

Writing to entertain: Narrative, descriptive writing, character description and setting descriptions– Year 3

Text Structure	Sentences and Grammar	Useful vocabulary	Word Classes	Punctuation
<p>Fiction writing: Secure use of planning tools: Story map/story mountain/ story grids/ 'boxing up' grid.</p> <p>Plan opening around character(s), setting, time of the day and type of weather.</p> <p>Paragraphs to organise ideas into each story part.</p> <p>Introduction: should include detailed description of setting or characters.</p> <p>Build up: build in some suspense towards the problem or dilemma.</p> <p>Problem/dilemma: include details of actions/dialogue.</p> <p>Resolution: should link the problem.</p> <p>Ending: clear ending that should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p>	<p>Simple and compound sentences used.</p> <p><b>Use co-ordinating conjunctions</b> to link two main ideas in a sentence: and, but, so, for, nor, or, yet.</p> <p>Some examples of complex (subordinate clauses used to add detail – Although Theseus was scared, he prepared to enter the maze.)</p> <p><b>Using subordinating conjunctions</b> in the middle of sentences: when, if, as.</p> <p>Appropriate use of the past tense for narration.</p> <p>Adverbial phrases used as a 'where', 'when' or 'how' starter. (fronted adverbials) A few days ago, At the back of the eye, Without a sound, After a moment, In a strange way, Adverbials: First, then, next, after, later, the next day,</p>	<p>Soon</p> <p>Meanwhile</p> <p>As</p> <p>Later</p> <p>Carefully</p> <p>Without a thought</p> <p>Tremble</p> <p>Slither</p> <p>Stare</p>	<p><u>Noun</u> To form nouns using prefixes including anti-, auto-, super-</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the' Powerful verbs: stare, tremble, slither.</p> <p><u>Adjectives</u> Use of well-chosen adjectives.</p> <p><u>Conjunctions</u> Express time and cause: (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next soon.</p>	<p>Use finger spaces between words.</p> <p>Use capital letters and full stops to demarcate sentences.</p> <p>Use capital letter for the first person 'I'</p> <p>Use apostrophes to mark contractions. (didn't)</p> <p>Use a question mark.</p> <p>Use commas to separate items in a list.</p> <p>Begin to use inverted commas to mark direct speech where appropriate.</p>

soon, meanwhile, carefully,  
without a thought

Use of noun phrases which  
add detail to the description.  
Very old Grandma, brave  
woodchopper.

Use the progressive form of  
verbs.  
Goldlocks was walking  
through the woods.

Use exclamation sentences  
where appropriate. What big  
eyes you have, Grandma!

Use sentence of 3 for  
description.  
The cottage was almost  
invisible, hiding under a thick  
layer of snow and glistening  
in the sunlight.

Use of prepositions: Next to,  
by the side of, in front of,  
during, throughout.



Writing to entertain: Narrative, descriptive writing, character description and setting descriptions– Year 4

Text Structure	Sentences and Grammar	Useful vocabulary	Word Classes	Punctuation
<p>Fiction writing: Secure use of planning tools: Story map/story mountain/ story grids/ 'boxing up' grid.</p> <p>Plan opening around character(s), setting, time of the day and type of weather.</p> <p>Paragraphs to organise each part of the story to indicate a change in place or jump in time.</p> <p>Introduction: should include detailed description of setting or characters.</p> <p>Build up: build in some suspense towards the problem or dilemma.</p> <p>Problem/dilemma: include details of actions/dialogue.</p> <p>Resolution: should link the problem.</p> <p>Ending: clear ending that should link back to the start, show how the character is feeling, how the character or</p>	<p>Variation in sentence structures.</p> <p>Compound sentences used with additional description. <b>Use co-ordinating conjunctions</b> to link two main ideas in a sentence: and, but, so, for, nor, or, yet.</p> <p>Subordinate clauses used to add detail or context. <b>Using subordinating conjunctions</b> to join clauses and used as openers: when, if, as, because, while.</p> <p>Long sentences for description and short sentences for impact (to move events on quickly)</p> <p>Use nouns and pronouns for clarity and cohesion.</p> <p>Sentence of 3 for action: Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching however they disliked the weather.</p>	<p>Immediately</p> <p>Just at that moment</p> <p>Within seconds</p> <p>Towards nightfall</p> <p>In the far distance</p> <p>Meanwhile</p> <p>Unknown to...</p> <p>Magnificent</p> <p>Respectful</p> <p>Mysterious</p> <p>Modern</p> <p>Occasionally</p> <p>Often</p> <p>Although</p> <p>Perhaps</p> <p>Peculiar</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English for verb inflections and pronouns.</p> <p><u>Adjectives</u> Use of well-chosen adjectives.</p> <p><u>Conjunctions</u> Express time and cause: time conjunctions (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past tense including the use of the present perfect tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.</p>	<p>Use capital letters and full stops to demarcate sentences. (Non-negotiable)</p> <p>Capital letters for proper nouns.</p> <p>Use question marks, exclamation marks and full stops accurately.</p> <p>Use commas to separate items/ adjectives in a list.</p> <p>Use commas after fronted adverbials.</p> <p>Use commas to mark subordinate clauses.</p> <p>Apostrophe for possession to mark plural nouns.</p> <p>Use full punctuation for direct speech, including punctuation within and before inverted commas. Mum asked, "Will you be home for tea?"</p> <p>May begin to use dashes for emphasis.</p>

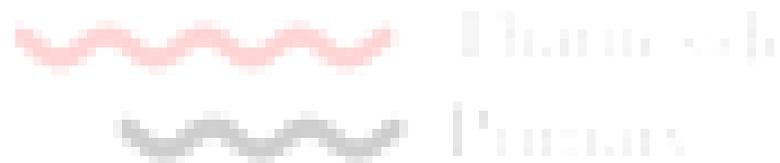
situation has changed from the beginning.  
Clear distinction between resolution and ending.  
Ending should include reflection on events or characters.

Appropriate use of the past tense for narration and dialogue to be written in the present tense. Dialogue **must have a new line for a new speaker.**

Adverbial phrases used as a 'where', 'when' or 'how' starter. (fronted adverbials)  
A few days ago,  
At the back of the eye,  
Without a sound,  
After a moment,  
In a strange way,  
Adverbials: First, then, next, after, later, the next day, soon, meanwhile, carefully, without a thought

Use the progressive form of verbs.  
Goldlocks was walking through the woods.

Use of prepositions: Next to, by the side of, in front of, during, throughout.



Writing to entertain: Narrative, descriptive writing, character description and setting descriptions– Year 5

Text Structure	Sentences and Grammar	Useful vocabulary	Word Classes	Punctuation
<p>Fiction writing: Secure independent use of planning tools: Story map/story mountain/ story grids/ 'boxing up' grid.</p> <p>Plan opening using: description, action or dialogue.</p> <p>Vary conjunctions within paragraphs to build cohesion into a paragraph. Use change of place, time and action to link ideas across paragraphs.</p> <p>Writing could start at any of the five points. This may include flashbacks. Introduction: should include action / description – character or setting / dialogue.</p> <p>Build up: Develop suspense and techniques.</p> <p>Problem/dilemma: May be more than one problem to be resolved.</p>	<p>Variation in sentence structures.</p> <p>Secure use of compound sentences used with additional description. <b>Use co-ordinating conjunctions</b> to link two main ideas in a sentence: and, but, so, for, nor, or, yet.</p> <p>Secure use of subordinate clauses used to add detail or context. <b>Using subordinating conjunctions</b> to join clauses and used as openers: when, if, as, because, while.</p> <p>Relative clauses used beginning with who, which, that, where, when, whose.</p> <p>Use nouns and pronouns for clarity and cohesion.</p> <p>Sentence reshaping techniques. For example: lengthening or shortening sentence for meaning and or effect.</p>	<p>Simultaneously, Surprisingly, Some distance away, Hesitantly, Surreptitiously, Pessimistically, Majestic Frequently, Mischievous, Sincere</p>	<p><u>Noun</u> Locate and identify expanded noun phrases. Pronouns used for clarity and cohesion.</p> <p><u>Verbs</u> Use modal verbs to indicate possibility. Prefixes for verbs: dis, de, mis, over, ise, ify.</p> <p><u>Adjectives</u> Use of well-chosen adjectives.</p> <p><u>Conjunctions</u> Express time and cause: time conjunctions (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past tense and past progressive tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.</p>	<p>Use capital letters and full stops to demarcate sentences. (Non-negotiable)</p> <p>Capital letters for proper nouns.</p> <p>Use question marks, exclamation marks and full stops accurately.</p> <p>Use commas to separate items/ adjectives in a list.</p> <p>Use commas after fronted adverbials.</p> <p>Use commas to mark subordinate clauses.</p> <p>Apostrophe for possession to mark plural nouns.</p> <p>Use full punctuation for direct speech, including punctuation within and before inverted commas. Mum asked, "Will you be home for tea?"</p> <p>Use brackets for incidentals. Amy saw Katie (her best friend) standing outside.</p>

Resolution: Clear links with dilemma.

Ending: character could reflect on events, any changes or lessons, look forward to the future ask a question.

Clear distinction between resolution and ending. Ending should include reflection on events or characters.

Indicating degrees of possibility using modal verbs. For example: might, should, will, must or adverbs: perhaps, surely.

Appropriate use of the past tense for narration and dialogue to be written in the present tense. Dialogue **must have a new line for a new speaker.** (Speech + verb + action) "Stop!" he shouted, picking up the stick and running after the thief.

Adverbial phrases used for elaboration:  
Beyond the dark gloom of the cave, Zach saw the wizard move.  
Throughout the night, the wind howled like an injured creature.

Use the progressive form of verbs.  
Goldlocks was walking through the woods.

Adverbials of time, place and manner.

Use dashes to emphasise additional information.  
The girl was distraught – she cried for hours.

Use colons to add further detail in a new clause.  
The girl was distraught: she cried for hours.

Use semi-colons to join related clauses.  
Some think this awful; others disagree.



Writing to entertain: Narrative, descriptive writing, character description and setting descriptions– Year 6

Text Structure	Sentences and Grammar	Useful vocabulary	Word Classes	Punctuation
<p>Fiction writing: Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips. Start story at any point of the 5 part structure. Maintain plot consistently working from the plan.</p> <p>Describe settings, characters and atmosphere.</p> <p>Integrate dialogue in narratives to convey character and advance the action.</p> <p>Pupils to be able to draw independently on what they have read as models for their own writing. For example: literary techniques.</p>	<p>Variation in sentence structures.</p> <p>Secure use of compound sentences used with additional description. <b>Use co-ordinating conjunctions</b> to link two main ideas in a sentence: and, but, so, for, nor, or, yet.</p> <p>Secure use of subordinate clauses used to add detail or context. <b>Using subordinating conjunctions</b> to join clauses and used as openers: when, if, as, because, while.</p> <p>Relative clauses used beginning with who, which, that, where, when, whose.</p> <p>Use nouns and pronouns for clarity and cohesion.</p> <p>Active and passive verbs to create effect and to affect presentation of information. <b>Active:</b> Tom accidentally dropped the glass.</p>	<p>Surreptitiously,</p> <p>Pessimistically,</p> <p>Majestic</p> <p>Frequently,</p> <p>Mischievous,</p> <p>Sincere</p> <p>Curiously</p> <p>Definite</p> <p>Sufficient</p> <p>Sympathetically,</p> <p>Impressively,</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely. Pronouns used for clarity and cohesion.</p> <p><u>Verbs</u> Use modal verbs to indicate possibility. Prefixes for verbs: dis, de, mis, over, ise, ify.</p> <p><u>Adjectives</u> Use of well-chosen adjectives.</p> <p><u>Conjunctions</u> Express time and cause: (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of present tense and the present progressive tense. To change the tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as</p>	<p>Use capital letters and full stops to demarcate sentences. (Non-negotiable)</p> <p>Capital letters for proper nouns.</p> <p>Use question marks, exclamation marks and full stops accurately.</p> <p>Use commas to separate items/ adjectives in a list.</p> <p>Use commas after fronted adverbials.</p> <p>Use commas to mark subordinate clauses.</p> <p>Apostrophe for possession to mark plural nouns.</p> <p>Use full punctuation for direct speech, including punctuation within and before inverted commas. Mum asked, "Will you be home for tea?"</p> <p>Use brackets for incidentals. Amy saw Katie (her best friend) standing outside.</p>

**Passive:** The glass was accidentally dropped by Tom.

**Active:** The class heated the water

**Passive:** The water was heated.

The difference between structures typical of informal speech and structures. The use of question tags: He's your friend, isn't he?

Sentence reshaping techniques. For example: lengthening or shortening sentence for meaning and or effect.

Indicating degrees of possibility using modal verbs. For example: might, should, will, must or adverbs: perhaps, surely.

Appropriate use of the past tense for narration and dialogue to be written in the present tense. Dialogue **must have a new line for a new speaker.**  
(Speech + verb + action)

adverbials of time and place, conjunctions, pronouns and synonyms.

Use dashes to emphasise additional information.  
The girl was distraught – she cried for hours.

Use colons to add further detail in a new clause.  
The girl was distraught: she cried for hours.

Use semi-colons to join related clauses.  
Some think this awful; others disagree.

"Stop!" he shouted, picking up the stick and running after the thief.

Adverbial phrases used for elaboration:

Beyond the dark gloom of the cave, Zach saw the wizard move.

Throughout the night, the wind howled like an injured creature.

Use the progressive form of verbs.

Goldlocks was walking through the woods.

