

# 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.

<b>Text Types</b>	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.
<b>Text Structure</b>	As children progress through school they will be expected to produce more complex pieces. This document shows this progression clearly.
<b>Grammar and Sentences</b>	<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 <b>not</b> expected that one single piece exemplifies all objectives).</p>
<b>Adverbials</b>	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).
<b>Conjunctions</b>	<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>
<b>Punctuation &amp; Tense</b>	This section clearly states the expectations regarding punctuation content. As with grammar and sentences this content should be taught explicitly.

F2 Yearly Writing overview		
Focus: Transcription skills and securing foundational knowledge		
Autumn	Spring	Summer
To strengthen fine motor control through shoulder, elbow and wrist pivot activities / pincer strengthening activities		
To know that when we write, we use L-R and T-B orientation.		
	To begin to orally segment ccvc/cvcc words with support	To secure segmenting more complex word structures and representing each sound with a letter – cvcc/ccvc/ccvc/cvccc
	To learn how to demarcate words in captions using finger spaces	To demarcate sentences using a capital letter and a full stop
To be able to orally segment cvc words and record the sounds in these words using the ones they have been taught (in line with SoundsWrite unit progression)	To write (dictated) simple labels and captions of 2-3 cvc words using sounds they have learned (SoundsWrite unit progression)	To write (dictated) captions and short sentences of 3-6 words beginning to incorporate a higher complexity of word structure – cvcc/ccvc/2 letter spellings
To point to each letter in their written cvc word to “say the sounds and read the word” (this is early practice of reading to check for sense)	To begin to re-read what they have written to self-check (supported)	To re-read what they have written to self-check
To practise forming single letters correctly starting and ending in the right place.	To practise forming single letters correctly starting and ending in the right place.	To practise forming single letters correctly starting and ending in the right place.
To practise using mark making tools using a tripod grip with support if needed.	To practise using mark making tools using a tripod grip with support if needed.	To practise using mark making tools using a tripod grip with support if needed.
To spell high frequency words; I, the, and, my	To spell high frequency words; to, was, he, she	To spell high frequency words; you, your, they, their, are

# Writing to Inform: Year 1

Text Types	Text Structure
Report Recount Instructions	Children develop pieces one sentence at a time. There is no expectation that children are writing for a purpose until summer term. Eventually, children sequence their sentences to form short simple reports about a topic they have studied in class.

## Grammar and Sentences

Autumn	Spring	Summer
<p><b>To know what a sentence is by being able to identify the verb (including 'to be') and the subject</b></p> <ul style="list-style-type: none"> <li><i>The lion roared.</i></li> <li><i>The monkey is hairy.</i></li> </ul> <p><b>To construct simple sentences, following a teacher's dictation, using correct letter formation.</b></p> <ul style="list-style-type: none"> <li><i>The Queen lived in a castle.</i></li> </ul> <p><b>Uses simple sentences with a capital letter and a full-stop:</b></p> <ul style="list-style-type: none"> <li><i>The castle was haunted.</i></li> <li><i>He was scary.</i></li> </ul>	<p><b>Reinforce Autumn's Learning</b></p> <p><b>Use adjectives to describe nouns</b></p> <ul style="list-style-type: none"> <li><i>We had a wonderful time.</i></li> <li><i>Badgers have black and white fur.</i></li> </ul> <p><b>Use coordinating conjunctions to link two main ideas (only 'and' is expected to be used independently)</b></p> <ul style="list-style-type: none"> <li><i>It was wet <u>and</u> windy.</i></li> <li><i>Badgers sleep in the day <u>and</u> look for food at night.</i></li> <li><i>Mary Seacole wanted to help <u>but</u> the people in charge would not let her.</i></li> </ul> <p><b>Use singular and plural forms of nouns</b></p> <ul style="list-style-type: none"> <li><i>The castle was enormous.</i></li> <li><i>Victorian teachers were strict.</i></li> <li><i>Badgers are black and white.</i></li> </ul>	<p><b>Reinforce Autumn's and Spring's Learning</b></p> <p><i>Summer's objectives are likely to be taught in shared writing, dictation and oracy sessions. There is no expectation that children have to use these in their independent writing.</i></p> <p><b>Use adverbs to sequence:</b></p> <ul style="list-style-type: none"> <li><i>First put your cup on the table.</i></li> <li><i>After that, Mary Seacole opened up her own hospital.</i></li> </ul> <p><b>Use prepositions to describe where things are:</b></p> <ul style="list-style-type: none"> <li><i>The Queen lives <u>in</u> the castle.</i></li> </ul> <p><b>Create compound sentences using 'or', 'but' and 'so'</b></p> <ul style="list-style-type: none"> <li><i>Badgers have claws so they can dig.</i></li> </ul>

Adverbials (Orally)				Conjunctions (orally except 'and')			
First	Next	Then	After	and	but	so	or

Punctuation Content	Tense
<ul style="list-style-type: none"> <li>Use finger spaces between words</li> <li>Use capital letters and full stops to mark sentences</li> <li>Use question marks and exclamation marks</li> <li>Use capital letters for names, places, days of the week and 'I'</li> </ul>	<ul style="list-style-type: none"> <li>Identify and write a verb in the past tense</li> <li>Maintain a consistent past tense when writing</li> <li>Maintain a consistent present tense when writing</li> </ul>

## Writing to Inform: Year 2

Text Types			Text Structure			
Report Recount	Letter Instructions	Biography Explanation	<ol style="list-style-type: none"> <li><b>1. Introduction:</b> hook to engage the reader (factual statement/opening question)</li> <li><b>2. Middle Sections:</b> group related facts into sections using topic sentences</li> <li><b>3. Ending:</b> concluding sentence(s)</li> </ol>			
Grammar and Sentences						
Autumn		Spring		Summer		
<p><b>Develop the use of adjectives to create expanded noun phrases:</b></p> <ul style="list-style-type: none"> <li><i>Badgers have long, sharp claws.</i></li> <li><i>Bears have thick, black fur.</i></li> </ul> <p><b>Secure the use of coordinating conjunctions to form compound sentences:</b></p> <ul style="list-style-type: none"> <li><i>Badgers sleep in the day <u>and</u> look for food at night.</i></li> </ul> <p><b>Use singular and plural forms of nouns with the correct verb/subject agreement:</b></p> <ul style="list-style-type: none"> <li><i>The plague <b>was</b> horrific.</i></li> <li><i>The streets <b>were</b> filthy.</i></li> </ul>		<p><b>Reinforce Autumn's Learning</b></p> <p><b>Begin to create complex sentences using subordinating conjunctions.</b></p> <ul style="list-style-type: none"> <li><i>Badgers dig well <u>because</u> they have sharp claws.</i></li> <li><i>More orangutans will die <u>if</u> we do not stop cutting down the rainforest.</i></li> </ul> <p><b>Use adverbs to start sentences and create cohesion across sentences</b></p> <ul style="list-style-type: none"> <li><i>After that, we went to the Liverpool Museum.</i></li> <li><i>Next, pour the water into the beaker.</i></li> </ul> <p><b>Use question marks to ask questions and engage the reader</b></p> <ul style="list-style-type: none"> <li><i>Are you planning a trip to London?</i></li> </ul>		<p><b>Reinforce Autumn's and Spring's Learning</b></p> <p><b>Use commas to separate items in a list</b></p> <ul style="list-style-type: none"> <li><i>The polar bear has thick fur, a long snout and large paws.</i></li> </ul> <p><b>Use exclamation sentences where appropriate</b></p> <ul style="list-style-type: none"> <li><i>What a fantastic time we had!</i></li> </ul> <p><b>Use prepositions to describe where things are (oracy and shared writing):</b></p> <ul style="list-style-type: none"> <li><i>The Queen lives <u>in</u> the castle.</i></li> </ul>		
Adverbials						
First	Firstly		Next		After	Later
Coordinating Conjunctions				Subordinating Conjunctions		
and	but	so	or	when	if	because that
Punctuation Content				Tense		
<ul style="list-style-type: none"> <li>Use paragraphs to group writing into sections</li> <li>Use apostrophes for contractions and possession</li> <li>Use commas to separate items in a list</li> </ul>				<ul style="list-style-type: none"> <li>Maintain a present progressive tense when writing</li> <li>Maintain a past progressive tense when writing</li> </ul>		

# Writing to Inform: Year 3

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

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

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

# Writing to Inform: Year 4

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

Grammar and Sentences		
Autumn	Spring	Summer
<p><b>Use subordinating conjunctions to join clauses, including as openers, and begin to mark clauses with commas.</b></p> <ul style="list-style-type: none"> <li>• <b>Although</b> they are fierce looking animals, gorillas are sensitive creatures.</li> <li>• Polar bears won't have enough food <b>if</b> the sea ice melts.</li> <li>• <b>After</b> emperor penguins build nests, they have babies on the sea ice.</li> </ul> <p><b>Use adverbials and prepositions to open sentences and punctuate with a comma.</b></p> <ul style="list-style-type: none"> <li>• <b>Amazingly</b>, these insects can... / <b>Sadly</b>, orangutans are endangered.</li> <li>• <b>Along the coast</b> of Northumberland, ... / <b>Underneath</b> the castle, there is...</li> </ul>	<p><b>Use adverbials for cohesion across sentences</b></p> <ul style="list-style-type: none"> <li>• <i>Vikings are famous for their raiding and violence. <b>However</b>, the Vikings also valued law and order.</i></li> </ul> <p><b>Use synonyms and pronouns to avoid repetition.</b></p> <ul style="list-style-type: none"> <li>• <b>Henry VII</b> played the lute... <b>He</b> also enjoyed many sports...</li> <li>• <b>Crocodiles</b> are reptiles... These <b>cold-blooded</b> creatures...</li> </ul>	<p><b>Begin to use the present perfect tense to place events in time.</b></p> <ul style="list-style-type: none"> <li>• <i>This week <b>we have</b> visited the Science Museum. As opposed to This week <b>we visited</b> the Science Museum.</i></li> </ul> <p><b>Use brackets for parenthesis</b></p> <ul style="list-style-type: none"> <li>• <i>These great apes are arboreal (<b>which means they spend most of their lives living in the trees</b>) and can be found in Southeast Asia.</i></li> <li>• The Jaragua gecko (<b>1.6cm</b>) is the smallest reptile on the planet.</li> </ul>

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"> <li>• Use accurately punctuated speech with a comma after the reporting clause</li> <li>• Use apostrophes for plural possession</li> <li>• Use commas after fronted adverbials</li> </ul>

## Writing to Inform: Year 5

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

Grammar and Sentences		
Autumn	Spring	Summer
<p><b>Use subordinating conjunctions in varied positions</b></p> <ul style="list-style-type: none"> <li>• <i><b>Although</b> it is large, the polar bear can move at great speed.</i></li> <li>• <i>Penguins, <b>if</b> the sea ice melts, will not have enough food.</i></li> </ul> <p><b>Use adverbials to create cohesions across and within sentences.</b></p> <ul style="list-style-type: none"> <li>• <i><b>Despite</b> their poor eyesight, snakes make excellent hunters.</i></li> <li>• <i><b>As a result of</b> deforestation, orangutan numbers are unfortunately in decline.</i></li> </ul> <p><b>Use adverbials and prepositions to open sentences and punctuate with a comma.</b></p> <ul style="list-style-type: none"> <li>• <i><b>Sadly</b>, orangutans are endangered...</i></li> <li>• <i><b>Along the coast</b> of Northumberland, ..</i></li> </ul>	<p><b>Use relative clauses to add further detail</b></p> <ul style="list-style-type: none"> <li>• <i>Komodo dragons, <b>which</b> can be found in Asia, are fierce predators.</i></li> </ul> <p><b>Vary sentence length for purpose</b></p> <ul style="list-style-type: none"> <li>• <i>Long sentences to enhance information; short sentences for impact.</i></li> <li>• <i>We must act now</i></li> </ul> <p><b>Use 'however' and 'therefore' with a semi-colon and comma to link two closely related clauses:</b></p> <ul style="list-style-type: none"> <li>• <i>Vikings are infamous for their love of violence and war; <b>however</b>, they also valued law and order.</i></li> <li>• <i>The Vikings were still a threat; <b>therefore</b>, Alfred worked hard an developing allegiances among the Anglic kingdoms.</i></li> </ul>	<p><b>Use synonyms to avoid repetition (the artful synonym)</b></p> <ul style="list-style-type: none"> <li>• <i><b>Crocodiles</b> are reptiles... . These <b>cold-blooded creatures</b>...</i></li> </ul> <p><b>Begin to use appositives to add detail about nouns</b></p> <ul style="list-style-type: none"> <li>• <i>New York City, <b>the largest city in the United States</b>, is a major tourist attraction.</i></li> <li>• <i><b>A devoted Christian</b>, Alfred vowed to repel the Viking hoards.</i></li> <li>• <i><b>Fast-moving and agile</b>, mongooses are experts at catching small prey.</i></li> </ul> <p><b>Begin to use the passive voice to remain formal or detached.</b></p> <ul style="list-style-type: none"> <li>• <i>The plants were left in direct sunlight for the duration of the experiment.</i></li> </ul>

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"> <li>• Use brackets, commas or dashes to indicate parenthesis</li> <li>• Use commas to mark clauses, clarify meaning and avoid ambiguity</li> </ul>

## Writing to Inform: Year 6

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

Grammar and Sentences		
Autumn	Spring	Summer
<p><b>Use subordinating conjunctions in varied positions</b></p> <ul style="list-style-type: none"> <li>• <b>Although</b> it is large, the polar bear can move at great speed.</li> <li>• Penguins, <b>if</b> the sea ice melts, will not have enough food.</li> </ul> <p><b>Use adverbials to create cohesion across and within sentences, using a semi-colon where appropriate.</b></p> <ul style="list-style-type: none"> <li>• <b>Despite</b> their poor eyesight, snakes make excellent hunters.</li> <li>• Vikings are infamous for their love of violence and war; <b>however</b>, they also valued law and order.</li> <li>• <b>As a result of</b> deforestation, Orangutan numbers are unfortunately in decline.</li> <li>• The Spanish Armada was a terrifying prospect; <b>however</b>, the British were victorious.</li> </ul>	<p><b>Vary sentence length for purpose</b></p> <ul style="list-style-type: none"> <li>• Long sentences to enhance information; short sentences for impact – e.g ‘We must act now.’</li> </ul> <p><b>Begin to use semi-colons to join two closely related clauses</b></p> <ul style="list-style-type: none"> <li>• Queen Elizabeth I was the longest reigning monarch of her age; she led the country through long periods of great religious and social strife.</li> </ul> <p><b>Use synonyms to avoid repetition (the artful synonym)</b></p> <ul style="list-style-type: none"> <li>• <b>Crocodiles</b> are reptiles... . These <b>cold-blooded creatures</b>...</li> </ul> <p><b>Use relative clauses to add further detail</b></p> <ul style="list-style-type: none"> <li>• Komodo dragons, <b>which</b> can be found in Asia, are fierce predators.</li> </ul>	<p><b>Use colons to emphasise clauses and add detail</b></p> <ul style="list-style-type: none"> <li>• The snake is a highly efficient predator: they can track prey using infra-red radiation.</li> </ul> <p><b>Use the passive voice to remain formal or detached.</b></p> <ul style="list-style-type: none"> <li>• The plants were left in direct sunlight for the duration of the experiment.</li> </ul> <p><b>Make effective use of appositives to add detail about nouns</b></p> <ul style="list-style-type: none"> <li>• New York City, <b>the largest city in the United States</b>, is a major tourist attraction.</li> <li>• <b>A devoted Christian</b>, Alfred vowed to repel the Viking hoards.</li> <li>• <b>Fast-moving and agile</b>, mongooses are experts at catching small prey.</li> </ul>

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"> <li>• Use of the semi-colon, colon and dash to mark boundaries between main clauses</li> <li>• Use of the colon to introduce a list and use of semi-colons within lists</li> <li>• Use of bullet points to list information</li> <li>• Use of hyphens to avoid ambiguity</li> </ul>

## 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

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

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