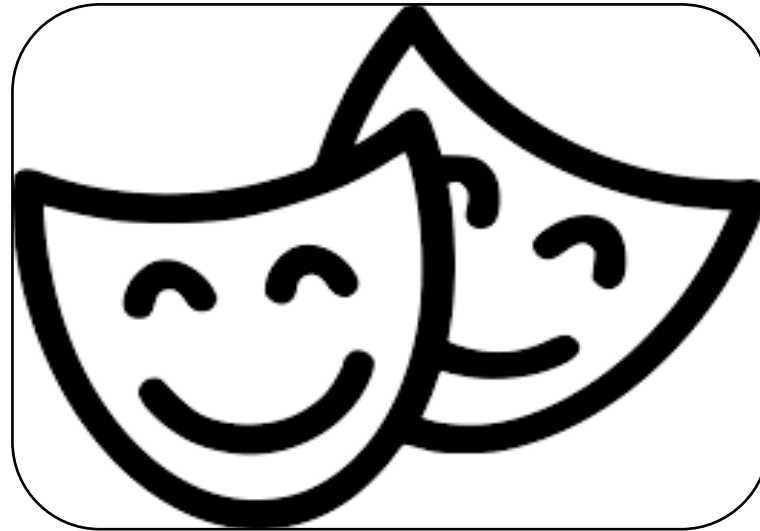


# Writing to Entertain



## Writing to Entertain

This is a progression guide which details the content to be mastered in each year group when 'Writing to Entertain'. 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.

The objectives for each year group are broken down into 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 entertain 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 (KS1)</b>	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.
<b>Conjunctions (KS1)</b>	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.
<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. These objectives are not broken down into terms as they should remain omnipresent throughout the year to ensure mastery.

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 Entertain: Year 1									
Text Types			Text Structure						
Short Stories / Extracts Descriptions Poems			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 narratives and coherent descriptions of settings and/or characters.						
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 giant is scary.</i></li> <li><i>Debbie ran upstairs.</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 monkey was laughing.</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>The giant had an enormous beard.</i></li> <li><i>The huge dinosaur had very sharp teeth.</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>The goblin ran away and jumped in the lake.</i></li> <li><i>The princess had a shiny crown and a silver sword.</i></li> <li><i>He was scary and big.</i></li> </ul> <p><b>Use singular and plural forms of nouns</b></p> <ul style="list-style-type: none"> <li><i>The dragon was enormous.</i></li> <li><i>The goats were hairy.</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>Then they went to the woods.</i></li> <li><i>Next, Big Billy Goat went to the river.</i></li> </ul> <p><b>Use prepositions to describe where things are:</b></p> <ul style="list-style-type: none"> <li><i>The monster was inside the castle.</i></li> <li><i>The goblin was under the table.</i></li> </ul> <p><b>Create compound sentences using 'or', 'but' and 'so'</b></p> <ul style="list-style-type: none"> <li><i>Witches can be friendly or they can be mean.</i></li> <li><i>Charlie hid but the monster found him.</i></li> <li><i>It was empty so they went inside.</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 Entertain: Year 2

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

### 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>The boys peeped inside the dark cave.</i></li> <li><i>The boys peeped inside the deep, dark cave.</i></li> <li><i>The huge, green dragon stomped through the woods.</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>He ran as fast as he could but he could not get away.</i></li> <li><i>She was very happy so she decided to keep the jewel.</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 monster <b>was</b> horrific.</i></li> <li><i>The witches <b>were</b> frightened.</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>If the dragon woke up it would chase them</i></li> <li><i>Simran escaped <u>when</u> the dragon was not looking.</i></li> <li><i>He knew <u>that</u> he would get caught</i></li> <li><i>He ran <u>because</u> the dragon had woken up</i></li> </ul> <p><b>Embellish simple sentences using adverbs (-ly):</b></p> <ul style="list-style-type: none"> <li><i>Tom ran <u>quickly</u> down the hill.</i></li> <li><i>The dragon roared <u>angrily</u>.</i></li> </ul> <p><b>Use adverbs to sequence sentences (no expectation regarding a comma)</b></p> <ul style="list-style-type: none"> <li><i>The next day Jack climbed the beanstalk.</i></li> <li><i>First, Goldilocks tiptoed into the house.</i></li> </ul>	<p><b>Reinforce Autumn’s and Spring’s Learning</b></p> <p><b>Use commas to list adjectives when creating descriptions:</b></p> <ul style="list-style-type: none"> <li><i>The ogre had long, black hair</i></li> <li><i>The ogre had long, black hair and big, green eyes</i></li> </ul> <p><b>Use exclamation sentences where appropriate</b></p> <ul style="list-style-type: none"> <li><i>It was a huge monster!</i></li> <li><i>The treasure had been stolen!</i></li> </ul> <p><b>Use prepositions of time, place and movement to aid description (oracy and shared writing):</b></p> <ul style="list-style-type: none"> <li><i>The goblin hid <u>under the table</u>.</i></li> </ul> <p><b>Begin to use similes to describe characters and places (oracy and shared writing):</b></p> <ul style="list-style-type: none"> <li><i>The monster’s skin was bumpy like a toad.</i></li> </ul>

Adverbials (examples – for use in oracy / shared writing)						Coordinating Conjunctions		Subordinating Conjunctions	
First	Fortunately	Then	After	Later	The next day...	and	but	because	if
Next	Unfortunately	Sadly	Happily	Angrily	Quickly	so	or	when	that

Punctuation	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 Entertain: Year 3

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

## Grammar and Sentences

Autumn	Spring	Summer
<p><b>Use precise nouns and ambitious adjectives to create rich images and atmosphere</b></p> <ul style="list-style-type: none"> <li><i>The branches of the oak tree were withered and rotten.</i></li> <li><i>The sabre-tooth cat had terrifying, razor-sharp claws.</i></li> </ul> <p><b>Use pronouns to replace nouns repeated as subjects to avoid repetition in a compound sentence</b></p> <ul style="list-style-type: none"> <li><i>The monster had great big teeth and he had huge blue eyes.</i></li> </ul> <p><b>Use precise verbs that enhance meaning:</b></p> <ul style="list-style-type: none"> <li><i>e.g. crept, stare, screamed, slithered</i></li> </ul> <p><b>Use adverbs for description:</b></p> <ul style="list-style-type: none"> <li><i>The snow fell <u>gently</u> and covered the cottage in the wood.</i></li> <li><i><u>Cautiously</u>, the thief crept behind the monster.</i></li> </ul>	<p><b>Use prepositional phrases to place the action and enhance descriptions:</b></p> <ul style="list-style-type: none"> <li><i>The moon shone <u>above the clouds</u>.</i></li> <li><i>The black, wizened demon perched <u>upon the roof</u>.</i></li> <li><i>The thief crept <u>behind the monster</u>.</i></li> </ul> <p><b>Use similes for character and setting description</b></p> <ul style="list-style-type: none"> <li><i>The rain was as sharp as daggers.</i></li> <li><i>The queen's eyes were like fire.</i></li> </ul> <p><b>Use speech to move the narrative forward, using the correct punctuation and precise speech verbs.</b></p> <ul style="list-style-type: none"> <li><i>"Who dares to disturb my rest?" <u>roared</u> the dragon.</i></li> </ul> <p><b>Use a sentence of three to write longer sentences which create a sense of drama.</b></p> <ul style="list-style-type: none"> <li><i>Saba leapt from the bushes, picked up her sword and ran towards the dragon.</i></li> <li><i>The dragon turned, opened its jaws and let out an almighty roar!</i></li> </ul> <p><b>Use alliteration to provide rhythm to descriptions</b></p> <ul style="list-style-type: none"> <li><i>The wicked wind swept through the town.</i></li> </ul>	<p><b>Use fronted adverbials to show 'how / where / when' to enhance meaning:</b></p> <ul style="list-style-type: none"> <li><i>Carefully, she crawled along the floor.</i></li> <li><i>All of a sudden, the door opened.</i></li> <li><i>In the darkness, I could see a light shining.</i></li> <li><i>Behind the gate, stood a demon.</i></li> <li><i>Later that evening, the gang set off.</i></li> </ul> <p><b>Begin to use '-ing' clauses as sentence starters</b></p> <ul style="list-style-type: none"> <li><i>Gasping, he leapt from the water.</i></li> <li><i>With her heart racing in her chest, she ran from the tower.</i></li> </ul> <p><b>Use onomatopoeia to enhance descriptions</b></p> <ul style="list-style-type: none"> <li><i>Bang! Sphero landed on the metal walkway.</i></li> <li><i>Roar! The sabretooth leapt over the fire.</i></li> <li><i>C-r-e-a-k! The bridge slowly began to collapse.</i></li> </ul>

Punctuation Content	Tense
<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>	<ul style="list-style-type: none"> <li>Use the present perfect verb form ('he has gone out to play' in contrast to 'he went out to play')</li> <li>Maintain a consistent tense throughout a piece of writing</li> </ul>

## Writing to Entertain: Year 4

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

### Grammar and Sentences

Autumn	Spring	Summer
<p><b>Develop the use of similes for character and setting description, using them as openers where appropriate:</b></p> <ul style="list-style-type: none"> <li><i>The rain was as sharp as daggers, falling from the black sky.</i></li> <li><i>The queen's eyes were like fire, making Jonsi tremble in fear.</i></li> <li><i>Like lightning, Kenzi raced through the woods</i></li> <li><i>As silent as mist, the thief crept through the palace.</i></li> </ul> <p><b>Develop an elaborate use of adverbials to enhance meaning, varying their position in the sentence:</b></p> <ul style="list-style-type: none"> <li><i><u>Beyond the dark gloom of the cave</u>, the dragon's eyes burned <u>like fire</u>.</i></li> <li><i><u>As fast as an arrow from a bow</u>, Robin leapt towards <u>the balcony</u>.</i></li> <li><i><u>Throughout the dreadful night</u>, the wind howled and screamed.</i></li> </ul> <p><b>Begin to use '-ing' and '-ed' clauses as sentence openers to add detail about character's actions e.g.</b></p> <ul style="list-style-type: none"> <li><i><u>Grinning menacingly</u>, he slipped the treasure into his rucksack.</i></li> <li><i><u>Frightened</u>, Tom ran straight home to avoid being caught.</i></li> </ul>	<p><b>Use pronouns purposefully for cohesion and to avoid repetition</b></p> <ul style="list-style-type: none"> <li><i>Exhausted, the Roman soldier collapsed at his post. He had fought for three days and nights.</i></li> </ul> <p><b>Use speech to move the narrative forward, using precise speech verbs and adverbs to enhance meaning. Vary the position of the reporting clause.</b></p> <ul style="list-style-type: none"> <li><i>"Who dares to disturb my rest?" questioned the dragon furiously.</i></li> <li><i>The orc whispered, "Where is the gold?"</i></li> </ul> <p><b>Use 'Show not Tell' to show how characters are feeling</b></p> <ul style="list-style-type: none"> <li><i><u>Satveer's heart was pounding in her chest</u>, as she <u>crept</u> into the crypt.</i></li> <li><i><u>Finn smiled with joy</u> as he grabbed the falling treasure.</i></li> </ul>	<p><b>Use long sentences which 'take the reader's breath away' and create a sense of drama using adverbials:</b></p> <ul style="list-style-type: none"> <li><i><u>Over the cobbles</u>, Bethan sprinted, <u>from alley to alley</u>, her heart pounding in her chest with fear.</i></li> <li><i>Niamh vaulted <u>through the woods</u>, <u>over boulders and under branches</u>, gasping for breath.</i></li> </ul> <p><b>Use drop in '-ing' clauses to vary sentence structures:</b></p> <ul style="list-style-type: none"> <li><i>Jane, <u>laughing at the teacher</u>, fell off her chair.</i></li> <li><i>Kane, <u>running with all his might</u>, raced through the tomb.</i></li> <li><i>The trees, <u>swaying to and fro in the wind</u>, looked like witches' fingers.</i></li> </ul>

### Punctuation Content

- Use accurately punctuated speech with a comma after the reporting clause
- Use apostrophes for plural possession
- Use commas after fronted adverbials

## Writing to Entertain: Year 5

Text Types		Text Structure
Narrative Story Extracts	Setting Descriptions Poetry	Paragraphs should be used to sequence narratives and show change of place, time or perspective. Children should be able to purposefully build suspense towards a climax/action sequence.

## Grammar and Sentences

Autumn	Spring	Summer
<p><b>Develop an elaborate and poetic use of similes and metaphors, including personification:</b></p> <ul style="list-style-type: none"><li><i>The moon glared from behind the black clouds, like a watchful magistrate, judging Thom.</i></li><li><i>The wind screamed in the darkness, striking fear into Lara's heart.</i></li><li><i>The door waited. As it had done for a thousand years.</i></li></ul> <p><b>Develop an elaborate use of adverbials as sentence starters:</b></p> <ul style="list-style-type: none"><li><i>Beyond the dark gloom of the cave, the dragon's eyes burned like fire.</i></li><li><i>As fast as an arrow from a bow, Robin leapt towards the balcony.</i></li><li><i>Throughout the dreadful night, the wind howled and screamed.</i></li></ul> <p><b>Vary the position of adverbials within sentences:</b></p> <ul style="list-style-type: none"><li><i>Gracefully, the swan flew over the lake, under the summer sun.</i></li><li><i>Under the summer sun, the swan flew gracefully over the lake.</i></li></ul>	<p><b>Use expanded -'ing' and -ed clauses used in various positions, including as starters e.g.</b></p> <ul style="list-style-type: none"><li><i><u>Grinning menacingly</u>, he slipped the treasure into his rucksack.</i></li><li><i>Sanzi leapt over the table, <u>terrified of being caught</u>, and made her way to the exit.</i></li><li><i><u>Hopping speedily towards the pool</u>, the frog dived underneath the leaves.</i></li><li><i><u>Terrified of being caught</u>, Tom leapt from shadow to shadow, <u>heart racing in his chest</u>.</i></li><li><i><u>Exhausted and weary from the day's journey</u>, the traveler collapsed in a heap on the floor.</i></li></ul> <p><b>Use long sentences which 'take the reader's breath away' and create a sense of drama using repetition where appropriate:</b></p> <ul style="list-style-type: none"><li><i>Over the cobbles, Bethan sprinted, from alley to alley, her heart pounding in her chest with fear.</i></li><li><i>Niamh vaulted through the woods, over boulders and under branches, gasping for breath.</i></li></ul>	<p><b>Refine the use of speech to move the narrative forward, using precise speech verbs and adverbs to enhance meaning. Vary the position of the reporting clause.</b></p> <ul style="list-style-type: none"><li><i>"Who dares to disturb my rest?" questioned the dragon furiously.</i></li><li><i>The orc whispered, "Where is the gold?"</i></li></ul> <p><b>Refine an elaborate use of 'Show not Tell' to infer how characters are feeling and develop characterisation:</b></p> <ul style="list-style-type: none"><li><i><u>Heart pounding in her chest</u>, Satveer <u>crept warily</u> into the crypt.</i></li><li><i>The warrior swaggered into the palace, ignoring the whispers of the crowd.</i></li></ul> <p><b>Use rhetorical questions to make a character's thoughts explicit:</b></p> <ul style="list-style-type: none"><li><i>Why had he come to this dreadful place?</i></li><li><i>Who was this assassin and where would she strike next? Sami knew he had to work quickly.</i></li></ul>

## Punctuation Content

- Use brackets, commas or dashes to indicate parenthesis
- Use commas to mark clauses, clarify meaning and avoid ambiguity

# Writing to Entertain: Year 6

Text Types		Text Structure
Narrative Story Extracts	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

Autumn	Spring	Summer
<p><b>Refine and control an elaborate use of adverbials, including –ing and –ed clauses, varying their position in the sentence for an effect:</b></p> <ul style="list-style-type: none"> <li><i>Jamie ran, <u>from street to street</u>, desperate to escape the Peelers!</i></li> <li><i>From behind the ink-black, <u>deathly clouds</u>, the sickly moon loomed, <u>glaring down upon Mia</u>, watching <u>her every move</u>.</i></li> <li><i>Sanzi leapt over the table, <u>terrified of being caught</u>, and made her way to the exit.</i></li> <li><i><u>Terrified of being caught</u>, Tom leapt from shadow to shadow, <u>heart racing in his chest</u>.</i></li> </ul> <p><b>Refine and control an elaborate and poetic use of similes and metaphors, including personification:</b></p> <ul style="list-style-type: none"> <li><i>The wind screamed in the darkness, striking fear into Lara’s heart.</i></li> <li><i>The door waited. As it had done for a thousand years.</i></li> </ul> <p><b>Use ‘Description: detail’ sentences purposefully in narrative and poetry</b></p> <ul style="list-style-type: none"> <li>He was exhausted: his muscles ached and his eyes were heavy</li> </ul>	<p><b>Use long sentences to ‘take the reader’s breath away’ and create a sense of drama using repetition and semi-colons where appropriate:</b></p> <ul style="list-style-type: none"> <li><i>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.</i></li> </ul> <p><b>Control the pace of a piece by using short sentences to slow a reader down:</b></p> <ul style="list-style-type: none"> <li><i>(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.</i></li> </ul> <p><b>Incorporate stage direction into speech to advance the narrative:</b></p> <ul style="list-style-type: none"> <li><i>“Stop!” he shouted, picking up the stick and running after the thief.</i></li> <li><i>“Enough!” roared the queen, as she slammed her fist onto her throne, “you will not fight the beast!”</i></li> </ul>	<p><b>Refine and control an elaborate use of ‘Show not Tell’ to infer how characters are feeling and develop characterisation through description and speech:</b></p> <ul style="list-style-type: none"> <li><i><u>Heart pounding in her chest</u>, Satveer <u>crept warily</u> into the crypt.</i></li> <li><i>“And who are you?” <u>sneered</u> the King.</i></li> </ul> <p><b>Use the passive voice to withhold information for an effect</b></p> <ul style="list-style-type: none"> <li><i>The gate was slammed shut, locking Jay inside.</i></li> <li><i>A knife was held in the darkness.</i></li> <li><i>The jewels were snatched from the table.</i></li> </ul> <p><b>Use dramatic irony to enhance suspense. Children describe events/perspectives that are not known to other or all characters in the story:</b></p> <ul style="list-style-type: none"> <li><i>The perspective switches from a group of travelers setting out on their journey to their destination and describes their destination as perilous.</i></li> <li><i>The perspective switches from the character to another character who is hunting the first character.</i></li> </ul>

## Punctuation Content

- 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