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Pathways to Write

Feature keys progression: Year 1 to Year 6

Vocabulary, manipulating sentences and tense, and structure

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Recount

Y1/2	Y3/4	Y5/6
Year 1: • Use some simple description • Write in 1st person based on experiences • Write in past tense • Begin to link events using *and* • Write events in order Year 2: • Include detail and description to inform the reader • Use consistent past tense • Include personal comments and own viewpoint • Order events with adverbs of time	Year 3: • Use a balance of description and opinion • Use a range of adverbs e.g. first, next, after that, finally and prepositions e.g. in the morning, before lunch • Use a range of past tense forms • Write in 1st person or 3rd person • Write an introductory paragraph • Write further paragraphs in chronological order Year 4: • Engage the reader through detailed description • Include eyewitness accounts as quotes using direct speech punctuation • Use fronted adverbials to introduce or connect paragraphs e.g. Later that day, Inside the castle • Use a range of past tense forms • Write in 1st person or 3rd person • Write an introductory paragraph including the 5Ws – who, what, where, when, why and how • Use paragraphs to extend and sequence extended recounts	**Recount** Year 5: • Engage reader through use of description, feelings and opinions • Create cohesion through use of a range adverbs and adverbials • Write in consistent tense using a range of verb forms • Include the 5Ws – who, what, where, when, why and how – and conclude with a clear summary Year 6: • Select the appropriate style to engage the audience • Use direct and reported speech to express a range of viewpoints • Use a wide range of cohesive devices e.g. conjunctions, synonyms, adverbials, punctuation • Use verb tenses consistently and correctly **Biography / Autobiography** Also include: • Use real life facts, including dates and place names • Use thematic language specific to the subject • Use formal language appropriately

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Recount: diary

Y1/2	Y3/4	Y5/6
Year 1: • Use some simple description • Write in 1st person based on experiences • Write in past tense • Begin to link events using *and* • Write events in order • Open with *Dear Diary* Year 2: • Include detail and description to inform the reader • Write in 1st person • Use consistent past tense • Order events with adverbs of time • Include personal comments and own viewpoint • Set the scene with a clear opening and establish the context • Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had!	Year 3: • Use a balance of description and opinion • Use a variety of sentence forms including statements and exclamations • Use a range of past tense forms, including present perfect • Write in 1st person • Write an opening paragraph to set the scene • Finish with a personal comment about hopes or concerns for the future Year 4: • Engage the reader through detailed description • Use fronted adverbials to introduce or connect paragraphs e.g. Later that day, Inside the castle • Use a range of past tense forms • Write an opening paragraph to share thoughts and feelings and to summarise the day • Finish with a personal comment about hopes or concerns for the future	Year 5: • Engage reader through use of detail, description, feelings and opinions • Use adverbs and fronted adverbials e.g. with doubt in my mind, anxiously, afterwards • Use rhetorical questions to engage reader • Select the appropriate tense Year 6: • Use quotes from people to express feelings • Select the appropriate tense and use accurately e.g. shifts in time and flashbacks • Use an informal conversational style • Use a wide range of cohesive devices e.g. conjunctions, synonyms, adverbials, punctuation

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Recount: journalistic report

Y1/2	Y3/4	Y5/6
*Not recommended for these year groups	*Not recommended for these year groups	Year 6: • Add details of the 5Ws throughout piece – who, what, where, when, why and how • Use quotes from people to provide opinions and information • Use passive voice for ambiguity • Use appropriate formality for intended audience • Write in third person • Use layout features of a journalistic report, including headline, photographs and captions and ending with a summary, comment or question

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Letters

Y1/2	Y3/4	Y5/6
Year 1: • Write in 1st person • Write simple sentences in sequence • Begin to link events using *and* • Use simple openings and closings e.g. dear, from Year 2: • Include detail and description to inform the reader • Use a range of sentence forms to address the reader • Write in 1st person • Include personal comments and own viewpoint • Use openings and closings e.g. dear, opening statement to state why we are writing, from	Year 3: • Write in the 1st person • Use contractions e.g. I'm writing to you • Provide detail through use of prepositions to express time, place and cause • Choose sentence forms to address the reader directly • Vary tenses • **Use fronted adverbials to introduce paragraphs** • Use layout features including an **address**/date, introductory paragraph and further paragraphs in order, suitable closing **Bold are additions for year 4**	Apply the features of recount, persuasion, information and explanation in the form of a letter. • Use features of formal letter writing e.g. address, yours sincerely, yours faithfully

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Information and non-chronological reports

Y1/2	Y3/4	Y5/6
Year 1: • Write simple sentences linked to the topic • Write in the present tense • Link ideas through subject or pronoun e.g. Bats are black. They fly at night Year 2: • Use specific vocabulary linked to the topic • Use facts from research • Write with clear and precise description • Write in the present tense • Use layout features e.g. title, sub-headings, introduction, grouped information	Year 3 /4: • Use specific e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal • **Use precision in technical vocabulary** • Use description to compare and contrast e.g. bats are one of the smallest mammals • Write in present tense (except historic reports) • Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams **Bold are additions for year 4**	Year 5/6: • Use precise word choices • Select language to appeal to the reader • **Clarify technical vocabulary** • Use a formal tone • **Adapt formality to suit purpose and audience** • **Use fronted adverbials e.g. also, additionally, usually, commonly** • Provide well-developed factual information for the reader • Manipulate style for specific purpose and audience **(hybrid texts)** • Include a summarising statement **Bold are additions for year 6**

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Instructions

Y1/2	Y3/4	Y5/6
Year 1: • Write simple, clear sentences • Start sentences with a command • Keep to the correct order of the steps to be followed Year2: • Write simple, short sentences with some technical vocabulary • Use noun phrases to specify where needed e.g. pick up the large bowl • Use adverbs appropriately • Include negative commands e.g. never, don't • Begin with a clear title and opening statement • Write in chronological order using bullet points or numbered points	Year 3/4: • Use technical vocabulary • Talk to the reader and make the instructions sound easy • Use adverbs for time and manner e.g. first, next, finally, carefully • Use clear and concise command sentences • **Write an introduction and concluding statement to engage the reader** • Present the text clearly e.g. sub-headings, bullet points, numbers **Bold are additions for year 4**	Year 5/6: Apply the features of instructional texts across other text types where appropriate

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Explanations		
Y1/2	**Y3/4**	**Y5/6**
*Not recommended for these year groups	Year 3 /4: • Use language to explain a process or how something works • Use some technical vocabulary • Use simple present tense • Use words/phrases to make sequential, causal or logical connections e.g. because, as a result • Use organisational features e.g. opening statement, **paragraphs,** steps explained in logical order, diagrams and flowchart **Bold are additions for year 4**	Year 5/6: • Use technical vocabulary **and precis information** • Use words/phrases to make sequential, causal or logical connections e.g. resulting in, consequently, in addition • Apply language from independent research • Use hypothetical language (if…then, might, when the…) • Use rhetorical questions to talk directly to the reader • Adapt formality to suit purpose and audience **Bold are additions for year 6**

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Persuasion

Y1/2	Y3/4	Y5/6
*Not recommended for these year group	Year 3 /4: • Use persuasive language e.g. alliteration, repetition, **rhetorical questions** • Write in logical order • Use 2nd person or 3rd person to talk directly to the reader • **Use short sentences to emphasise** • Select organisational features e.g. opening statement, sub-headings, **captions, strategically organised paragraphs, closing statement** **Bold are additions for year 4**	Year 5/6: • Use persuasive language e.g. quotes, slogans, rhetorical questions • Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would) • Create deliberate ambiguities (probably the best…in the world) • Directly appeal to the reader • Support points using persuasive examples and provide evidence • **Create authority through a formal style where appropriate e.g. letter to the council** • **Pre-empt reader objections e.g. you may disagree but…** **Bold are additions for year 6**

*Not recommended for these year groups		**Persuasion: discussion (year 6):**
		• Use precise, thematic vocabulary to establish authority
		• Use formal language:
		  ○ passive voice e.g. it is thought by many people,
		  ○ subjunctive form e.g. suggest, request, demand
		  ○ ambiguous determiners e.g. some, many, most
		• Avoid informality: 1st person, contractions, colloquialisms
		• Create cohesion though the effective use of conjunctions and adverbs e.g. however, therefore, despite, on the other hand
		• Support points using persuasive examples and provide evidence
		• Follow a clear structure e.g. introduce the point, arguments for and against, summary

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Fiction:

Story: vocabulary		
Y1/2	**Y3/4**	**Y5/6**
Year 1: • Use some story language • Include and describe a character • Include and describe the setting Year 2: • Use phrases from story language • Create and describe characters • Create and describe settings	Year 3: • Use small details to describe characters • Include a setting to create atmosphere Year 4: • Use small details to describe characters and evoke a response • Use small details for time, place and mood	Year 5: • Develop and keep characters consistent through description • Develop settings through description and link this with the characters or plot Year 6: • Use language carefully to influence the reader's opinion of a character, place or situation

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Story: sentence/structure

Y1/2	Y3/4	Y5/6
Year 1: • Write simple sentences in sequence • Include a beginning, middle and end Year 2: • Sequence of events • Section story into beginning, middle and end • Use 3rd person consistently • Use tenses appropriately	Year 3: • Sequence of events to follow the structure of the model story • Write an opening paragraph and further paragraphs for each stage • Create dialogue between characters that shows their relationship with each other • Use 3rd person consistently • Use tenses appropriately Year 4: • Sequence stories in different stages: introduction, build up, climax, resolution • Use paragraphs and use different ways to introduce paragraphs • Create dialogue between characters that shows their relationship with each other • Use 1st or 3rd person consistently • Use tenses appropriately	Year 5: • Vary story openings: start with dialogue, action or description • Use paragraphs to vary pace and emphasis • Use dialogue to move action forward Year 6: • Vary story structure: start with a flashback or dramatic event, use 2 narrators to tell a story from different perspectives • Use paragraphs to vary pace and emphasis • Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood

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Types of stories

Historical:

Structure:

Re-telling with a flashback which could begin with the final event

Fictional but use real events

Vocabulary: Historical setting

Accurate historical detail

Give clues to the reader about when the story takes place-what characters are wearing, buildings, horse drawn carriage rather than cars etc

Archaic language might be appropriate

Adventure

Structure:

Re-telling of a series of events leading up to a high impact resolution.

Build excitement and tension

Combine action, dialogue and description

Dialogue to advance the action or create tension 'did you hear a noise?'

Vocabulary: Use a setting where there is potential for adventure through a threat or danger

Description adds to the sense of adventure or possible prediction at what could happen

Powerful, evocative language for settings and characters

Powerful and varied verbs for action

Mystery

Structure:

Questions to exaggerate the mystery

Dialogue to advance the action or create tension 'did you hear a noise?'

Add an ingredient into a setting or character to trigger a mystery

Vocabulary:

Use adventurous word choices

Language to intensify the mystery: puzzling, strange, baffling, weird

Use pronouns to create mystery and avoid defining or naming a character

Make a character seem mysterious through their actions or dialogue

Science-Fiction

Structure:

Setting is usually a time in the future

Plot is usually adventure and fast-moving

Structure to play with time sequence: Flashbacks and time travel

A strong main character

Vocabulary:

Clear and detailed description to convey imagined settings, technology, processes and characters

Dialogue may be in unusual form or different language

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Types of stories

Myths

Structure:

Plot is usually a journey, a quest or a series of trials for the hero
Incredible or miraculous events
Characters behave in superhuman ways with unusual powers or strong characteristics
There is usually a hero and a negative character
Fast moving narration of action
Character has a magic object which may symbolise something

Vocabulary:

Rich, strong vocabulary to describe power and splendour of settings or characters
Imagery: similes, metaphors, symbolism
Vivid description of characters and settings
Dramatic settings portrayed through description

Legends

Structure:

Usually chronological with a series of linked episodes, phases of a journey or an ongoing battle
Formulaic openings and endings
Struggle between good and evil
Symbols are used e.g. red for anger /danger or a flame for hope

Vocabulary:

Rich, strong vocabulary to describe power and splendour of settings or characters
Imagery: similes, metaphors, symbolism
Vivid description of characters and settings
Dramatic settings portrayed through description

Fantasy

Structure:

A strong plot as well as fantastical elements

Vocabulary:

Very clear and detailed description to help the reader imagine
Use imagery for description

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Types of stories

Fairy Tales

Structure:

Setting is vague-Once upon a time; long, long ago
Recount in chronological order
Re-telling of events that have happened to a main character who has come into contact with the 'Fairy world.'
Hero or heroine is searching for something
Characters may be fairy folk or talking animals
Numbers or patterns are usually significant especially 3 and 7
Usually a happy ending

Vocabulary:

Language reflects the settings-archaic language
Phrases that have strong rhyme or rhythm
Repetition of a significant line
Use different styles of language for the characters to show contrast between them

Fables

Structure:

Usually short with few characters
Simple structure with beginning, complication and resolution
Establish the setting in the first line
Two characters meet, something happens and a lesson is learnt
Characters are often animals with human characteristics and traits
Use the main characters to give the fable a title
State the moral of the fable at the end
Dialogue or action is used to advance the plot
Dialogue is used to state a moral rather than describing characters
Give clues as to what might happen e.g. a sly fox was watching the chickens behind the fence

Vocabulary:

Be specific with character description e.g. A crafty stork…a timid lion…
Limited use of description because events are more important than settings
Use a question to introduce one character to another e.g. why are you waiting here little frog?
The passing of time reflected by using adverbs of time or adverbials

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