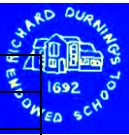


FICTION WRITING



Retell					
Year 1		Year 2		Year 3	
Genre Features	<u>Openers:</u>	Genre Features	<u>Openers:</u>	Genre Features	<u>Openers:</u>
<p>Use past tense. Title Include beginning, middle end. Chronological order. Story language; Once upon a time, one sunny day etc. Simple sentences. Structure needs to be correct. (Not to rewrite word for word / use said.)</p> <p><i>No comma would be used after the fronted adverbial until Year 3.</i></p>	<p><i><u>Time Adverbials</u></i> <i>Once upon a time. One sunny day</i> <i>First, Next</i> <i>Then, After</i> <i>that, Finally</i></p> <p><i><u>Openers</u></i> <i>He, She, The, It, They</i></p> <p><i><u>Question openers</u></i> <i>Will, What</i></p> <p><i><u>Exciting openers</u></i> <i>Suddenly</i> <i>Quickly, As quick as a flash</i></p>	<p>May create a story map or use pictures as prompts. Description of the character and setting.</p>	<p><i><u>Time Adverbials</u></i> <i>Soon</i> <i>Later</i> <i>At last</i> <i>Eventually</i></p> <p><i><u>Openers</u></i> <i>Everyone</i> <i>Far away</i> <i>In the distance</i></p> <p><i><u>Question Openers</u></i> <i>Where</i> <i>Who</i> <i>How</i></p> <p><i><u>Exciting openers</u></i> <i>Instantly</i> <i>Unexpectedly</i></p> <p><i><u>Subordinating conjunctions</u></i> <i>When</i> <i>If</i></p> <p><i>No comma would be used after the fronted adverbial opener until Year 3.</i></p>	<p>A title to make the reader want to read the story.</p> <p>Using paragraphs to organise my writing. Include simple speech with inverted commas. Limited speech. Detailed description of character OR setting.</p>	<p><i><u>Fronted adverbials</u></i> <i>How (Manner)</i> <i>Quickly, Softly, Frantically,</i> <i>Cautiously, As quick as a flash, As fast as he could,</i></p> <p><i><u>When (Time)</u></i> <i>Later, A long time ago, Centuries ago, In the beginning,</i></p> <p><i><u>Where (Place)</u></i> <i>In the distance, Beneath his feet, On the horizon, Beyond the fields.</i></p> <p><i><u>Subordinating conjunctions</u></i> <i>Before, After, While, As</i></p> <p><i>By the end of Year 3 children should be beginning to use a comma after the fronted adverbial.</i></p>

FICTION WRITING



Retell					
Year 4		Year 5		Year 6	
Genre Features	<u>Openers:</u>	Genre Features	<u>Openers:</u>	Genre Features	<u>Openers:</u>
<p>Including build-up, problem, resolution (Story-map). Independently structuring paragraphs around an idea. Show not tell for character's emotions. Detailed description of character <u>and</u> setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb). Still limit speech.</p>	<p><u>Fronted Adverbials</u></p> <p><u>How (Manner)</u> <i>Carefully scanning my surroundings, Without hesitation,</i></p> <p><u>When (Time)</u> <i>At sunrise, Just before dawn,</i></p> <p><u>Where (Place)</u> <i>As they approached the edge of the cliff, In the depths of the forest,</i></p> <p><u>When (Frequency)</u> <i>Every now and again, Randomly, occasionally, Every morning, Every week.</i></p> <p><u>How (Degree)</u></p>	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase. Historical / mythical story. My story describes a phenomenon (something unusual or interesting that exists).</p>	<p><i>Children can use the acronym ISPACE to remind them the different ways they can write a sentence to make their writing more exciting.</i></p> <p><u>Ing word (How / Manner)</u> <i>Shaking with fear, ...</i></p> <p><u>Simile (How / Manner)</u> <i>Like a delicate butterfly,</i></p> <p><u>Preposition (Place)</u> <i>Behind the bushes, ...</i></p> <p><u>Adverb (How / Manner)</u> <i>Cautiously,</i></p> <p><u>Conjunction</u></p>	<p>Author's style of writing and use appropriate author's voice. Consider purpose and audience. Changing tenses – flashback.</p>	<p><i>The power of three fronted adverbials.</i></p> <p><i>Past the overgrown field, beyond the rusty gate, beside the thorny bush...</i></p> <p><i>Below the azure, clear sky, by a tranquil cove, in the crystal blue water swam a beautiful mermaid.</i></p>

FICTION WRITING



	<p><i>Almost awake, Clearly angry, Slightly confused, Completely overwhelmed,</i></p> <p><i>This is a suggestion of fronted adverbials which can be used and is not a complete list.</i></p> <p><u>Subordinating conjunctions</u> <i>During, Since</i></p>		<p><i>As he clambered out of the boat,</i></p> <p><u>Ed word</u> <i>Terrified,</i></p> <p><u>Subordinating conjunctions</u> <i>Although Even though Despite These subordinating conjunctions lend</i></p>		
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FICTION WRITING



Own story					
Year 1		Year 2		Year 3	
Genre Features	<u>Openers:</u>	Genre Features	<u>Openers:</u>	Genre Features	<u>Openers:</u>
Use a known story. Change two or three given elements to change the narrative. Past tense. 3 rd person.	<p><u>Time Adverbials</u></p> <p><i>Once upon a time...</i></p> <p><i>One sunny day...</i></p> <p><i>First...</i></p> <p><i>Next...</i></p> <p><i>Then...</i></p> <p><i>After that...</i></p> <p><i>Finally</i></p> <p><u>Openers</u></p> <p><i>He</i></p> <p><i>She</i></p> <p><i>The</i></p> <p><i>It</i></p> <p><i>They</i></p> <p><u>Question openers</u></p> <p><i>Will</i></p> <p><i>What</i></p> <p><u>Exciting openers</u></p> <p><i>Suddenly</i></p> <p><i>Quickly</i></p> <p><i>As quick as a flash</i></p> <p><i>No comma would be used after the opener until Year 3.</i></p>	<p>Include setting, build-up, problem and resolution and ending (from a given choice).</p> <p>A beginning to introduce the setting.</p> <p>A build to describe what the character does.</p> <p>A dilemma when something goes wrong.</p> <p>A resolution where the character solves the problem.</p> <p>An ending to say what happens next.</p> <p>Include simple detail.</p>	<p><u>Time Adverbials</u></p> <p><i>Soon</i></p> <p><i>Later</i></p> <p><i>At last</i></p> <p><i>Eventually</i></p> <p><u>Question Openers</u></p> <p><i>Where</i></p> <p><i>Who</i></p> <p><i>How</i></p> <p><u>Openers</u></p> <p><i>Everyone</i></p> <p><i>Far away</i></p> <p><i>In the distance</i></p> <p><u>Exciting openers</u></p> <p><i>Instantly</i></p> <p><i>Unexpectedly</i></p> <p><i>Without hesitation</i></p> <p><u>-ly adverbs</u></p> <p><i>Slowly</i></p> <p><i>Quietly</i></p> <p><i>Silently</i></p> <p><u>Subordinating conjunctions</u></p> <p><i>When</i></p> <p><i>If</i></p>	<p>Stick to the theme given</p> <p>Use a story map (template given).</p> <p>Select own appropriate language.</p> <p>Add my own title.</p> <p>Simple speech using inverted commas.</p> <p>Paragraphs for time.</p> <p>Develop character through action and description.</p> <p>A beginning to introduce the characters and <u>setting</u>.</p> <p>A build up to give <u>hints and clues</u> about what is going to happen.</p> <p>A dilemma when something goes wrong.</p> <p>A resolution where the characters solve the problem.</p> <p>An ending to say what happens next.</p>	<p><u>Fronted adverbials</u></p> <p><i>How (Manner)</i></p> <p><i>Quickly, Softly, Frantically, Cautiously, As quick as a flash, As fast as he could,</i></p> <p><u>When (Time)</u></p> <p><i>Later, A long time ago, Centuries ago, In the beginning, Instantly,</i></p> <p><u>Where (Place)</u></p> <p><i>In the distance, Beneath his feet, On the horizon, Beyond the fields.</i></p> <p><u>Subordinating conjunctions</u></p> <p><i>Before, After, While, As</i></p> <p><i>By the end of Year 3 children should be using a comma after the fronted</i></p>

FICTION WRITING



			<p><i>No comma would be used after the opener until Year 3.</i></p>		<p><i>adverbial.</i></p> <p><i>Fronted adverbials should be generated with the children and shared on the working wall.</i></p> <p><i>Fronted adverbials cannot be a generic bank – they need to be relevant to the story.</i></p>
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FICTION WRITING



Own story					
Year 4		Year 5		Year 6	
<p>Genre Features</p> <p>3rd and 1st person. Use rich and varied vocabulary. Paragraphs for time and/or events. Show don't tell. Speech with varied reporting clauses.</p>	<p><u>Openers:</u></p> <p><u>Fronted Adverbials</u></p> <p><u>How (Manner)</u> <i>Carefully scanning my surroundings, Without hesitation,</i></p> <p><u>When (Time)</u> <i>At sunrise, Just before dawn,</i></p> <p><u>Where (Place)</u> <i>As they approached the edge of the cliff, In the depths of the forest,</i></p> <p><u>When (Frequency)</u> <i>Annually, weekly, Randomly, occasionally, Every morning, Every week.</i></p> <p><u>How (Degree)</u></p>	<p>Genre Features</p> <p>Choose a planning frame/format. Write for the given audience. Use rich and varied vocabulary thinking about the intensity of words.</p>	<p><u>Openers:</u></p> <p><i>Children can use the acronym ISPACE to remind them the different ways they can write a sentence to make their writing more exciting.</i></p> <p><u>Ing word (How / Manner)</u> <i>Shaking with fear, ...</i></p> <p><u>Simile (How / Manner)</u> <i>Like a delicate butterfly,...</i></p> <p><u>Preposition (Place)</u> <i>Behind the bushes, ...</i></p> <p><u>Adverb (How / Manner)</u> <i>Cautiously,</i></p> <p><u>Conjunction</u></p>	<p>Genre Features</p> <p>There may be a quest and the main character may be confronted with a number of dilemmas that are overcome / or not by the end of the story. May include a sequence of fast-moving events.</p> <p>Dialogue is used to introduce the characters and may establish reason for the journey, advancing the action in the story from the very beginning.</p> <p>Select and maintain the correct tense throughout the story. A tense atmosphere may be created across paragraphs (use of short sentences and phrases, and apt vocabulary choices darted, grabbed, bolted).</p> <p>Consider the audience, purpose and write appropriately. Include emotive language.</p> <p>Author's style of writing and use appropriate author's voice. Changing tenses – flashback.</p>	<p><u>Openers:</u></p> <p><i>The power of three fronted adverbials.</i> <i>Past the overgrown field, beyond the rusty gate, beside the thorny bush...</i></p> <p><i>Below the azure, clear sky, by a tranquil cove, in the crystal blue water swam a beautiful mermaid.</i></p>

FICTION WRITING



	<p><i>Almost awake, Clearly angry, Slightly confused, Completely overwhelmed,</i></p> <p><i>This is a suggestion of fronted adverbials which can be used and is not a complete list.</i></p> <p><u>Subordinating conjunctions</u> During, Since <u>Subordinating conjunctions</u> During Since</p>		<p><i>As he clambered out of the boat,</i></p> <p><u>Ed word</u> Terrified,</p> <p><u>Subordinating conjunctions</u> Although Even though Despite <i>These subordinating conjunctions lend</i></p>		
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FICTION WRITING



Poetry				
Year 1		Year 2		Year 3
Genre Features	<i>Openers:</i>	Genre Features	<i>Openers:</i>	Genre Features
Identify sounds within words (syllables). Identify rhyming words and write sentences with rhyming couplets. Acrostic poem using adjectives.		Identify rhyming patterns (rhyming couplets). Write own version of a given poem. Riddle What am I? Openers New clue, new line. Present tense. , but Conjunctions – and, that, When, If, or, because. Tease the reader. Commas in a list. Adjectives <u>List poem</u> A 'list poem' gets its name from the fact that most of the poem is made up of a long list of things. A list poem usually has a few lines at the beginning, a list in the middle and a few lines at the end. Rainforest List poem. <i>Under the enormous canopy many creatures hide.</i> <i>There might be...</i> <i>Colourful parrots squawking,</i> <i>chattering monkeys swinging,</i> <i>sleeping sloths slouching,</i> <i>tiny millipedes marching,</i> <i>sneaky snakes slithering,</i> <i>Their magical world is a mystery to us all!</i>	<u>Riddle</u> <i>I have, I am,</i> <i>I'm, Often,</i> <i>Sometimes,</i> <i>Usually, You,</i> <i>When, If, My</i>	Develop positive attitudes towards poetry and write your own <u>Free Verse</u> Free Verse poems tell a story, describe something or explain an emotion. These poems do not need to rhyme or use a structure. Figurative language. language linked to the topic. Capital letters at the beginning of each line. Free verse poems do not have a certain number of syllables per line. They do not rhyme, and other language devices may be used. Lines can be single words, phrases or sentences. Own vocabulary choices. <u>Kenning</u> A Kennings poem describes what a person, idea or object is or does. Each line is a simple phrase of a noun + noun or a noun + verb (noun + noun: Cheese – eater). The reader needs to guess what is being described. The language in the poem allows the reader to work out the theme. Kennings are understood best when they are read aloud.

FICTION WRITING



Poetry		
Year 4	Year 5	Year 6
<p>Genre Features</p> <p><u>Haiku</u> – Language poetry. 3 lines long. The syllables in each line match the format 5,7,5. Haiku poems are often about nature or the seasons and how we feel about them. Haiku is traditional poetry in Japan.</p> <p><u>Cinquain</u> Cinquains are five-line poems that describe something. They have 2 syllables in the first line, 4 in the second, 6 in the third, 8 in the fourth line, and just 2 in the last line. Cinquains do not need to rhyme, but this can be included.</p>	<p>Genre Features</p> <p><u>Narrative poems</u> Narrative poems tell a story. They include rhythm and rhyme. Rhythm and rhyme give the narrative dynamics. They can include repetition to add rhythm and make it more predictable. They can be short narrative poem and describes something that has happened. There are some similarities between Free verse and Narrative poems, but they are not the same.</p> <p><u>Limerick</u> They are five lines long. They all follow the following rhyme scheme: AABBA rhyme scheme – the first line must rhyme with the 2nd and 5th line. And lines 3 and 4 must rhyme. They usually include humour. Stanza of 5 lines. The first, second and fifth line are rhyme with each other. The third and fourth line rhyme with each other. Consider the syllables on each line. The first, second and fifth line all have between 8 to 9 syllables. The third and fourth line have between 5 to 6 syllables.</p>	<p>Genre Features</p> <p>Maintain positive attitudes to a wide range of poetry and write your own Children may revisit previous poetry structures or learn new forms (for example, Black-out poetry, Nonets, Limericks, Odes etc). Awareness of audience.</p>

FICTION WRITING



Settings					
Year 1		Year 2		Year 3	
<p>Genre Features</p> <p>Use senses (see and hear) to compile a word bank of adjectives to describe setting through visual stimulus.</p> <p>First person.</p> <p>Present tense.</p>	<p><i>Openers:</i></p> <p><i>I can see</i></p> <p><i>I can hear</i></p> <p><i>I can smell</i></p>	<p>Genre Features</p> <p>Describe using the senses – what the character can see, hear, smell, touch and how they feel.</p> <p>Identify where – using prepositions.</p> <p>Similes.</p> <p>ENPs.</p> <p>Range of openers (Far away, In the distance).</p> <p>Past tense.</p> <p><i>If the setting writing is part of a story, rhetorical questions relating to the characters may be asked.</i></p> <p><i>For example, Who will she see in this gloomy forest?</i></p>	<p><i>Openers:</i></p> <p><i>Openers</i></p> <p><i>Far away</i></p> <p><i>In the distance</i></p> <p><i>Time Adverbials</i></p> <p><i>Soon</i></p> <p><i>Later</i></p> <p><i>At last</i></p> <p><i>Eventually</i></p> <p><i>Question Openers</i></p> <p><i>Where</i></p> <p><i>Who</i></p> <p><i>How</i></p> <p><i>Exciting openers</i></p> <p><i>Instantly</i></p> <p><i>Unexpectedly</i></p> <p><i>Without hesitation</i></p> <p><i>-ly adverbs</i></p> <p><i>Slowly</i></p> <p><i>Quietly</i></p> <p><i>Silently</i></p> <p><i>Subordinating conjunctions</i></p> <p><i>When</i></p> <p><i>If</i></p> <p><i>No comma would be used</i></p>	<p>Genre Features</p> <p>Similes and metaphors.</p> <p>Fronted adverbials for place and manner.</p> <p>Adjective, adjective.</p> <p>Powerful verbs.</p>	<p><i>Openers:</i></p> <p><i>Adjectives as openers.</i></p> <p><i>Tall trees stretched up to the sky.</i></p> <p><i>Where (Place)</i></p> <p><i>In the distance,</i></p> <p><i>Beneath his feet,</i></p> <p><i>On the horizon,</i></p> <p><i>Beyond the fields.</i></p> <p><i>When (Time)</i></p> <p><i>Later, A long time ago,</i></p> <p><i>Centuries ago, In the beginning,</i></p> <p><i>By the end of Year 3 children should be beginning using a comma after the fronted adverbial.</i></p> <p><i>Fronted adverbials should be generated with the children and shared on the working wall.</i></p> <p><i>Fronted</i></p>

FICTION WRITING



			<i>after the opener until Year 3.</i>		<i>adverbials cannot be a generic bank – they need to be relevant to the setting.</i> <i>Subordinating conjunctions Before, After, While, As</i>
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FICTION WRITING



Settings					
Year 4		Year 5		Year 6	
Genre Features	<i>Openers:</i>	Genre Features	<i>Openers:</i>	Genre Features	<i>Openers:</i>
<p>What did they see?</p> <p>Simile as a sentence opener. Show don't tell to convey a character's emotion. Beginning to use personification to describe things in my writing.</p>	<p><u><i>Fronted Adverbials</i></u></p> <p><u><i>How (Manner)</i></u> <i>Carefully scanning my surroundings, Without hesitation,</i></p> <p><u><i>When (Time)</i></u> <i>At sunrise, Just before dawn,</i></p> <p><u><i>Where (Place)</i></u> <i>As they approached the edge of the cliff, In the depths of the forest,</i></p> <p><u><i>When (Frequency)</i></u> <i>Annually, weekly, Randomly, occasionally, Every morning, Every week.</i></p> <p><u><i>How (Degree)</i></u></p>	<p>Include two adjectives in my fronted adverbial of place. "Under the ancient, crumbling bridge," Using rich description to interest the reader such as metaphors, personification, and onomatopoeia. <u>Personification</u> Hailstones crashed into and thumped against the ageing windows. <u>Metaphors</u> The road ahead was a ribbon stretching across the desert. <u>Onomatopoeia</u> The tick tock of the grand clock. Emotive language – to cause an emotion.</p>	<p><u><i>Fronted adverbials:</i></u></p> <p><u><i>Where (Place)</i></u> <i>As they approached the shore, Beyond the.. Up above.. In the distance... On the shore... In the depths of the forest,... Across the water,... Nearby,...</i></p> <p><u><i>When (Time)</i></u> <i>At that moment,... It was then... Just then, Just as... As the time passed, Shortly after... As he scanned the horizon,</i></p> <p><u><i>How (Manner)</i></u> <i>Eventually, Quickly, Silently,</i></p>	<p>Power of three fronted adverbials. Personification of the weather. The wind shrieked through the forest. (Tense mood). The wind whined all though the night. (Sad mood). The sun's rays stroked my face (happy mood). Impenetrable darkness smothered the city. (Tense, claustrophobic mood). Evocative language to create a mood, strong feelings, memories, or emotions back.</p> <p>Consider the audience, purpose and write using the appropriate author's voice.</p>	<p>Use the power of three fronted adverbials. <i>Past the overgrown field, beyond the rusty gate, beside the thorny bush... Below the azure, clear sky, by a tranquil cove, in the crystal blue water swam a beautiful mermaid.</i></p>

FICTION WRITING



	<p><i>Almost awake, Clearly angry, Slightly confused, Completely overwhelmed</i></p> <p><u><i>Subordinating conjunctions</i></u> <i>During, Since</i></p>		<p><i>Momentarily, Immediately, Without flinching, Without hesitation,</i></p>		
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FICTION WRITING



Informal letters					
Year 1		Year 2		Year 3	
Genre Features	<i>Openers:</i>	Genre Features	<i>Openers:</i>	Genre Features	<i>Openers:</i>
Simple format (To, From). First person. An informal greeting (Hi). Add a few sentences. First sentence starts on a new line. From on a new line and add my name. For example, from Goldilocks to the bears. Date.	<i>I</i> <i>We</i> <i>He</i> <i>She</i> <i>The</i> <i>It</i> <u><i>Time Adverbials</i></u> <i>First</i> <i>Next</i> <i>Then</i> <i>After that</i> <i>Finally</i> <u><i>Question openers</i></u> <i>Will</i> <i>What</i>	Address and date (Given). Greeting (From a choice). Past tense. Introduction (why you are writing). More details. Final sentence written in the present tense (what the sender wants the recipient to do next). Signing off (given). Personal thoughts and feelings. Informal (use contractions).	<i>You</i> <i>Everyone</i> <i>All</i> <i>I wish</i> <i>I hope</i> <u><i>Time Adverbials</i></u> <i>Yesterday</i> <i>Last week</i> <i>Last night</i> <i>Soon</i> <i>Later</i> <i>At last</i> <i>Eventually</i> <u><i>Question Openers</i></u> <i>How</i> <i>Do</i> <i>Can</i> <u><i>Exciting openers</i></u> <i>Instantly</i> <i>Unexpectedly</i> <u><i>-ly Openers</i></u> <i>Sadly</i> <i>Bravely</i> <i>Hopefully</i> <u><i>Subordinating conjunctions</i></u>	Include the sender's address. Use an appropriate greeting. Past tense, include future tense in the conclusion. Present perfect tense. Write an introduction. Accurate use of tenses (explore future tense). Paragraphs for time / order. Informal chatty language. Questions sentences. Wider range of contractions. Greeting and signing off (own choice). Consider the audience.	<u><i>Fronted adverbials</i></u> <u><i>How (Manner)</i></u> <i>Calmly,</i> <u><i>When (Time)</i></u> <i>Not long ago,</i> <i>Last week,</i> <u><i>Subordinating conjunctions</i></u> <i>Before, After,</i> <i>While, As</i>

FICTION WRITING



			<i>When</i> <i>If</i>		
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FICTION WRITING



Informal letters					
Year 4		Year 5		Year 6	
Genre Features	Openers	Genre Features	Openers	Genre Features	Openers
<p>Paragraphs around a theme. Address the reader directly. Present perfect tense. Thoughts and feelings; show don't tell. Rhetorical questions.</p>	<p><u>Past tense</u> <i>Previously,</i> <i>Some time ago,</i> <i>A year ago,</i> <i>It was clear to me that</i> <i>It was just a little while ago when</i> <i>Back then,</i> <i>Looking to the year ahead,</i> <i>A while ago,</i></p> <p><u>Future Tense</u> <i>It is hoped that</i> <i>Hopefully,</i> <i>Looking forward</i> <i>In the near future,</i> <i>With the year ahead of me,</i> <i>Shortly,</i> <i>Soon enough,</i> <i>With next year gradually approaching,</i> <i>Before long,</i> <i>Maybe</i> <i>Perhaps</i></p> <p><u>Subordinating conjunctions</u></p>	<p>Past, Present and Future tense. Include a range of tenses. Include a quote.</p>	<p><u>Present Tense</u> <i>Today,</i> <i>At this very moment in time,</i> <i>Currently,</i> <i>It is clear to me (now) that</i> <i>At present,</i> <i>Since then,</i></p> <p><u>Subordinating conjunctions</u> <i>Although</i> <i>Despite</i> <i>Even though</i></p>	<p>Include a range of tenses – own choice. Include colloquialism. Cohesion; referring back, pronouns.</p> <p>Consider the audience, purpose and write using the appropriate author's voice.</p>	

FICTION WRITING



	<i>During that time, Whilst the year has gone on,</i>				
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FICTION WRITING



Formal letter					
Year 1		Year 2		Year 3	
Genre Features	Openers	Genre Features	Openers	Genre Features	Openers
		Address and date (Given). Greeting (From a choice). Introduction (why you are writing). Final sentence. Signing off (given). Thank you, letter, following a school trip / visitor.	<i>Thank you</i> <i>I know</i> <i>I think</i> <i>I feel</i> <i>Please can you</i> <i>I would like you to</i> <i>I hope</i> <i>Also</i> <u>Persuasive Openers</u> <i>You must</i> <i>You cannot</i> <u>Question openers</u> <i>Would you like</i> <i>Can you</i> <i>Will you</i> <i>What would you</i> <u>Subordinating conjunctions</u> <i>When</i> <i>If</i>	A letter to request (persuasive letter) For example, A letter from Mr. Twit's neighbour who is concerned about the welfare of the monkeys. Includes address of the recipient. Include more formal sentence. Add more details organized into paragraphs. Begin to use a suitable tone – choose appropriate vocabulary (from a word bank). Conclusion – saying what needs to happen next. Finish with 'Yours Faithfully' if you don't know the recipient. Finish with 'Yours Sincerely' if you do know the recipient. Include a question for the recipient to reply to. Include a rhetorical question. Do you really want the children to have nowhere to play? Adverbs as openers. Choice of formal ending.	<u>Persuasive Openers</u> <i>I believe</i> <i>I strongly believe,</i> <i>I firmly believe,</i> <i>Can you really</i> <i>I am writing to you</i> <i>I would like to express</i> <u>Additional conjunctions</u> <i>Also</i>

FICTION WRITING



Formal letter (<i>links to a fiction texts and therefore dealing with fictional events, thoughts and feelings</i>)					
Year 4		Year 5		Year 6	
Genre Features	Openers	Genre Features	Openers	Genre Features	Openers
Include sender's address. Formal/detailed introduction. Justification of thoughts. Persuasive openers. Facts. Rhetorical questions.	<u>Persuasive Openers</u> <i>In my opinion</i> <i>I am certain</i> <i>I truly believe</i> <i>You ought to</i> <i>Would you consider...?</i> <i>What if...?</i> <i>In my opinion</i> <u>Additional conjunctions</u> <i>In addition,</i> <u>Subordinating conjunctions</u> <i>During</i> <i>Since</i>	Include facts and opinions Use modal verbs and degrees of possibility. Facts and statistics. Exaggerate. Persuasive openers. Rule of three.	<u>Additional conjunctions</u> <i>Furthermore,</i> <i>Moreover,</i> <i>Another thing is,</i> <i>Not only this, but</i> <u>Persuasive Openers</u> <i>As you may know</i> <i>Surely you'd agree</i> <i>Would you really want...?</i> <i>How would you feel if...?</i> <i>It will be worthwhile if</i> <i>It will be an advantage if</i> <i>It is vital that</i> <u>Subordinating conjunctions</u> <i>Although</i> <i>Even though</i> <i>Despite</i>	Maintain formality throughout. Consider the audience, purpose and write using the appropriate author's voice.	<u>Without doubt</u> <i>There is definitely</i> <i>Just imagine</i> <i>It will be beneficial</i> <i>I am absolutely certain</i>

FICTION WRITING



Diary					
Year 1		Year 2		Year 3	
Genre Features	Openers	Genre Features	Openers	Genre Features	Openers
Simple recount of a day. First person. Past tense. Dear Diary	<i>I</i> <i>We</i> <i>It</i> <i>The</i> <i>They</i> <u><i>Time Adverbials</i></u> <i>First</i> <i>Next</i> <i>Then</i> <i>After that</i> <i>Finally</i>	Dear Diary and date. Add in private / secret thoughts and feelings. First person (I, We, My). Openers – Past tense. Use time adverbials to show when things happened. Chronological order. Simple conclusion looks ahead to the future (future tense using the conjunction 'If') and includes a rhetorical question. Informal language (contractions).	<i>I wish</i> <i>I felt</i> <i>My</i> <u><i>Time adverbials</i></u> <i>Later</i> <i>Soon</i> <i>At last</i> <i>Eventually</i> <u><i>Subordinating conjunctions</i></u> <i>When</i> <i>If</i>	Past perfect and present progressive tenses. Experiment with future tense. Informal voice. Paragraphs for events. Varied language to convey thoughts and feelings. Adverbs as openers. Addresses the diary directly. Includes opinions and facts. Informal, chatty language. Ambitious words to describe people and settings. Talks about secret / private feelings and opinions. Includes events that are important to the writer. Use paragraphs to organise events.	<u><i>Fronted adverbials</i></u> <u><i>When (time)</i></u> <i>At that moment,</i> <i>Just then, Before I knew it, After lunch, After a while, Some time later</i> <u><i>Where (Place)</i></u> <i>In the distance</i> <u><i>How (Manner)</i></u> <i>Frantically</i> <i>Quickly, Softly,</i> <i>Cautiously, As quick as a flash,</i> <i>As fast as I could,</i> <u><i>Subordinating conjunctions</i></u> <i>Before, After, While, As</i>

FICTION WRITING



Diary					
Year 4		Year 5		Year 6	
Genre Features	Openers	Genre Features	Openers	Genre Features	Openers
<p>Introduction to set the scene and create atmosphere.</p> <p>Events described from the author's perspective.</p> <p>Talks about feelings, reactions and opinion.</p> <p>Author explains reason for their actions.</p> <p>Ends with the authors present situation, wondering what they will do next.</p> <p>Select events thinking about the audience.</p> <p>Varied language to convey thoughts and feelings and opinions (Show don't tell).</p> <p>Justify why things happened.</p> <p>Select and maintain the appropriate tense (within given paragraphs).</p> <p>Use a rhetorical question with a subordinating conjunction.</p>	<p><i>On Monday,</i> <i>A few hours later,</i> <i>Finally,</i> <i>However,</i> <i>Of course,</i> <i>Honestly,</i> <i>As a result,</i></p> <p><u><i>Subordinating conjunctions</i></u> <i>During</i> <i>Since</i></p>	<p>Past perfect tense.</p> <p>Organised into paragraphs, with the day's events developed and expanded through descriptive detail.</p> <p>The opening locates the events precisely in time and the piece concludes by looking ahead to the following day.</p> <p>Language choices to reflect the theme (historical etc.).</p> <p>Include a quote.</p> <p>Move between tenses within paragraphs – own choice.</p>	<p><u><i>Fronted Adverbials</i></u></p> <p><i>When (Time)</i> <i>After a short time,</i> <i>At this point,</i> <i>Sometime later,</i> <i>Immediately,</i> <i>As we were eating,</i> <i>Instantly,</i> <i>Early this morning,</i> <i>Eventually,</i> <i>Before long,</i> <i>After a while,</i> <i>Before I knew it,</i></p> <p><u><i>Subordinating conjunctions</i></u> <i>Although</i> <i>Even though</i> <i>Despite</i></p>	<p>Multiple entries.</p> <p>Include suspense.</p> <p>Changing moods and emotions.</p> <p>Maintaining tense and writer's voice.</p> <p>Subjunctive form.</p> <p><i>You use the subjunctive form to discuss events that are not real, for example, 'If I were the queen...'</i></p> <p><i>The subjunctive also refers to wishes and demands.</i></p> <p>Active and passive voice</p> <p>Formality for effect.</p> <p>Consider the audience, purpose and write using the appropriate author's voice.</p>	

FICTION WRITING



Character Description					
Year 1		Year 2		Year 3	
Genre Features	Openers	Genre Features	Openers	Genre Features	Openers
Wanted poster. Picture annotated. Name of character. What they look like. Simple adjectives (colour and size). Appearance and personality (appropriate words). Actions – what does your character do in the story? Present tense.	He She They The On Below Under Behind In Above	Present tense. Separate character description. Describe how the character looks using adjectives and simple similes. Use because / when to describe their personality and actions. Use an ! in an exciting sentence. Include how other characters feel about the character I am describing. Say what I like / dislike about the character. Identify where – using prepositions. Select effective vocabulary and up level. Begin to experiment with word order in sentence structure. -ly adverbs to describe how an action was performed.	Her His Around Beneath Usually Sometimes Often Adjectives as openers Subordinating conjunctions When If -ly adverbs Sadly Slowly Carefully Possessive apostrophe For example, Ellie's dad Exclamative sentence beginning with the opener 'What'	Past tense. More ambitious vocabulary choices. Range of prepositional phrases as openers. Similes and metaphors. Include speech to show personality.	Fronted <u>Adverbials</u> <u>Manner (How)</u> Unfortunately, Bravely, Silently Nervously, <u>When (Time)</u> All of a sudden, In the blink of an eye, As soon as he / she could, At nightfall, During sunrise, <u>Subordinating conjunctions</u> Before, After, While, As

FICTION WRITING



Character Description					
Year 4		Year 5		Year 6	
Genre Features	Openers	Genre Features	Openers	Genre Features	Openers
<p>As part of a story.</p>	<p><u>Fronted Adverbials</u></p> <p><u>Manner (How)</u> <i>Awkwardly, As fast as he could, Without a sound, Without warning, Anxiously,</i></p> <p><u>How (Degree)</u> <i>Completely exhausted, Hardly out of breath, Obviously angry, Definitely confused, Totally overwhelmed, Utterly joyous, Completely in a daze,</i></p> <p><u>When (Frequency)</u> <i>Annually, weekly, Randomly, occasionally, Every morning,</i></p>	<p>Written in the past / past tense. Describe the character and included their feelings by using show don't tell. Including speech and moving the action on.</p>	<p><u>Use the acronym ISPACE to create fronted adverbials.</u></p> <p><u>Ing word</u> <i>Shaking with fear, ... How / Manner</i></p> <p><u>Simile Like a raging bull, ...</u></p> <p><u>How / Manner Preposition</u> <i>Behind the clouds, ... Place</i></p> <p><u>Adverb</u> <i>Anxiously, How / Manner</i></p> <p><u>Conjunction</u> <i>After he opened his eyes, ... (Time)</i></p> <p><u>Ed word</u> <i>Exhausted,</i></p> <p><u>Subordinating conjunctions</u> <i>Although Even though Despite</i></p>	<p>Integrate dialogue to <u>convey character</u> and advance the action by: Choosing words that reflect the character and the context. “Well, what you up to?” asked Grandpa as he walked in to the room. “We ent got any fink left!” wailed the little boy. Use dialogue to suggest a <u>character’s feelings</u>. “My heart’s pounding like a drum and I can’t catch my breath,” muttered Dominique. Use dialogue to <u>show relationships between characters</u>. “Have you responded to my e-mail yet, Sarah?” demanded Mark as he strutted into the room. “That was a super cup of coffee, Valerie. What would I do without you?” he cooed softly.</p> <p>Consider the audience, purpose and write using the appropriate author’s voice.</p>	

FICTION WRITING



	<p><i>Every week.</i></p> <p><u><i>Subordinating conjunctions</i></u> <i>During, Since</i></p>				
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