

Writing to Inform



Writing to Inform

This is a progression guide which details the content to be mastered in each year group when 'Writing to Inform'. It is intended for use by teachers at Edale Rise Primary and Nursery School to ensure consistency and progression. It is broken down into terms and should be implemented by staff in this way. However, the content should be revisited. For example, the autumn content should be covered in autumn but should also be retrieved in spring and then again in summer. Teachers should find that by revisiting the material in this way, by the end of year children are very confident in these objectives.

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. |
| 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 | <p>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.</p> <p>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).</p> |
| 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 | <p>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.</p> <p>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.</p> |
| Punctuation & Tense | This section clearly states the expectations regarding punctuation content. As with grammar and sentences this content should be taught explicitly. |

| Writing to Inform: Year 1 | | | | | | | |
|---|------|---|---|--|---|----|---------|
| Text Types | | | Text Structure | | | | |
| Report Recount Instructions | | | <ol style="list-style-type: none"> 1. Introduction: opening factual statement 2. Middle Sections: factual sentences around a theme 3. Ending: concluding sentence | | | | |
| Grammar and Sentences | | | | | | | |
| Autumn | | Spring | | | Summer | | |
| <p>Use coordinating conjunctions to link two main ideas.</p> <ul style="list-style-type: none"> <i>It was wet <u>and</u> windy</i> <i>Mary Seacole wanted to help <u>but</u> the people in charge would not left her</i> <i>Badgers sleep in the day <u>and</u> look for food at night.</i> <p>Use noun phrases which inform.</p> <ul style="list-style-type: none"> <i>sharp claws, black fur, big walls,</i> <p>Use singular and plural forms of nouns</p> <ul style="list-style-type: none"> The castle was enormous Victorian teachers were strict | | <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>Castles were safe places <u>because</u> of the big walls.</i> <p>Use adjectives to add detail</p> <ul style="list-style-type: none"> <i>We had a wonderful time.</i> | | | <p>Use adverbs to sequence.</p> <ul style="list-style-type: none"> <i>First put your cup on the table.</i> <i>Next, pick up your spoon.</i> <i>After that, Mary Seacole opened up her own hospital.</i> | | |
| Adverbials | | | Conjunctions | | | | |
| First | Next | After | and | but | so | or | because |
| Punctuation Content | | | | Tense | | | |
| <ul style="list-style-type: none"> Use finger spaces between words Use capital letters and full stops to mark sentences Use question marks and exclamation marks Use capital letters for names, places, days of the week and ‘I’ | | | | <ul style="list-style-type: none"> Identify and write a verb in the past tense Maintain a consistent past tense when writing Maintain a consistent present tense when writing | | | |

| Writing to Inform: Year 2 | | | | | | | |
|--|------------------------|--|--|---|---|---------|------|
| Text Types | | | | Text Structure | | | |
| Report Recount | Letter Instructions | Biography Explanation | 1. Introduction: hook to engage the reader (factual statement/opening question) 2. Middle Sections: group related facts into sections using topic sentences 3. Ending: concluding sentence(s) | | | | |
| Grammar and Sentences | | | | | | | |
| Autumn | | Spring | | | Summer | | |
| Use coordinating conjunctions to link two main ideas. <ul style="list-style-type: none"> <i>Badgers sleep in the day <u>and</u> look for food at night.</i> Begin to use topic sentences to open paragraphs. <ul style="list-style-type: none"> Sharks are excellent predators. (paragraph describing how sharks hunt) Use adjectives to create expanded noun phrases which inform. <ul style="list-style-type: none"> <i>long, sharp claws; thick, black fur</i> Use singular and plural forms of nouns with the correct verb/subject agreement <ul style="list-style-type: none"> <i>The plague was horrific.</i> <i>The streets were filthy.</i> | | Use subordinating conjunctions in the middle of sentences. <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> Use question marks to ask questions and engage the reader <ul style="list-style-type: none"> Are you planning a trip to London? Use commas to separate items in a list <ul style="list-style-type: none"> <i>The polar bear has thick fur, a long snout and large paws.</i> | | | Use adverbs to start sentences and create cohesion across sentences <ul style="list-style-type: none"> After that, we went to the Liverpool Museum. Next, place your thermometer in the beaker Use exclamation sentences where appropriate <ul style="list-style-type: none"> <i>What a fantastic time we had!</i> | | |
| Adverbials | | | | | | | |
| First | Firstly | | Next | After | | Later | |
| Conjunctions | | | | | | | |
| and | but | so | or | when | if | because | that |
| Punctuation Content | | | | Tense | | | |
| <ul style="list-style-type: none"> Use paragraphs to group writing into sections Use apostrophes for contractions and possession Use commas to separate items in a list | | | | <ul style="list-style-type: none"> Maintain a present progressive tense when writing Maintain a past progressive tense when writing | | | |

Writing to Inform: Year 3

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

Grammar and Sentences

| Autumn | Spring | Summer |
|---|---|--|
| <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> | <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"> Henry VII played the lute... He also enjoyed many sports... Crocodiles are reptiles... These cold-blooded creatures... <p>Use generalisers for information</p> <ul style="list-style-type: none"> most cats... ; some dogs...; many people...; the majority of scientists... |

Adverbials

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

Conjunctions

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

| Punctuation Content | Tense |
|---------------------|-------|
|---------------------|-------|

| | |
|--|---|
| <ul style="list-style-type: none"> Use paragraphs to group writing into sections Use apostrophes for contractions and possession Use commas to separate items in a list | <ul style="list-style-type: none"> Use the present perfect verb form (<i>'he has gone out to play'</i> in contrast to <i>'he went out to play'</i>) Maintain a consistent tense throughout a piece of writing |
|--|---|

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

| Autumn | Spring | Summer |
|---|--|--|
| <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>Although they are fierce looking animals, gorillas are sensitive creatures.</i> <i>Polar bears won't have enough food if the sea ice melts.</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"> <i>Henry VII played the lute... He also enjoyed many sports...</i> <i>Crocodiles are reptiles... These cold-blooded creatures...</i> | <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 <i>This week we visited the Science Museum.</i></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> <i>The Jaragua gecko (1.6cm) is the smallest reptile on the planet.</i> |

Adverbials

| | | | | | | |
|--------|-------|-------|------|------|-------------|---------|
| Before | After | Later | Soon | Also | In addition | However |
|--------|-------|-------|------|------|-------------|---------|

Conjunctions

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

Punctuation Content

| |
|--|
| <ul style="list-style-type: none"> Use accurately punctuated speech with a comma after the reporting clause Use apostrophes for plural possession Use commas after fronted adverbials |
|--|

Writing to Inform: Year 5

| Text Types | | | Text Structure |
|-------------------|------------------------|--------------------------|--|
| Report Recount | Letter Instructions | Biography Explanation | <ul style="list-style-type: none"> • Introduction should engage the reader • Middle sections should use paragraphs with topic sentences and subheadings if appropriate • Ending should create a sense of completion |

| Grammar and Sentences | | |
|--|--|---|
| Autumn | Spring | Summer |
| <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. • As a result of deforestation, orangutan numbers are unfortunately in decline. <p>Use adverbials and prepositions to open sentences and punctuate with a comma.</p> <ul style="list-style-type: none"> • Sadly, orangutans are endangered... • Along the coast of Northumberland, .. | <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>Vary sentence length for purpose</p> <ul style="list-style-type: none"> • Long sentences to enhance information; short sentences for impact. • We must act now <p>Use 'however' and 'therefore' with a semi-colon and comma to link two closely related clauses:</p> <ul style="list-style-type: none"> • Vikings are infamous for their love of violence and war; however, they also valued law and order. • The Vikings were still a threat; therefore, Alfred worked hard an developing allegiances among the Anglic kingdoms. | <p>Use synonyms to avoid repetition (the artful synonym)</p> <ul style="list-style-type: none"> • Crocodiles are reptiles... . These cold-blooded creatures... <p>Begin to use 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 hoards. • Fast-moving and agile, mongooses are experts at catching small prey. <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. |

| 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 |
|---|
| <ul style="list-style-type: none"> • Use brackets, commas or dashes to indicate parenthesis • Use commas to mark clauses, clarify meaning and avoid ambiguity |

Writing to Inform: Year 6

| Text Types | | | Text Structure |
|-------------------|------------------------|--------------------------|--|
| Report Recount | Letter Instructions | Biography Explanation | <ul style="list-style-type: none"> • Introduction should engage the reader • Middle sections should use paragraphs with topic sentences and subheadings if appropriate • Ending should create a sense of completion |

| Grammar and Sentences | | |
|--|---|--|
| Autumn | Spring | Summer |
| <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 cohesion across and within sentences, using a semi-colon where appropriate.</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. • The Spanish Armada was a terrifying prospect; however, the British were victorious. | <p>Vary sentence length for purpose</p> <ul style="list-style-type: none"> • Long sentences to enhance information; short sentences for impact – e.g ‘We must act now.’ <p>Begin to use semi-colons to join two closely related clauses</p> <ul style="list-style-type: none"> • Queen Elizabeth I was the longest reigning monarch of her age; she led the country through long periods of great religious and social strife. <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>Use colons to emphasise clauses and add detail</p> <ul style="list-style-type: none"> • The snake is a highly efficient predator: they can track prey using infra-red radiation. <p>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 hoards. • 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 |
|--|
| <ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark boundaries between main clauses • Use of the colon to introduce a list and use of semi-colons within lists • Use of bullet points to list information • Use of hyphens to avoid ambiguity |

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! |