<ul style="list-style-type: none"> • Appropriate use of the past perfect progressive form of verbs e.g. the children had been singing.... we had been hoping • Adapt degrees of formality and informality to suit the form of the text e.g. high formality required if recounting in the style of a broadsheet newspaper or less formal for a school newspaper. • Use of rhyme, alliteration or puns to make headlines snappy • Clear structure using paragraphs (see above) • Include unbiased and descriptive language • Relative clauses to add extra detail • Written (or word processed) in columns. <p>Possible text structure:</p> <ul style="list-style-type: none"> • Introduction What are the facts for this report? WWWWWH (what, where, why, when, who, how?) • Main body Different paragraphs of information in chronological order retelling the event. Supporting information can be included Quotes from different people involved who may have different opinions. • Conclusion Summary of events and perhaps quotes on feelings towards the event. • What is being done now? 			
Non Chronological Reports T1	Pupils to know:	In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually	Previous learning: Year 3: T1/2/3/5 Year 4: T1/2/4/6	<ul style="list-style-type: none"> • Plan how you will organise the information you want to include, e.g. use paragraph headings, a spider gram or a grid.

	<p>Create cohesion within paragraphs using adverbials e.g. Shortly afterwards, David Beckham began to play more seriously. Before long, he became professional</p> <ul style="list-style-type: none"> • Parenthesis using brackets, dashes and commas can be used to add additional information. E.g. Victoria Beckham, David's celebrity wife, also enjoys football. • Use layout devices e.g. headings, subheadings, columns, bullets, can be used to provide additional information; present information clearly; and guide the reader. Consistent use of this can also create cohesion. • The passive voice can be used to avoid personalisation; to avoid naming the agent of a verb; to add variety to a sentence or to maintain an appropriate level of formality e.g. Sparrows are found in... Sharks are hunted.... Children were taught.... • Range of organisational features e.g. headings, subheadings; bold/italic writing; tables, illustrations or diagrams <p>Possible text structure: Introduction - A paragraph to explain the topic including any special features Main body – A paragraph written under each of the sub headings which should be suitable and interesting. Can also be questions. Conclusion -A paragraph about peoples' opinion of the subject and why.</p>	<p>have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes:</p> <ul style="list-style-type: none"> • An opening statement, often a general classification (Sparrows are birds); • Sometimes followed by a more detailed or technical classification (Their Latin name is...); • A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: • It's qualities (Like most birds, sparrows have feathers.) 	<p>Preparing for: Year 6: T1/2/3/4/6</p>	<ul style="list-style-type: none"> • Gather information from a wide range of sources and collect it under the headings you've planned. • Consider using a script so that children can orally rehearse some of the language structures associated with this text type in readiness for final, written piece. • Contextualised SPAG
PERSUASION	<p>Pupils to know:</p>	<ul style="list-style-type: none"> • An opening statement (thesis) that sums up the viewpoint being presented. (Mayfair Hotel 	<p>Previous learning: Year 3: T5/6 Year 4: T1/4 Preparing for</p>	<ul style="list-style-type: none"> • Decide on the viewpoint you want to present and carefully select the

	<ul style="list-style-type: none"> Modals can be used to suggest degrees of possibility e.g. This could be.... You should... You might want to... Include a more complex slogan (Word play, humour, some awareness of reader e.g. different age groups) <p>Suggested Text Layout:</p> <p>Introduction An opening paragraph that sums up the viewpoint being presented.</p> <p>Main body Paragraphs to persuade the reader to accept the writer's viewpoint or buy their product, each with appropriate detail to influence the reader's decision.</p> <p>Conclusion A concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis).</p>	<p>is the best in the world. School uniform is a good idea).</p> <ul style="list-style-type: none"> Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...) A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.) 	<p>Year 6: T1/3/5/6</p>	<p>information that supports it.</p> <ul style="list-style-type: none"> Organise the main points to be made in the best order and decide which persuasive information you will add to support each. Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list. Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant. Try to appear reasonable and use facts rather than emotive comments. Choose strong, positive words and phrases and avoid sounding negative.
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				<ul style="list-style-type: none"> Use short sentences for emphasis.
POETRY	<p>Pupils to know:</p> <p>Reading and Appreciation</p> <ul style="list-style-type: none"> Appreciating the poet's craft – looking at a range of poetic devices e.g. use of symbolism or imagery, figurative language, similes, metaphors, personification and onomatopoeia. Comparing and contrasting use of poetic devices with those used in other poems either by the same poet or different poets. Labelling more complex rhyme schemes; use of assonance and rhythm. Sequencing a cut up version of an (unseen) poem following genre specific success criteria e.g. Sonnet or Cinquain. Identifying more complex use of syllables specific to genre e.g. stressed, unstressed and iambic pentameter in Sonnets. Identifying/commenting upon the effect of lines, verses stanzas, refrains and couplets. Creating more complex success criteria linked to genre. Sorting famous lines taken from Shakespeare using different criteria e.g. heard before/never heard before, blank verse/iambic pentameter/other Responding to more complex questions to do with poet's use of language e.g. How has the poet used figurative language? Why has the poet chosen to use onomatopoeia? 	<ul style="list-style-type: none"> Cinquain Simile and Metaphor Poem Personification Poems Performance Poetry 	<p>Previous learning: Year 3: T2/4/6 Year 4: T1/2 Preparing for: Year 6:T4</p>	<ul style="list-style-type: none"> Appreciating the poet's craft –looking at a range of poetic devices e.g. use of symbolism or imagery, figurative language, similes, metaphors, personification and onomatopoeia. Comparing and contrasting use of poetic devices with those used in other poems either by the same poet or different poets. Labelling more complex rhyme schemes; use of assonance and rhythm. Sequencing a cut up version of an (unseen) poem following genre specific success criteria e.g. Sonnet or Cinquain. Identifying more complex use of syllables specific to genre e.g. stressed, unstressed and iambic pentameter in Sonnets. Identifying/commenting upon the effect of lines, verses stanzas, refrains and couplets. Creating more complex success criteria linked to genre. Responding to more complex questions to do with poet's use of language

	<p>Gathering Ideas</p> <ul style="list-style-type: none"> • Short bursts of writing to create similes e.g. using sentence starters: as deep as the.... As light as a.....As slow as a...As high as a....As flat as a.... • Personification games e.g. children make a list of objects and a list of verbs and then make the objects carry out some of the actions, thus bringing them to life. • Metaphor games e.g. take an animal, an object or an abstract noun and then compare them to a suggested list e.g. a person, a place, a feeling, a colour, a number, a fruit, a vehicle. • Respond to the poem in another form e.g. a letter, diary entry, message or newspaper article. • Interview the poet in role as a journalist and write a newspaper article • Poetry innovations: select a line or phrase and imitate to generate ideas e.g. a phrase from the opening of Blake's the Tyger could be used: In the forests of the night, In the tunnels of the sky etc., etc. • Generate lists of onomatopoeic words or phrases. • Generate word banks of words containing stressed and unstressed syllables. • Use of dictionaries and thesauri to generate vocabulary. <p>Scaffolded/Independent Outcomes</p> <ul style="list-style-type: none"> • Independent outcomes written following genre specific success criteria e.g. a Sonnet. • Independent outcomes: 			
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	<p>1) Written in the style of the original using success criteria generated with the children.</p> <p>2) Written to given success criteria that may not match the original poem, but include some features.</p> <p>3) Written from a different perspective e.g. time, place or different character's point of view</p> <p>4) Inspired by short extracts taken from great writers such as Shakespeare.</p>			
Year 6	<p>English Content</p> <p><i>Best that has been said and thought</i></p>	<p>Recurring ideas/themes...what is the point of the content?</p>	<p>Rational (Why here? What is it preparing them for?)</p>	<p>The disciplinary training</p>
<p>NARRATIVE TEXTS</p> <p>T1/2/5/6</p>	<p>Pupils to know:</p> <ul style="list-style-type: none"> By writing for a specified audience and with a particular purpose in mind, the writer can choose between vocabulary typical of informal speech and vocabulary appropriate for formal speech e.g. the battalion traversed the mountain range; the soldiers walked over the mountains. The passive voice can be used e.g. it was possible that..., the map was given to the children by..., more ingredients were added to the potion etc. Writers may use conditional forms such as the subjunctive form to hypothesise, e.g. If the 	<ul style="list-style-type: none"> Narratives and retellings are written in first or third person. Narratives and retellings are written in past tense. Occasionally, they are told in the present tense. Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the 	<p>Previous learning:</p> <p>Year 2: T1/4/5</p> <p>Year3: T1/6</p> <p>Year4: T3/5</p> <p>Year5:</p> <p>Year6: T1/3/5/6</p>	<ul style="list-style-type: none"> Read narrative texts that use the features required for the writing. Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. Use drama to deepen understanding of chosen text.

	<p>children were to get out of this situation..., if only there were a way to solve this problem..., I wished I were somewhere else...etc.</p> <ul style="list-style-type: none"> • Past perfect progressive forms can be used to indicate specific points in time e.g. the children had been searching... I had been dreaming of riding a unicorn all my life... • Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect. • Colons, semi-colons and dashes can be used to separate and link ideas. 	<p>use adverbials and prepositions.</p> <ul style="list-style-type: none"> • Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives precise nouns, expressive verbs and figurative language. • Dialogue is used to convey characters' thoughts and to move the narrative forward. 		<ul style="list-style-type: none"> • Use 'boxing up' to understand structure of story. • Independently read successful examples of narrative writing and label/magpie effective features. • Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. • Make plans that include key events, being sure that all the events lead towards the ending. • Plan a limited number of characters and describe a few key details that show something about their personalities. • Make use of ideas from reading, e.g. using short and long sentences for different effects. • Try to show rather than tell, for example, show how a character feels by what they say or do. • Use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day. • Write narratives using their plans.
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				<ul style="list-style-type: none"> • Show how the main character has developed as a result of the narrative. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. • Read their completed narratives to other children.
<p>Diary T4</p> <p>To record events, thoughts and feelings on something that has happened.</p>	<p>Pupils to know:</p> <ul style="list-style-type: none"> • 1st person • Use of 'you' when talking to the diary • Mainly past tense • Adjectives • More complex time fronted adverbials e.g. After lunch, • Personal, chatty style • Emotive language • Facts and opinions • Include date at the beginning and 'dear diary' • Rhetorical questions e.g. don't they understand? • Paragraphs • Chatty tone: <p>Lively use of language e.g. 'powerful' verbs, adjectives and adverbs.</p> <p>'Asides' (anecdotes and comments in brackets)</p> <p>Conversational openers e.g. Anyway, /By the way,/After all</p> <p>Exaggerations (hyperbole)</p> <ul style="list-style-type: none"> • Suggested text layout: • Introduction <p>Why are you writing?</p> <p>What are you going to tell them about?</p> <p>Thoughts and feelings</p>	<ul style="list-style-type: none"> • Some present tense when writing about current thoughts/feelings • Higher level time fronted adverbials e.g. Shortly before mum came back, • Parenthesis using brackets, dashes and commas to add additional information • Chatty tone: • As LKS2 <p>Suggested text layout:</p> <ul style="list-style-type: none"> • Introduction <p>Why are you writing?</p> <p>What are you going to tell them about?</p> <p>Thoughts and feelings</p> <ul style="list-style-type: none"> • Main body <p>Different paragraphs in time order.</p>	<p>Previous learning:</p>	<ul style="list-style-type: none"> • Discussion about character (if writing in role) and their thoughts and feelings before writing the diary. • Drama • Create word banks of appropriate vocabulary for display in the classroom

	<ul style="list-style-type: none"> • Main body Different paragraphs in time order. • Conclusion What did you think about the event? A closing line of why you have to stop writing e.g. my mum is shouting me for my tea. 	<p>Elaboration on events so the reader is able to visualise the experience.</p> <p>Include personal reflections on the event throughout and talk to the diary in a personal way</p> <ul style="list-style-type: none"> • Conclusion What did you think about the event? A closing line of why you have to stop writing e.g. my mum is shouting me for my tea. Perhaps relate event to past events that have been written about. 		
<p>RECOUNT</p> <p>To provide an account of events. Recounts can be combined with other text types, for example, newspaper reports, often consist of a recount that includes elements of explanation.</p> <p>Retelling stories from English lessons and also in other curriculum areas such as RE</p> <ul style="list-style-type: none"> • Giving accounts of schoolwork, sporting events, science 	<p>Pupils to know:</p> <ul style="list-style-type: none"> • Title (may be given) • Appropriate vocabulary • Use a range of punctuation where appropriate (.!?) <p>Higher level adverbials of time</p> <ul style="list-style-type: none"> • Cause and effect connectives e.g. consequently, as a result • Elaborate on events so the reader is able to visualise the experience. • Include personal reflections on the event throughout. • Indirect speech • Be able to change 'writing voice' for different audiences • A closing paragraph to explain feelings about the event <p>Suggested layout:</p>	<p>Structure often includes:</p> <ul style="list-style-type: none"> • Often written in the first or third person. E.g. Third person: 'they all shouted, she crept out, it looked like an animal of some kind.' First person: 'I was on my way to school.' • Clear beginning, middle and ending. • A strong opening (paragraph in KS2) to hook the reader. 	<p>Previous learning: Year 3: T1/2/6 Year 4: T3/4/5 Year 5:</p>	<ul style="list-style-type: none"> • Plan how you will organise the way you retell the events. You could use a timeline to help you plan. • Details are important to create a recount rather than a simple list of events in order. Try using: When? Where? Who? What? Why? Questions to help you plan what to include. Decide how you will finish the recount. You'll need a definite ending, perhaps a summary or comment on what happened (I think our

<p>experiments and trips out</p> <ul style="list-style-type: none"> • Writing historical accounts • Writing biographies and autobiographies • Letters and postcards • Diaries and journals (see separate guidance) • Newspaper reports (see separate guidance) • Magazine articles • Obituaries <p>Encyclopaedia entries</p>	<ul style="list-style-type: none"> • Introduction Which clearly states: who? What? When? Where? Why? • Main body Different paragraphs in time order which elaborate on events, so the reader is able to visualise the experience. An inclusion of personal reflections on the event throughout. • Conclusion A paragraph of reflection: What did you think about the event? What was your favourite part? Would you like to go again? Why? 	<ul style="list-style-type: none"> • Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) • An account of the events that took place, often in chronological order (The first person to arrive was ...) 	<p>school trip to the Science Museum was the best we have ever had).</p> <ul style="list-style-type: none"> • Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when? • Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.)
<p>EXPLANATION TEXT</p>	<ul style="list-style-type: none"> • Pupils to know: • Indicate degrees of possibility using adverbs e.g. Perhaps.... surely or modal verbs e.g. might, should, will.... • Use layout devices to provide additional information and guide the reader e.g. subheadings, fact boxes, bullet points etc. • Create cohesion within paragraphs using adverbials e.g. therefore, however 	<p>Structure often includes:</p> <ul style="list-style-type: none"> • A title which should be a question and begin 'how' or 'why' • An introduction/introductory paragraph to introduce the topic • Main body - a list of logical steps (paragraphs in KS2) 	<ul style="list-style-type: none"> • This is probably one of the most challenging of text types as you have to be able to understand something very well to be able to explain it. • Explanation texts are also easily confused with instructions. Instructions tell you how to make or

	<ul style="list-style-type: none"> Relative clauses can be used to add further information e.g. Hedgehogs, which are mammals... Parenthesis can be used to add clarification of technical words e.g. oxygen (a gas found in air). (Y6) Adapt degrees of formality and informality to suit the form of the explanation. An informal tone can sometimes be appropriate e.g. You'll be surprised to know that...Have you ever thought about the way that...? Or a formal authoritative tone can also be adopted e.g. oxygen is constantly replaced in the bloodstream.... (Y6) The passive voice can also be used e.g. gases are carried. (Y6) Brackets, dashes and commas can be used to add extra information e.g. photosynthesis, a process whereby a plant makes its own food, can never take place without sunlight.... Possible text layout: Introduction A title which should be a question and begin 'how' or 'why' A sentence to introduce the topic Main body Selects and elaborates upon appropriate information to explain why or how something happens with additional specific information. Conclusion A paragraph to relate the subject to the reader. 	<p>to explain why or how something happens. Can be extended later in KS2 with additional, specific information.</p> <ul style="list-style-type: none"> Conclusion - paragraph to relate the subject to the reader. 		<p>do something. An explanation tells you why something happens or how it works.</p> <ul style="list-style-type: none"> If planning a factual explanation, it is probably best to link it to another curriculum area e.g. science to give the children the opportunity to explain a process that they have learnt about e.g. pollination. Further opportunities for independent research during the literacy lesson, linked to the writing outcome, would also be advisable. Another good idea is to allow children to write creatively and explain a fictional phenomenon e.g. why dragons are extinct. This 'frees' the writer from having to know the factual elements linked to the writing. However, sufficient time class time must be given learning the features of explanation writing so
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				that the children are able to use them in an independent piece of writing
INSTRUCTIONAL TEXT T3	<p>Pupils to know:</p> <ul style="list-style-type: none"> • Parenthesis can be used to add additional advice e.g. (It's a good idea to leave it overnight, if you have time)... • Relative clauses can be used to add further information e.g. add further decorations, which can be home-made or shop bought.... • Modals can be used to suggest degrees of possibility e.g. you should... you might want to... • Avoid personalisation i.e. use of 'you' especially when making the instructions sound more formal. • (Y6) Adapt degrees of formality and informality to suit the form of the instructions e.g. if writing for a traditional cookery book aimed at experienced cooks 'separate the egg yolks, putting the whites to one side, and add to the mixture.' Or for a website aimed at the beginner. 'Just use the egg yolks for now. Put the whites in the fridge (you can make an omelette with them another day!).' • (Y6) Create cohesion across the text using a wide of cohesive devices. • Use a variety of layout features to guide the reader including diagrams, fact boxes etc. <p>Possible text structure:</p> <ul style="list-style-type: none"> • Introduction This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to? List of ingredients or quantities under a sub heading. 	<p>Structure often includes:</p> <ul style="list-style-type: none"> • A title • An introduction which may include rhetorical questions to capture the reader's interest (KS2) • Subheadings e.g. What you need/ What to do • List of items needed • Numbered steps to explain the process 	<p>Previous learning: Year 3: T1/3/5 Year 4: T2/4 Year 5:</p>	<ul style="list-style-type: none"> • Practical experience of making the item to be written about • Sequencing pictures related to process (EYFS/KS1) • Use of T4W script to embed language in readiness for independent writing. • Contextualised SPAG (see below) • N.B instructions can also be creative e.g. 'how to trap a dragon'. This type of instruction writing can be useful as it allows children to be imaginative about the steps necessary. • Drama/role play • Planning grids/ boxing up.

	<ul style="list-style-type: none"> • Main body Sentences to describe each step with specific information and detail beneath subheading. • Conclusion A concluding paragraph to say what the end product will be like and what it can be used for. 			
NEWSPAPER REPORT T2	<p>Pupils to know:</p> <ul style="list-style-type: none"> • Higher level time connectives/fronted adverbials to sequence events. • A range of journalistic words and phrases • https://schools.firstnews.co.uk/blog/journalistic-writing/journalistic-words-and-phrases-ks2/ • Quotes using direct and reported speech. • Higher level time connectives/fronted adverbials to sequence events. • Prepositions • Use of parenthesis to add different detail e.g. Mrs Walker, a housewife from Durham, was arrested yesterday.... • Appropriate use of the past perfect e.g. I was walking ... the children had tried.... earlier in the day , luckily, the owls had already been moved • Appropriate use of the past perfect progressive form of verbs e.g. the children had been singing.... we had been hoping • Adapt degrees of formality and informality to suit the form of the text e.g. high formality required if recounting in the style of a broadsheet newspaper or less formal for a school newspaper. • Use of rhyme, alliteration or puns to make headlines snappy • Clear structure using paragraphs (see above) • Include unbiased and descriptive language • Relative clauses to add extra detail 	<p>Structure often includes:</p> <ul style="list-style-type: none"> • A headline to hook the reader and clearly explain the report. • An introduction/ introductory paragraph to explain the 5Ws (what, where, when, who, why) • A main body which usually retell events in time order (can be paragraphs in KS2) • A conclusion which explains what people thought and looks ahead to the future. 	<p>Previous learning: Year 2: T2/3/6 Year 3: T3 Year 4: T1/6 Year 5: T1</p>	<p>Drama – role play, hot seating to gain differing viewpoints.</p> <ul style="list-style-type: none"> • Use of planning devises e.g. planning sheets, boxing up etc. • Contextualised SPAG as appropriate

	<ul style="list-style-type: none"> Written (or word processed) in columns. <p>Possible text structure:</p> <ul style="list-style-type: none"> Introduction What are the facts for this report? WWWWWH (what, where, why, when, who, how?) Main body Different paragraphs of information in chronological order retelling the event. Supporting information can be included Quotes from different people involved who may have different opinions. Conclusion Summary of events and perhaps quotes on feelings towards the event. What is being done now? 			
<p>Non Chronological Reports T1/2/3/4/6</p>	<p>Pupils to know:</p> <p>Create cohesion within paragraphs using adverbials e.g. Shortly afterwards, David Beckham began to play more seriously. Before long, he became professional</p> <ul style="list-style-type: none"> Parenthesis using brackets, dashes and commas can be used to add additional information. E.g. Victoria Beckham, David's celebrity wife, also enjoys football. Use layout devices e.g. headings, subheadings, columns, bullets, can be used to provide additional information; present information clearly; and guide the reader. Consistent use of this can also create cohesion. The passive voice can be used to avoid personalisation; to avoid naming the agent of a verb; to add variety to a sentence or to maintain an appropriate level of formality e.g. Sparrows are 	<p>In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes:</p> <ul style="list-style-type: none"> An opening statement, often a general classification (Sparrows are birds); 	<p>Previous learning: Year 3: T1/2/3/5 Year 4: T1/2/4/6 Year 5: T1</p>	<ul style="list-style-type: none"> Plan how you will organise the information you want to include, e.g. use paragraph headings, a spider gram or a grid. Gather information from a wide range of sources and collect it under the headings you've planned. Consider using a script so that children can orally rehearse some of the language

	<p>found in... Sharks are hunted.... Children were taught....</p> <ul style="list-style-type: none"> Range of organisational features e.g. headings, subheadings; bold/italic writing; tables, illustrations or diagrams <p>Possible text structure: Introduction - A paragraph to explain the topic including any special features Main body – A paragraph written under each of the sub headings which should be suitable and interesting. Can also be questions. Conclusion -A paragraph about peoples’ opinion of the subject and why.</p>	<ul style="list-style-type: none"> Sometimes followed by a more detailed or technical classification (Their Latin name is...); A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: It’s qualities (Like most birds, sparrows have feathers.) 		<p>structures associated with this text type in readiness for final, written piece.</p> <ul style="list-style-type: none"> Contextualised SPAG
<p>PERSUASION T1/3/5/6</p>	<p>Pupils to know:</p> <ul style="list-style-type: none"> Modals can be used to suggest degrees of possibility e.g. This could be.... You should... You might want to... Include a more complex slogan (Word play, humour, some awareness of reader e.g. different age groups) (Y6) Make formal and informal vocabulary choices by moving from generic statements to specific examples when key points are being presented e.g. the hotel is extremely comfortable. The beds are soft; the chairs are specially made to support your back and all rooms have thick carpet. 	<ul style="list-style-type: none"> An opening statement (thesis) that sums up the viewpoint being presented. (Mayfair Hotel is the best in the world. School uniform is a good idea). Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...) 	<p>Previous learning: Year 3: T5/6 Year 4: T1/4 Year 5: T Year 6: T1/3/5/6</p>	<ul style="list-style-type: none"> Decide on the viewpoint you want to present and carefully select the information that supports it. Organise the main points to be made in the best order and decide which persuasive information you will add to support each. Plan some elaboration/explanation, evidence and example(s) for each key point but

	<ul style="list-style-type: none"> • (Y6) Use the second person - appeal to the reader e.g. this is just what you've been looking for. • (Y6) The passive voice can be used in some formal persuasive texts e.g. It can be said... It cannot be overstated.... • (Y6) Create cohesion within and across paragraphs using a wider range of cohesive devices which can include adverbials, conjunctions and prepositions e.g. This proves that....So it's clear...Therefore... <p>Suggested Text Layout:</p> <p>Introduction An opening paragraph that sums up the viewpoint being presented.</p> <p>Main body Paragraphs to persuade the reader to accept the writer's viewpoint or buy their product, each with appropriate detail to influence the reader's decision.</p> <p>Conclusion A concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis).</p>	<ul style="list-style-type: none"> • A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.) 		<p>avoid ending up with text that sounds like a list.</p> <ul style="list-style-type: none"> • Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant. • Try to appear reasonable and use facts rather than emotive comments. • Choose strong, positive words and phrases and avoid sounding negative. • Use short sentences for emphasis.
POETRY T4	<p>Pupils to know: Reading and Appreciation</p> <ul style="list-style-type: none"> • Appreciating the poet's craft – looking at a range of poetic devices e.g. use of symbolism or imagery, figurative language, similes, metaphors, personification and onomatopoeia. • Comparing and contrasting use of poetic devices with those used in other poems either by the same poet or different poets. 	<ul style="list-style-type: none"> • Blank Verse • Sonnets • Narrative • Performance Poetry 	<p>Previous learning: Year 3: T2/4/6 Year 4: T1/2 Year 5:</p>	<ul style="list-style-type: none"> • Appreciating the poet's craft –looking at a range of poetic devices e.g. use of symbolism or imagery, figurative language, similes, metaphors, personification and onomatopoeia. • Comparing and contrasting use of poetic devices with those used in other poems

	<ul style="list-style-type: none"> • Labelling more complex rhyme schemes; use of assonance and rhythm. • Sequencing a cut up version of an (unseen) poem following genre specific success criteria e.g. Sonnet or Cinquain. • Identifying more complex use of syllables specific to genre e.g. stressed, unstressed and iambic pentameter in Sonnets. • Identifying/commenting upon the effect of lines, verses stanzas, refrains and couplets. • Creating more complex success criteria linked to genre. • Sorting famous lines taken from Shakespeare using different criteria e.g. heard before/never heard before, blank verse/iambic pentameter/other • Responding to more complex questions to do with poet's use of language e.g. How has the poet used figurative language? Why has the poet chosen to use onomatopoeia? <p>Gathering Ideas</p> <ul style="list-style-type: none"> • Short bursts of writing to create similes e.g. using sentence starters: as deep as the.... As light as a.....As slow as a...As high as a....As flat as a.... • Personification games e.g. children make a list of objects and a list of verbs and then make the objects carry out some of the actions, thus bringing them to life. • Metaphor games e.g. take an animal, an object or an abstract noun and then compare them to a suggested list e.g. a person, a place, a feeling, a colour, a number, a fruit, a vehicle. 			<p>either by the same poet or different poets.</p> <ul style="list-style-type: none"> • Labelling more complex rhyme schemes; use of assonance and rhythm. • Sequencing a cut up version of an (unseen) poem following genre specific success criteria e.g. Sonnet or Cinquain. • Identifying more complex use of syllables specific to genre e.g. stressed, unstressed and iambic pentameter in Sonnets. • Identifying/commenting upon the effect of lines, verses stanzas, refrains and couplets. • Creating more complex success criteria linked to genre. <p>Responding to more complex questions to do with poet's use of language</p>
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	<ul style="list-style-type: none"> • Respond to the poem in another form e.g. a letter, diary entry, message or newspaper article. • Interview the poet in role as a journalist and write a newspaper article • Poetry innovations: select a line or phrase and imitate to generate ideas e.g. a phrase from the opening of Blake's the Tyger could be used: In the forests of the night, In the tunnels of the sky etc., etc. • Generate lists of onomatopoeic words or phrases. • Generate word banks of words containing stressed and unstressed syllables. • Use of dictionaries and thesauri to generate vocabulary. <p>Scaffolded/Independent Outcomes</p> <ul style="list-style-type: none"> • Independent outcomes written following genre specific success criteria e.g. a Sonnet. • Independent outcomes: <ol style="list-style-type: none"> 1) Written in the style of the original using success criteria generated with the children. 2) Written to given success criteria that may not match the original poem, but include some features. 3) Written from a different perspective e.g. time, place or different character's point of view 4) Inspired by short extracts taken from great writers such as Shakespeare. 			
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Appendix A

Narrative texts:

Purpose

Can be defined simply as to tell a story that entertains the reader.

Common examples of the text type

- Stories that use predictable and patterned language
- Traditional and/or folk tales
- Fairy tales
- Stories set in familiar settings
- Retellings of stories heard and read
- Retelling simple stories in different ways (extending the narrative; using technology; rewriting narrative poems as prose, turning prose into a script or vice versa etc.)
- Stories set in English contexts

- Myths and legend
- Stories with flashbacks
- Stories set in fantasy worlds
- Stories from different cultures

RECOUNT

Purpose

To provide an account of events. Recounts can be combined with other text types, for example, newspaper reports, often consist of a recount that includes elements of explanation.

Common examples of the text type

- Retelling stories from English lessons and also in other curriculum areas such as RE
- Giving accounts of schoolwork, sporting events, science experiments and trips out
- Writing historical accounts
- Writing biographies and autobiographies
- Letters and postcards
- Diaries and journals (**see separate guidance**)
- Newspaper reports (**see separate guidance**)
- Magazine articles
- Obituaries

- Encyclopaedia entries

EXPLANATION TEXTS

Purpose

To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is.

Common examples of the text type

- Explaining electricity, forces, food chains etc. in science
- Explaining the causes of historic events such as wars and revolutions.
- Explaining the role of the Nile in determining the seasons in Ancient Egypt
- Explaining phenomena such as the water cycle or how a volcano erupts in geography
- Explaining religious traditions and practices in RE
- Encyclopaedia entries
- Technical manuals

NON-CHRONOLOGICAL TEXT

Purpose

- To provide detailed information about the way things are or were. To help readers/listeners understand what is being described by organising or categorising information.

Common examples of the text type

Purpose

To inform the audience about the product

To advertise a product so someone will buy it

Common examples of the text type

Publicity materials such as tourist brochures based on trips to places of interest

- Editorials to newspapers about controversial issues
- Letters about topics such as traffic on the high street or deforestations
- Posters and leaflets about issues such as bullying, stranger danger or substance abuse

- Posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition
- Book reviews for other pupils
- Book blurbs
- Political pamphlets
- Applications for a job or a position on the school council

PERSUASIVE TEXT

Purpose

To inform the audience about the product

To advertise a product so someone will buy it

Common examples of the text type

- Publicity materials such as tourist brochures based on trips to places of interest
- Editorials to newspapers about controversial issues
- Letters about topics such as traffic on the high street or deforestations
- Posters and leaflets about issues such as bullying, stranger danger or substance abuse
- Posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition
- Book reviews for other pupils
- Book blurbs
- Political pamphlets

- Applications for a job or a position on the school council