

Writing to Inform



Writing to Inform

This is a progression guide for writing to inform. It details the content to be mastered in each year group when writing to inform. 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 inform.

Each year group is broken down into 6 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 inform 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	In writing to inform, adverbials often serve a different purpose to the purpose they serve in writing to entertain. They are mostly used for cohesion. As can be seen in this document, children become progressively more confident in their use of adverbials, starting with them as a sequencing tool (next, later etc.) to later using them to link ideas across sentences (However/Consequently).
Conjunctions	Conjunctions are the bedrock of any effective writing to inform. They allow the writer to express ideas of increasingly complexity, relaying cause and effect, change of direction etc. It is therefore essential that children know a lot about the subject matter they intend to write about: complex sentences require complex ideas. This document clearly sets out how children progress in their confidence in using conjunctions. Coordinating conjunctions (and, but, or, so) are mastered by the end of Year 2. Subordinating conjunctions develop all the way through to Year 6.
Punctuation Content	This section clearly states the expectations regarding punctuation content. As with grammar and sentences this content should be taught explicitly.

The overview deals only with the grammatical elements of writing, teachers discuss content and effect with children as part of the 'Analyse' phase of the unit.

Writing to Inform: Year 1

Text Types

Report
Recount
Letter
Instructions

Text Structure

1. **Heading**
2. **Introduction:** opening factual statement
3. **Middle Sections:** factual sentences around a theme
4. **Ending:** concluding sentence

Grammar and Sentences

Use **coordinating conjunctions** to link two main ideas.

- *Badgers sleep in the day and look for food at night.*

Use **subordinating conjunctions** in the middle of sentences.

- *Badgers dig well because they have sharp claws.*

Use **noun phrases** which inform.

- *sharp claws, black fur*

Use **adjectives** to add detail

- *We had a wonderful time.*

Use **adverbs** to sequence.

- *First put your cup on the table.*

Adverbials

First

Next

After

Conjunctions

and

but

so

or

because

Punctuation Content

Use finger spaces between words

Use capital letters and full stops to mark sentences

Use question marks

Writing to Inform: Year 2							
Text Types				Text Structure			
Report Recount Letter		Instructions Biography		<ol style="list-style-type: none"> Heading Introduction: hook to engage the reader (factual statement/opening question) Middle Sections: group related facts into sections using topic sentences Ending: concluding sentence(s) 			
Grammar and Sentences							
<p>Use coordinating conjunctions to link two main ideas.</p> <ul style="list-style-type: none"> <i>Badgers sleep in the day <u>and</u> look for food at night.</i> <p>Use subordinating conjunctions in the middle of sentences.</p> <ul style="list-style-type: none"> <i>Badgers dig well <u>because</u> they have sharp claws.</i> <i>More orangutans will die <u>if</u> we do not stop cutting down the rainforest.</i> <p>Use adjectives to create expanded noun phrases which inform.</p> <ul style="list-style-type: none"> <i>long, sharp claws; thick, black fur</i> <p>Use exclamation sentences where appropriate</p> <ul style="list-style-type: none"> <i>What a fantastic time we had!</i> 				<p>Use question marks to ask questions and engage the reader</p> <ul style="list-style-type: none"> Are you planning a trip to London? <p>Use commas to separate items in a list</p> <ul style="list-style-type: none"> <i>The polar bear has thick fur, a long snout and large paws.</i> <p>Use adverbs to start sentences</p> <ul style="list-style-type: none"> After that, we went to the Liverpool Museum. <p>Begin to use topic sentences to open paragraphs.</p> <ul style="list-style-type: none"> Sharks are excellent predators. (paragraph describing how sharks hunt) 			
Adverbials							
First		Firstly		Next		After	
						Later	
Conjunctions							
and		but		so		or	
Punctuation Content							
<p>Use finger spaces between words</p> <p>Use capital letters and full stops to mark sentences</p> <p>Use question marks</p>				<p>Use exclamation marks where appropriate</p> <p>Use paragraphs to group writing into sections</p> <p>Apostrophes for possession</p>			

Writing to Inform: Year 3

Text Types		Text Structure
Report Recount Letter Instructions	Biography Explanation	<ol style="list-style-type: none"> 1. Introduction: hook to engage the reader (factual statement/opening question) 2. Middle sections: use paragraphs with topic sentences and subheadings if appropriate 3. Ending: round the piece off (personal comment/warning etc.)

Grammar and Sentences

<p>Use expanded noun phrases which inform.</p> <ul style="list-style-type: none"> <i>A tall, dark-haired man was seen leaving the scene.</i> <p>Use commas to separate items in a list</p> <ul style="list-style-type: none"> <i>Crocodiles have sharp teeth, powerful tails and thick skin.</i> <p>Use topic sentences to open paragraphs.</p> <ul style="list-style-type: none"> Sharks are excellent predators. (paragraph describing how sharks hunt) <p>Use subordinating conjunctions to join clauses, including as openers.</p> <ul style="list-style-type: none"> <i>Orangutans sometimes use the leaves of trees as ponchos because it rains a lot in the rainforests.</i> <i>Although they are fierce looking animals, gorillas are sensitive creatures.</i> <i>If sea ice melts, penguins won't have enough food.</i> <i>After emperor penguins build nests, they have babies on the sea ice.</i> 	<p>Use adverbials and prepositions to add detail and open sentences</p> <ul style="list-style-type: none"> <i>Amazingly, these insects can... / Sadly, orangutans are endangered...</i> <i>Along the coast of Northumberland, ... / Underneath the castle, there were...</i> <p>Use adverbials for cohesion across sentences</p> <ul style="list-style-type: none"> <i>Vikings are famous for their raiding and violence. However, the Vikings also valued law and order.</i> <p>Use synonyms and pronouns to avoid repetition.</p> <ul style="list-style-type: none"> <i>Henry VII played the lute... He also enjoyed many sports...</i> <i>Crocodiles are reptiles... These cold-blooded creatures...</i> <p>Use generalisers for information</p> <ul style="list-style-type: none"> <i>most cats... ; some dogs...; many people...; the majority of scientists...</i>
---	---

Adverbials

First	Firstly	Before	Soon	Also	In addition	However
-------	---------	--------	------	------	-------------	---------

Conjunctions

when	before	after	while	although	if	because
------	--------	-------	-------	----------	----	---------

Punctuation Content

Capital letters for proper nouns Commas to mark fronted adverbials	Paragraphs used to group related ideas Bullet points to list items	Apostrophes for possession, including plurals
---	---	---

Writing to Inform: Year 4						
Text Types			Text Structure			
Report Recount Letter Instructions	Biography Explanation		<ol style="list-style-type: none"> 1. Introduction: hook to engage the reader (factual statement/opening question) 2. Middle sections: use paragraphs with topic sentences and subheadings if appropriate 3. Ending: round the piece off (personal comment/warning etc.) 			
Grammar and Sentences						
<p>Use subordinating conjunctions to join clauses, including as openers, and begin to mark clauses with commas.</p> <ul style="list-style-type: none"> • <i>Because it rains a lot in the rainforests, orangutans sometimes use the leaves of trees as ponchos.</i> • <i>Although they are fierce looking animals, gorillas are sensitive creatures.</i> • <i>If sea ice melts, penguins won't have enough food.</i> • <i>After emperor penguins build nests, they have babies on the sea ice.</i> <p>Use adverbials and prepositions to open sentences and punctuate with a comma.</p> <ul style="list-style-type: none"> • <i>Amazingly, these insects can... / Sadly, orangutans are endangered.</i> • <i>Along the coast of Northumberland, ... / Underneath the castle, there is...</i> <p>Use adverbials for cohesion across sentences</p> <ul style="list-style-type: none"> • <i>Vikings are famous for their raiding and violence. However, the Vikings also valued law and order.</i> 			<p>Use synonyms and pronouns to avoid repetition.</p> <ul style="list-style-type: none"> • Henry VII played the lute... He also enjoyed many sports... • Crocodiles are reptiles... These cold-blooded creatures... <p>Begin to use the present perfect tense to place events in time.</p> <ul style="list-style-type: none"> • <i>This week we have visited the Science Museum. As opposed to This week we visited the Science Museum.</i> <p>Use brackets for parenthesis</p> <ul style="list-style-type: none"> • <i>These great apes are arboreal (which means they spend most of their lives living in the trees) and can be found in Southeast Asia.</i> • The Jaragua gecko (1.6cm) is the smallest reptile on the planet. 			
Adverbials						
Before	After	Later	Soon	Also	In addition	However
Conjunctions						
when	before	after	while	although	if	because
Punctuation Content						
Capital letters for proper nouns Commas to mark fronted adverbials Paragraphs used to group related ideas		Apostrophes for possession, including plurals Bullet points to list items		Brackets for parenthesis Commas to mark subordinate clauses		

Writing to Inform: Year 5								
Text Types			Text Structure					
Report	Biography	<ol style="list-style-type: none"> 1. Introduction: engage the reader 2. Middle sections: use paragraphs with topic sentences and subheadings if appropriate 3. Ending: round the piece off and create a sense of completion 						
Recount	Explanation							
Letter								
Instructions								
Grammar and Sentences								
<p>Use subordinating conjunctions in varied positions</p> <ul style="list-style-type: none"> • Although <i>it is large, the polar bear can move at great speed.</i> • <i>Penguins, if the sea ice melts, will not have enough food.</i> <p>Use adverbials and prepositions to open sentences and punctuate with a comma.</p> <ul style="list-style-type: none"> • Sadly, <i>orangutans are endangered...</i> • Along the coast of <i>Northumberland, ..</i> <p>Use adverbials to create cohesions across and within sentences.</p> <ul style="list-style-type: none"> • Despite <i>their poor eyesight, snakes make excellent hunters.</i> • <i>Vikings are infamous for their love of violence and war; however, they also valued law and order.</i> • As a result of <i>deforestation, orangutan numbers are unfortunately in decline.</i> 				<p>Use relative clauses to add further detail</p> <ul style="list-style-type: none"> • <i>Komodo dragons, which can be found in Asia, are fierce predators.</i> <p>Vary sentence lengths for purpose</p> <ul style="list-style-type: none"> • <i>Long sentences to enhance information; short sentences for impact.</i> <p>Use synonyms to avoid repetition (the artful synonym)</p> <ul style="list-style-type: none"> • Crocodiles are reptiles... . <i>These cold-blooded creatures...</i> <p>Begin to use appositives to add detail about nouns</p> <ul style="list-style-type: none"> • <i>New York City, the largest city in the United States, is a major tourist attraction.</i> • A devoted Christian, <i>Alfred vowed to repel the Viking hoards.</i> • Fast-moving and agile, <i>mongooses are experts at catching small prey.</i> 				
Adverbials								
However	Furthermore	Therefore	Despite	Meanwhile	As a result	Consequently	For example	
Conjunctions								
Because/since	Although/while	when	before	after	whereas	if	as	
Punctuation Content								
<p>Use brackets or dashes to explain technical vocabulary</p> <p>Use semi-colons to punctuate complex lists, including when using bullet points</p>				<p>Use colons to introduce lists or sections</p> <p>Use brackets or dashes to mark relative clauses</p> <p>Secure use of commas to mark clauses, including opening subordinate clauses</p> <p>Begin to use colons and semi-colons to mark clauses</p>				

Writing to Inform: Year 6								
Text Types			Text Structure					
Report	Biography	Introduction should engage the reader Middle sections should use paragraphs with topic sentences and subheadings if appropriate Ending should create a round the piece off and create a sense of completion	Recount	Explanation				
Letter			Instructions					
Grammar and Sentences								
<p>Use subordinating conjunctions in varied positions</p> <ul style="list-style-type: none"> • Although it is large, the polar bear can move at great speed. • Penguins, if the sea ice melts, will not have enough food. <p>Use adverbials to create cohesions across and within sentences.</p> <ul style="list-style-type: none"> • Despite their poor eyesight, snakes make excellent hunters. • Vikings are infamous for their love of violence and war; however, they also valued law and order. • As a result of deforestation, Orangutan numbers are unfortunately in decline. <p>Vary sentence lengths for purpose</p> <ul style="list-style-type: none"> • Long sentences to enhance information; short sentences for impact. <p>Use synonyms to avoid repetition (the artful synonym)</p> <ul style="list-style-type: none"> • Crocodiles are reptiles... . These cold-blooded creatures... 				<p>Use relative clauses to add further detail</p> <ul style="list-style-type: none"> • Komodo dragons, which can be found in Asia, are fierce predators. <p>Begin to use colons to link related clauses</p> <ul style="list-style-type: none"> • The snake is a highly efficient predator: they can track prey using infra-red radiation. <p>Begin to use the passive voice to remain formal or detached.</p> <ul style="list-style-type: none"> • The plants were left in direct sunlight for the duration of the experiment. <p>Make effective use of appositives to add detail about nouns</p> <ul style="list-style-type: none"> • New York City, the largest city in the United States, is a major tourist attraction. • A devoted Christian, Alfred vowed to repel the Viking hords. • Fast-moving and agile, mongooses are experts at catching small prey. 				
Adverbials								
However	Furthermore	Therefore	Despite	Meanwhile	As a result	Consequently	For example	
Conjunctions								
Because/since	Although/while	when	before	after	whereas	if	as	
Punctuation Content								
<p>Use brackets or dashes to explain technical vocabulary</p> <p>Use semi-colons to punctuate complex lists, including when using bullet points</p>				<p>Use colons to introduce lists or sections</p> <p>Use brackets or dashes to mark relative clauses</p> <p>Secure use of commas to mark clauses, including opening subordinate clauses</p> <p>Begin to use colons and semi-colons to mark clauses</p>				

Discourse Markers

Sequence	Cause and effect	Change of direction
First Second Third Next Then Subsequently Furthermore Finally In conclusion	Because So Therefore Due to If ... then ... Consequently	But Unfortunately, Fortunately, However, Although, On the other hand, Despite...

Compare and contrast	Description	Problem and Solution
Like the ... , Similarly Equally Just as In the same way On the other hand In contrast Whereas	For example, For instance, Such as, Also Furthermore Additionally Moreover	Consequently Therefore As a result If ... then ...

Sentence Signposts

Emphasis	Generalisation
Most of all, Least of all, Most importantly, In fact,	Usually Typically A few Some Most Occasionally The majority

Introduction	Ending
Why is... ? Have you ever ... ? Everybody has heard of ... Read on, and follow these ...	In conclusion, Finally, The most amazing/surprising/interesting thing ... Warning!