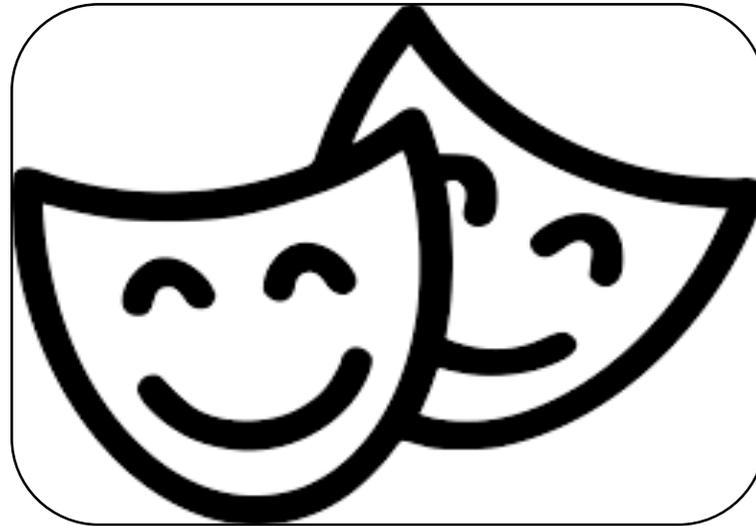# Writing to Entertain

Writing to Entertain

This is a progression guide for writing to Entertain. It details the content to be mastered in each year group when writing to entertain. It has been heavily influenced by Michael Tidd's 4 Purposes of Writing; Pie Corbett's Grammar Progression and Alan Peat's Sentence Types Continuum. It has also been cross referenced with the Transform Trust Writing Standards. It is intended for use by teachers at Edale Rise Primary and Nursery School to ensure consistency and progression when teaching children to write to entertain.

The objectives for each year group are broken down into key areas.

Text Types	This section lists the suggested text types teachers could teach in this year group when teaching children to write to inform. It is not expected that all text types are covered that year. These text types are currently under review (July 2020)
Text Structure	As children progress through school they will be expected to produce more complex pieces. This document shows this progression clearly.
Grammar and Sentences	This section clearly states the grammar and sentence types to be explicitly taught in this year group. This grammar and sentence work should be taught explicitly before children try to use it in extended pieces. Good grammar and sentence knowledge is the foundation of extended writing. It is highly likely that teachers will have to spend some of the autumn term revising and consolidating objectives from the year before. By the summer term, writing to entertain work should exemplify all the year group objectives over a series of pieces (i.e. it is **not** expected that one single piece exemplifies all objectives).
Adverbials (KS1)	Adverbials are essential for writing to entertain and allow for writers to create rich imagery and action in their reader's minds. The adverbs teachers are encouraged to focus on are identified explicitly in KS1 but these lists are not exhaustive. In KS2 the broad ways in which adverbials are used means any list would be too large to be useful. Instead, their purposes are introduced in the grammar and sentences. A glossary of useful adverbials in writing to entertain is included in the appendix of this document.
Conjunctions (KS1)	Similarly to adverbials, conjunctions are used in a myriad of ways in writing to entertain. In KS1, clear direction is given; however, these lists are not exhaustive.
Punctuation Content	This section clearly states the expectations regarding punctuation content. As with grammar and sentences this content should be taught explicitly.

Writing to Entertain: Year 1	
Text Types	**Text Structure**
Stories Descriptions Poems	Children sequence their sentences to form short simple narratives and coherent descriptions of settings and/or characters.

Grammar and Sentences

Uses simple sentences with a capital letter and a full-stop:
- *The castle was haunted.*
- *He was scary.*

Use adjectives to describe nouns:
- *The giant had an enormous beard.*
- *The huge dinosaur had very sharp teeth.*

Joins words and clauses using 'and':
- *The goblin ran away and jumped in the lake.*
- *The princess had a shiny crown and a silver sword.*
- *He was scary and big.*

Create compound sentences using 'or', 'but' and 'so'
- *Witches can be friendly or they can be mean.*
- *Charlie hid but the monster found him.*
- *It was empty so they went inside.*

Use adverbs to sequence a narrative:
- *Then they went to the woods.*
- *Next, Big Billy Goat went to the river.*

Use prepositions to describe where things are:
- *The monster was inside the castle.*
- *The goblin was under the table.*

Adverbials

First	Next	Then	After	Later	The next day…

Conjunctions

and	but	so	or	when

Punctuation Content

Use finger spaces between words
Use capital letters and full stops to mark sentences
Use question marks

Writing to Entertain: Year 2

Text Types	Text Structure
Stories Descriptions Poems	Children sequence their sentences to form narratives of increasing complexity. Descriptions of characters and settings are coherent.

Grammar and Sentences

Embellish simple sentences using adjectives, including using two adjectives:
- *The boys peeped inside the dark cave.*
- *The huge, green dragon stomped through the woods.*

Embellish simple sentences using adverbs :
- *Tom ran quickly down the hill.*
- *The dragon roared angrily.*

Use adverbials to open sentences:
- *Finally, they came to the end of the road.*
- *Carefully, they walked through the woods.*
- *One cold winter's day, Ruby was looking out of the window.*

Secure the use of conjunctions to form compound sentences
- *He ran as fast as he could but he could not get away.*
- *She was very happy so she decided to keep the jewel.*

Begin to create complex sentences using subordinating conjunctions:
- *They walked and they walked until they reached the clock tower.*
- *While the dragon was not looking, Simran escaped.*
- *They had to be quick because the monster was looking for them.*

Begin to use alliteration to add rhythm to descriptions:
- *The wicked witch laughed.*
- *The floor was covered in slimy slugs*

Begin to use similes to describe characters and places:
- *The monster's skin was bumpy like a toad.*
- *The desert floor was as hot as fire.*

Use a sentence of 3 for description:
- *He wore old shoes, a dark cloak and a red hat.*

Adverbials (examples – not exhaustive)

First	Fortunately	Then	After	Later	The next day…
Next	Unfortunately	Sadly	Happily	Angrily	Quickly

Conjunctions (examples – not exhaustive)

and	but	so	or	when
while	when	because	if	then

Punctuation Content

Use finger spaces between words
Use capital letters and full stops to mark sentences
Use question marks
Use apostrophes for possession and contractions

Writing to Entertain: Year 3

Text Types	Text Structure
Narrative Story Extracts Character/setting descriptions Poetry	Paragraphs should be used to sequence narratives and show change of place, time or perspective. Narratives should have a clear structure and build towards a clear ending. When writing story extracts a clear structure should still be evident.

Grammar and Sentences

Use precise nouns and ambitious adjectives to create rich images and atmosphere
- *The branches of the oak tree were withered and rotten.*
- *The sabre-tooth cat had terrifying, razor-sharp claws.*

Use prepositional phrases to place the action and enhance descriptions:
- *The moon shone above the clouds.*
- *The black, wizened demon perched upon the roof.*
- *The thief crept behind the monster.*

Use precise verbs that enhance meaning:
- *e.g. crept, stare, screamed, slithered*

Use adverbs for description:
- *The snow fell gently and covered the cottage in the wood.*

Use fronted adverbials to show 'how / where / when' to enhance meaning:
- *Carefully, she crawled along the floor… / All of a sudden, the door opened.*
- *In the darkness, I could see… / Behind the gate, stood a…*
- *A few days ago, … / Later that week, …*

Use alliteration to provide rhythm to descriptions
- *The wicked wind swept through the town.*

Use onomatopoeia to enhance descriptions
- *Bang! Sphero landed on the metal walkway.*
- *Roar! The sabretooth leapt over the fire.*
- *C-r-e-a-k! The bridge slowly began to collapse.*

Use speech to move the narrative forward. Use precise speech verbs.
- *"Who dares to disturb my rest?" roared the dragon.*

Use similes for character and setting description
- *The rain was as sharp as daggers.*
- *The queen's eyes were like fire.*

Use sentences of 3 for description:
- *The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.*

Vary sentence length. Long for description and short for impact:
- *The monster stared at Jamie, with its horrific eyes like fire and razor sharp teeth.*
- *They had lost!*

Use –ing clauses as sentence starters
- *Gasping, he leapt from the water.*
- *Heart racing in her chest, she ran from the tower.*

Punctuation Content

- Use capital letters and full stops to mark sentences
- Use question marks
- Use apostrophes for possession and contractions
- Use commas after a fronted adverbial and in a list

- Use accurately punctuated direct speech
- Use exclamation marks

Writing to Entertain: Year 4	
Text Types	**Text Structure**
Narrative Story Extracts Character/setting descriptions Poetry	Paragraphs should be used to sequence narratives and show change of place, time or perspective. Narratives should have a clear structure and build towards a clear ending. When writing story extracts a clear structure should still be evident. Children should begin to purposefully build suspense towards a climax/action sequence.

Grammar and Sentences

Use similes to open sentences and aid description:
- *Like lightning, Kenzi raced through the woods*
- *As silent as mist, the thief crept through the palace.*

Expanded -'ing' clauses as starters e.g.
- *Grinning menacingly, he slipped the treasure into his rucksack.*
- *Hopping speedily towards the pool, the frog dived underneath the leaves.*

Use –ed clauses as starters:
- *Frightened, Tom ran straight home to avoid being caught.*
- *Exhausted, the Roman soldier collapsed at his post.*

Drop in –ing clauses:
- *Jane, laughing at the teacher, fell off her chair.*
- *Kane, running with all his might, raced through the tomb.*
- *The trees, swaying to and fro in the wind, looked like witches' fingers.*

Develop the use of similes for character and setting description:
- *The rain was as sharp as daggers, falling from the black sky.*
- *The queen's eyes were like fire, making Jonsi tremble in fear.*

Vary sentence length. Long for description and short for impact
- *Out of nowhere, the beast leapt in front of Jamie and let out a blood-curdling scream.*
- *The room fell silent.*

Use a sentence of 3 for action and include commas:
- *Sam rushed down the road, jumped on the bus and sank into his seat.*
- *The warrior leapt over the fire, unsheathed her sword and sank it into the beast's heart.*

Use speech to move the narrative forward, using precise speech verbs and adverbs to enhance meaning. Vary the position of the reporting clause.
- *"Who dares to disturb my rest?" questioned the dragon furiously.*
- *The orc whispered, "Where is the gold?"*

Use 'Show not Tell' to show how characters are feeling
- ***Satveer's heart was pounding in her chest***, as she ***crept*** into the crypt.
- ***Finn smiled with joy*** as he grabbed the falling treasure.

Punctuation Content

- Use capital letters and full stops to mark sentences
- Use question marks in speech
- Use apostrophes for possession and contraction
- Use commas after a fronted adverbials and begin to mark clauses

- Use accurately punctuated direct speech
- Use exclamation marks
- Use question marks

Writing to Entertain: Year 5

Text Types	Text Structure
Narrative Story Extracts Character/setting descriptions Poetry	Paragraphs should be used to sequence narratives and show change of place, time or perspective. Narratives should have a clear structure and build towards a clear ending. When writing story extracts a clear structure should still be evident. Children should be able to purposefully build suspense towards a climax/action sequence.

Grammar and Sentences

Develop an elaborate use of adverbials as sentence starters:
- *Beyond the dark gloom of the cave, the dragon's eyes burned like fire.*
- *As fast as an arrow from a bow, Robin leapt towards the balcony.*
- *Throughout the dreadful night, the wind howled and screamed.*
- *Above the ink-black, deathly clouds, the moon shone like a watchful eye.*

Vary the position of adverbials within sentences:
- *Gracefully, the swan flew over the lake, under the summer sun.*
- *Under the summer sun, the swan flew gracefully over the lake.*
- *Jamie ran, from street to street, desperate to escape the Peelers!*

Use expanded -'ing' and –ed clauses used in various positions, including as starters e.g.
- <u>*Grinning menacingly*</u>*, he slipped the treasure into his rucksack.*
- Sanzi leapt over the table, <u>terrified of being caught</u>, and made her way to the exit.
- <u>*Hopping speedily towards the pool*</u>*, the frog dived underneath the leaves.*
- <u>*Terrified of being caught*</u>*, Tom leapt from shadow to shadow,* <u>*heart racing in his chest.*</u>
- <u>*Exhausted and weary from the day's journey*</u>*, the traveler collapsed in a heap on the floor.*

Use rhetorical questions to make explicit a character's thoughts:
- *Why had he come to this dreadful place?*
- *Who was this assassin and where would she strike next? Sami knew he had to work quickly.*

Use long sentences which 'take the reader's breath away' and create a sense of drama using repetition where appropriate:
- *Over the cobbles, Bethan sprinted, from alley to alley, her heart pounding in her chest with fear.*
- *Niamh vaulted through the woods, over boulders and under branches, gasping for breath.*

Develop an elaborate and poetic use of similes and metaphors, including personification:
- *The moon glared from behind the black clouds, like a watchful magistrate, judging Thom.*
- *The rain wept down upon the sleepy village.*
- *The wind screamed in the darkness, striking fear into Lara's heart.*
- *The door waited. As it had done for a thousand years.*

Refine an elaborate use of 'Show not Tell' to infer how characters are feeling and develop characterisation:
- <u>*Heart pounding in her chest*</u>*, Satveer* <u>*crept warily*</u> *into the crypt.*
- *The warrior swaggered into the palace, ignoring the whispers of the crowd.*

Punctuation Content

- Use brackets or commas for incidentals
  - Amy saw Katie (her best friend) standing outside.
- Use question marks in speech and for rhetorical questions

- Use commas to mark clauses and aid understanding
- Use accurately punctuated speech to develop a narrative and characterisation

Writing to Entertain: Year 6	
Text Types	**Text Structure**
Narrative Story Extracts Character/setting descriptions Poetry	Paragraphs should be used to sequence narratives and show change of place, time or perspective. Narratives should be structured to clearly build tension towards a dramatic action sequence with a clear resolution.

Grammar and Sentences

Refine and control an elaborate use of adverbials, including –ing and –ed clauses, varying their position in the sentence for an effect:
- *Jamie ran, from street to street, desperate to escape the Peelers!*
- *From behind the ink-black, deathly clouds, the sickly moon loomed, glaring down upon Mia, watching her every move.*
- *Sanzi leapt over the table, terrified of being caught, and made her way to the exit.*
- *Terrified of being caught, Tom leapt from shadow to shadow, heart racing in his chest.*

Refine and control an elaborate and poetic use of similes and metaphors, including personification:
- *The wind screamed in the darkness, striking fear into Lara's heart.*
- *The door waited. As it had done for a thousand years.*

Use long sentences to 'take the reader's breath away' and create a sense of drama using repetition and semi-colons where appropriate:
- *Over the cobbles, Bethan sprinted, heart pounding in her chest with fear; she raced through snickleways and leapt over merchants' carts. From alley to alley, street to street she raced as if the devil were on her heels.*

Control the pace of piece by using short sentences to slow a reader down:
- *(Following from the sentences above). Bethan finally found a place she could hide. Her heart began to slow. Her breath began to settle. She was safe.*

Refine and control an elaborate use of 'Show not Tell' to infer how characters are feeling and develop characterisation through description and speech:
- *Heart pounding in her chest, Satveer crept warily into the crypt.*
- *"And who are you?" sneered the King.*

Incorporate stage direction into speech to advance the narrative:
- *"Stop!" he shouted, picking up the stick and running after the thief.*
- *"Enough!" roared the queen, as she slammed her fist onto her throne, "you will not fight the beast!"*

GDS: Use the passive voice to withhold information for an effect
- *The gate was slammed shut, locking Jay inside.*
- *A knife was held in the darkness.*
- *The jewels were snatched from the table.*

GDS: Use dramatic irony to enhance suspense. Children would describe events/perspectives that are not known to other or all characters in the story:
- *The perspective switches from a group of travelers setting out on their journey to their destination and describes their destination as perilous.*
- *The perspective switches from the character to another character who is hunting the first character*

Punctuation Content

- Use brackets for incidentals
  - *Amy saw Katie (her best friend) standing outside.*
- Use dashes to emphasise additional information
  - *She was distraught – she cried for hours*

- Use colons to add further detail in a new clause
  - *The hall was deserted: Sam's footsteps echoed in the silence*
- Use semi-colons join related clauses
  - *Jonsi took hold of the goblet; he had never seen anything so beautiful.*

Useful Precise Verbs

to move quickly	to move slowly	to move cautiously

to move confidently	to say calmly	to say angrily

Useful Adverbials

Action Adverbs	Sneaky Adverbs

Angry Adverbs	Prepositional Phrases

Greater Depth Challenges – to entertain

Type	Examples
-eds and –ings	Tracy **blinked** and **rubbed** her eyes, refusing to believe what she saw.
empty words	