

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.*

Invitations

Children are taught to:

- *Use letter writing type language to understand the format of an invitation, for example, dear, to, from etc.*
- *Understand what information they may need to include within their invitation to inform their reader.*

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

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.*