

At Hollingbourne Primary School children are given ample opportunity, as they progress through the school, to explore many different writing genres. Below are details of the *various types of writing children will explore in each year group*. This progression in writing enables children to experience a range of writing types and assists them in building each year upon what they have learnt in previous years.

Early Years

Story telling/narrative

Children are taught to:

- *To be able to tell a story.*
- *To use their imagination and ideas from familiar stories to create their own story.*
- *To talk about key events, the order of those events and characters.*
- *To order key events of a story in a logical order.*
- *To make predictions about what might happen next in their or someone else's narrative.*
- *To compare stories and talk about similarities and differences.*
- *To write captions/sentences to write their story.*
- *Begin to show awareness of basic punctuation, that is, full stops, capital letters, question marks, exclamation marks and speech marks.*
- *Begin to use a capital letter, full stops and finger spaces when writing a sentence.*
- *To use conjunctions such as and, because, after, but.*
- *To begin to use conjunctions such as who, until, so, then, when, if, before, also.*

Recount

Children are taught to:

- *Verbally recall events in the order they happened.*
- *Order pictures, captions and sentences correctly.*
- *Use first, next, then, after that correctly.*
- *Begin to show awareness of basic punctuation, that is, full stops, capital letters, question marks, exclamation marks and speech marks.*
- *Begin to use a capital letter and full stop when writing a sentence.*

Character description

Children are taught to:

- *Verbally describe a character.*
- *Verbally use adjectives.*
- *Begin to write adjectives.*
- *Add simple labels to a character to describe key features.*
- *Write a simple caption to describe a character.*

- *Draw a character to represent a given description using basic inference and deduction skills.*
- *Begin to verbalise similes, for example, as tiny as a mouse.*
- *Begin to show awareness of basic punctuation, that is, full stops, capital letters, question marks, exclamation marks and speech marks.*
- *Begin to use a capital letter and full stop when writing a sentence.*

Cards - Thank You/Birthday

Children are taught to:

- *Organise the writing appropriately.*
- *Use common card writing format, for example, to, from, love from etc.*
- *Write a short message in the card.*

Letters

Children are taught to:

- *Use letter writing language, for example, to, dear, from, date etc.*
- *Begin to show awareness of basic punctuation, that is, full stops, capital letters, question marks, exclamation marks and speech marks.*
- *Begin to use a capital letter and full stop when writing a sentence.*

Lists

Children are taught to:

- *Understand how a list is organised.*
- *Organise a list appropriately.*
- *Know why and when a list may be needed.*

Instructions

Children are taught to:

- *Verbalise instructions in order.*
- *Sequence and order pictures correctly.*
- *Write and label pictures.*
- *Write captions using phonic knowledge taught.*
- *Use language of time, that is, then, next, now.*
- *Begin to show awareness of basic punctuation, that is, full stops, capital letters, question marks, exclamation marks and speech marks.*
- *Begin to use a capital letter and full stop when writing a sentence.*

Menus

Children are taught to:

- *Use appropriate format.*
- *Draw pictures and label items.*
- *Add prices to a menu.*
- *Verbalise items on a menu in meaningful role play contexts.*

Labels

Children are taught to:

- *For models - write name and what the item is.*
- *Parts on a picture - what each part is, for example, body, space rocket, plant.*
- *Write a short caption or sentence about the function.*
- *Follow appropriate format, for example, line drawn to label part.*

Key Stage One (Years 1 & 2)

Diary Entry

Children are taught to:

- *Punctuate sentences using full stops and capital letters.*
- *Use a variation of punctuation learnt such as question marks and exclamation marks.*
- *Understand and use first person.*
- *Understand and use tenses correctly.*
- *Use descriptive and emotive language.*
- *Use sequencing within writing and understand order of events.*
- *Begin to understand and use rhetorical questions.*

Lists

Children are taught to:

- *Understand and use the format of a list correctly.*
- *Use commas within a list.*
- *Understand and use bullet points correctly.*
- *Use a range of sequencing conjunctions such as next, firstly, finally etc.*

Instructions

Children are taught to:

- *Use an introductory paragraph.*
- *Understand and use the format and layout of instructions correctly.*
- *Use a range of sequencing conjunctions such as next, firstly, finally etc.*
- *Use and understand imperative verbs and their role in commands.*
- *Use a final statement.*
- *Punctuate sentences using full stops and capital letters.*
- *Use a variation of punctuation learnt such as question marks and exclamation marks.*

Fact File

Children are taught to:

- *Understand and use third person.*
- *Understand and use the format, layout and purpose of a fact file.*
- *Understand and use headings and sub-headings.*
- *Organise information in a logical way.*
- *Use pictures and captions.*
- *Use concise language, correct for the purpose.*
- *Punctuate sentences using full stops and capital letters.*
- *Use a variation of punctuation learnt such as question marks and exclamation marks.*

Stories (Narrative)

Children are taught to:

- *Understand and use the format of a story including: plot, sequencing, characterisation, setting, events and the impact they have.*
- *Use adjectives and adverbs to aid description.*
- *Use noun phrases and later, expanded noun phrases to aid description.*
- *Understand the layout of a story and use paragraphs correctly.*
- *Punctuate sentences using full stops and capital letters.*
- *Use a variation of punctuation learnt such as question marks and exclamation marks.*
- *Understand and use inverted commas to denote speech.*

Letter writing

Children are taught to:

- *Understand and use the layout of a letter correctly.*
- *Use paragraphs correctly.*
- *Understand the purpose of the letter they are writing.*
- *Understand who will be reading the letter and if the tone should be formal or informal.*
- *Punctuate sentences using full stops and capital letters.*
- *Use a variation of punctuation learnt such as question marks and exclamation marks.*

Invitations

Children are taught to:

- *Understand and use the layout of an invitation correctly.*
- *Understand the content needed, for example, RSVP.*

- *Understand the presentation needed, depending upon the purpose of the invitation.*
- *Understand and use concise language.*
- *Use clear and concise language.*
- *Punctuate sentences using full stops and capital letters.*
- *Use a variation of punctuation learnt such as question marks and exclamation marks.*

Lower Key Stage Two (Years 3 & 4)

A wide and varied amount of punctuation is taught across Lower Key Stage Two, as well as revision of previously taught punctuation. There is an expectation that examples of a variety of punctuation will be used with increasing confidence across this key stage. Therefore, below is a list of the punctuation which could feature in much of the writing across many different writing genres within these year groups:

- *Capital letters to begin sentences and for use with proper nouns;*
- *Full stops;*
- *Commas to separate items in a list;*
- *Question marks;*
- *Exclamation marks;*
- *Use paragraphs correctly;*
- *Inverted commas for direct speech;*
- *Commas to separate clauses;*
- *Apostrophes to indicate possession for singular and regular plural nouns;*
- *Apostrophes for irregular plural nouns;*
- *Apostrophes to indicate omission.*

Instructions

Children are taught to:

- *Use bullet points correctly.*
- *Use a range of sequencing conjunctions such as first, next, then, finally etc.*
- *Integrate sub-headings within instructions.*
- *Create and use an introduction.*
- *Use captions, pictures, diagrams and labels.*
- *Use imperative verbs.*
- *Use subject specific vocabulary.*
- *Use present tense.*
- *Use correct punctuation.*

Explanation

Children are taught to:

- *Answer questions on 'why' and use text to demonstrate this.*
- *Create an appropriate title.*
- *Understand the use and style of an explanation text.*
- *Use paragraphs correctly.*
- *Use interesting facts and subject specific vocabulary.*
- *Use sequencing conjunctions such as firstly, finally etc.*
- *Use co-ordinating conjunctions such as so, but, for etc.*
- *Use present tense.*
- *Use correct punctuation.*

Diary Entry:

Children are taught to:

- *Use first person.*
- *Use past tense.*
- *Use paragraphs correctly.*
- *Understand informality of diary.*
- *Portray thoughts and feelings using emotive language.*
- *Understand and use the correct layout.*
- *Use correct punctuation.*

Non-chronological Report

Children are taught to:

- *Create and use titles and sub-headings/titles.*
- *Use subject specific vocabulary.*
- *Create and use pictures, diagrams and captions.*
- *Use formal language.*
- *Create an introduction.*
- *Include 'Fun facts' and 'Did you know?'*
- *Have an awareness of the reader.*
- *Create a conclusion.*
- *Use correct punctuation.*

Letter writing

Children are taught to:

- *Understand and use level of formality correctly, for example, writing to a friend versus writing to a Member of Parliament. That is, having an awareness of the reader.*
- *Understand and use the correct presentation for a letter, for example, Dear and from versus Yours Faithfully or Sincerely.*
- *Create a relevant introduction.*
- *Create a relevant summary or conclusion.*
- *Use correct punctuation.*

Stories (narratives)

Children are taught to:

- *Understand and use a range of tenses including past, present and present perfect.*
- *Use descriptive language and techniques to help the reader understand characters and settings.*
- *Use a balance of both direct and indirect/reported speech.*
- *Use of rhetorical questions.*
- *Use a balance of sentence types, such as simple, compound and complex sentences.*
- *Use a range of conjunctions.*
- *Use a range of sentence openers, for example, fronted adverbials.*
- *Use a range of clauses, for example, main and subordinate.*
- *Use a range of techniques to make the story interesting such as, powerful adjectives, expanded noun phrases, adverbs, similes, personification.*
- *Use of five senses to aid description (sight, sound, smell, touch, taste).*
- *Use subject specific vocabulary (if necessary).*
- *Use correct punctuation.*

Playscripts

Children are taught to:

- *Understand and use layout correctly, for example, colons, new line for each new speaker etc.*
- *Understand and use stage directions.*
- *Understand and use 'scenes' and/or 'acts.'*
- *Understand no inverted commas are used, even though the characters are speaking.*
- *Use introduction at the start of each scene to give a brief description of where the scene is set.*
- *Use correct punctuation.*

Balanced arguments

Children are taught to:

- *Create and use an introduction including both sides of the argument.*
- *Use of a range of conjunction types, such as, on the other hand, therefore, finally.*
- *Use emotive language.*
- *Use rhetorical questions.*
- *Create and use a conclusion to summarise the key points.*

- *Use correct punctuation.*

Newspaper reports

Children are taught to:

- *Create and use a 'catchy' headline.*
- *Use alliteration.*
- *Use rhetorical questions.*
- *Use sub-headings.*
- *Use formal language and vocabulary.*
- *Use direct speech for witness quotations.*
- *Use a balance of both reported/indirect speech and direct speech.*
- *Use correct punctuation.*

Posters

Children are taught to:

- *Use persuasive vocabulary to entice their audience.*
- *Create and use an eye-catching headline.*
- *Use bold (and colourful) wording.*
- *Use subject specific vocabulary or phrases.*
- *Use alliteration.*
- *Use action verbs.*
- *Use correct punctuation.*

Blogs/emails

Children are taught to:

- *Create and use a suitable title.*
- *Use past tense.*
- *Use first person.*
- *Use exciting vocabulary.*
- *Create a description of events.*
- *Understand their audience.*
- *Use correct punctuation.*

Recounts

Children are taught to:

- *Describe events in chronological order.*
- *Detail the events using appropriate vocabulary.*
- *Use appropriate language and techniques to describe feelings and emotions.*
- *Use a range of conjunctions.*
- *Use action verbs.*
- *Use first or third person.*

- *Create and use an appropriate conclusion.*
- *Use correct punctuation.*

Upper Key Stage Two (Years 5 & 6)

A wide and varied amount of punctuation is taught across Upper Key Stage Two, as well as revision of previously taught punctuation. There is an expectation that examples of a variety of punctuation will be used with increasing confidence across this key stage. Therefore, below is a list of the punctuation which could feature in much of the writing across many different writing genres within these year groups:

- *Capital letters to begin sentences and for use with proper nouns;*
- *Full stops;*
- *Question marks;*
- *Exclamation marks;*
- *Inverted commas for direct speech;*
- *Use paragraphs correctly;*
- *Use commas for all types of purposes, such as separating items in a list, separating clauses and using accurately within a relative clause;*
- *Punctuating parenthesis using pairs of commas, dashes or brackets;*
- *Use semi-colons and colons to separate clauses.*
- *Use ellipsis;*
- *Use hyphens where necessary;*
- *Apostrophes to indicate possession for singular, regular and irregular plural nouns;*
- *Apostrophes to indicate omission;*
- *Use bullet points correctly;*
- *Use colons to introduce a list.*

Diary entry

Children are taught to:

- *Use first person.*
- *Use past tense.*
- *Use paragraphs correctly.*
- *Understand informality of diary.*
- *Portray thoughts and feelings using emotive language.*
- *Write from a character's perspective.*
- *Understand and use the correct layout.*
- *Use correct punctuation.*

Non-chronological Report

Children are taught to:

- *Create and use titles and sub-headings/titles.*
- *Use subject specific vocabulary.*
- *Use passive verbs.*
- *Create and use pictures, diagrams and captions.*
- *Use formal language.*
- *Create and use a relevant introduction.*
- *Include 'Fun facts' and 'Did you know?' (if appropriate).*
- *Understand who the text is for and use appropriate and specific vocabulary and language.*
- *Create and use a relevant conclusion.*
- *Use correct punctuation.*

Instructions

Children are taught to:

- *Understand their audience and adjust formality accordingly.*
- *Use bullet points and/or numbered steps correctly.*
- *Create and use a concise and relevant introduction.*
- *Create and use chronological steps accurately.*
- *Use a range of sequencing conjunctions such as first, next, then, finally etc.*
- *Integrate sub-headings within instructions, for example, equipment, method etc.*
- *Use captions, pictures, diagrams and labels.*
- *Use imperative verbs.*
- *Use subject specific vocabulary.*
- *Use present tense.*
- *Use correct punctuation.*

Explanation

Children are taught to:

- *Answer questions on 'why' and use text to demonstrate this.*
- *Create an appropriate title.*
- *Understand the use and style of an explanation text.*
- *Create and use an opening statement/paragraph.*
- *Use paragraphs correctly.*
- *Use passive verbs (where necessary).*
- *Use interesting facts and subject specific vocabulary.*
- *Use sequencing conjunctions such as firstly, finally etc.*
- *Use co-ordinating conjunctions such as so, but, for etc.*
- *Use causal conjunctions such as therefore, as a result, furthermore etc.*
- *Use present tense.*
- *Use correct punctuation.*

Balanced arguments

Children are taught to:

- *Create and use an introduction including both sides of the argument.*
- *Use of a range of conjunction types such as, on the other hand, therefore, similarly, However, in contrast, likewise.*
- *Use emotive language.*
- *Use rhetorical questions.*
- *Use counter arguments to introduce opposite viewpoints.*
- *Use modal verbs to indicate degrees of possibility.*
- *Use and include statistics to emphasise and strengthen points.*
- *Create and use a conclusion to summarise the key points.*
- *Use correct punctuation.*

Newspaper reports

Children are taught to:

- *Use a range of journalistic techniques for headlines such as alliteration, puns, rhyme, single word, straight to the point or letter play.*
- *Use and understand format and presentation of a newspaper report.*
- *Include an orientation paragraph which includes the 5 ws: who, what, why, when and where.*
- *Use rhetorical questions.*
- *Use sub-headings.*
- *Use formal language and vocabulary.*
- *Use pictures with captions.*
- *Use direct speech for witness quotations.*
- *Use a balance of both reported/indirect speech and direct speech.*
- *Include a re-orientation paragraph to conclude.*
- *Use correct punctuation.*

Posters

Children are taught to:

- *Use persuasive vocabulary to entice their audience.*
- *Create and use an eye-catching headline.*
- *Use bold (and colourful) wording.*
- *Use subject specific vocabulary or phrases.*
- *Use alliteration.*
- *Use action verbs.*
- *Include statistical information (dependent upon audience).*
- *Use correct punctuation.*

Blogs/emails

Children are taught to:

- *Create and use a suitable title.*
- *Use past tense.*
- *Use first person.*

- *Use relevant vocabulary.*
- *Understand their audience.*
- *Use correct punctuation.*

Stories (narratives)

Children are taught to:

- *Understand and use a range of tenses including past, present and present perfect.*
- *Use sophisticated descriptive language appropriate to characters.*
- *Understand and use a balance of both direct and indirect/reported speech.*
- *Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.*
- *Use of rhetorical questions.*
- *Use a balance of sentence types, such as simple, compound and complex sentences.*
- *Use a range of conjunctions.*
- *Use a range of sentence openers, for example, fronted adverbials.*
- *Use a range of clauses, for example, main and subordinate.*
- *Use a range of techniques to make the story interesting such as, powerful adjectives, expanded noun phrases, adverbs, similes, personification.*
- *Use of five senses to aid description (sight, sound, smell, touch, taste).*
- *Use subject specific vocabulary (if necessary).*
- *Use correct punctuation.*

Letter writing

Children are taught to:

- *Use the correct level of formality.*
- *Use vocabulary and language specific for recipient.*
- *Understand and use the correct presentation for a letter, for example, Dear and from versus Yours Faithfully or Sincerely.*
- *Create a relevant introduction.*
- *Create a relevant summary or conclusion.*
- *Use correct punctuation.*

Persuasive writing

Children are taught to:

- *Use formal language and vocabulary.*
- *Create an appropriate introduction.*
- *Use emotive language to convey opinions.*
- *Use technical and specific vocabulary.*
- *Use statistical data to reinforce viewpoint.*
- *Use a range of conjunctions such as consequently, however, nonetheless, as a result etc.*
- *Use present tense.*

- *Use rhetorical questions.*
- *Understand audience and formality required.*
- *Challenge the reader by use of relevant vocabulary, for example, surely, obviously etc.*
- *Create and use a relevant conclusion.*

Biography

Children are taught to:

- *Create and use a relevant title.*
- *Create an introduction.*
- *Use formal language and vocabulary.*
- *Use passive verbs.*
- *Write in chronological order.*
- *Use a range of techniques to assist in linking ideas across paragraphs.*
- *Use sub-headings (if appropriate).*
- *Write in third person.*
- *Create a clear and concise conclusion.*