



# Writing to Entertain



| Y1  | Y2   | Y3   | Y4   | Y5  | Y6  |
|---|--|--|--|---|---|
| <p>Correctly punctuated sentences</p> <p>Sentences in sequence</p> <p>Coordinating conjunctions</p> <p>Exclamation marks where appropriate</p> <p>Thoughts and feelings</p> <p>Recall key events</p> <p><i>Personal experiences</i><br/><i>Experiences of others</i><br/><i>Real events</i><br/><i>Poetry</i></p> | <p>Wider range of coordinating conjunctions</p> <p>Some subordinating conjunctions 'because' 'when' 'if' 'that'</p> <p>Adjectives</p> <p>Noun phrases</p> <p>Apostrophes to mark contractions or possession</p> <p>Begin to use inverted commas to mark direct speech</p> <p>Exclamations marks in relation to speech where appropriate</p> <p>Story in sequence (beginning, middle, end)</p> <p><i>Personal experiences</i><br/><i>Experiences of others</i><br/><i>Real events</i><br/><i>Poetry</i></p> | <p>A some coordinating and subordinating conjunctions</p> <p>Similes</p> <p>Fronted adverbials</p> <p>Expanded noun phrases</p> <p>Prepositions to express time, place or cause event</p> <p>Punctuate direct speech with inverted commas</p> <p>Narratives with characters, setting and plot</p> <p>Maintain 1st/3<sup>rd</sup> person throughout</p> <p>Informal language where appropriate</p> <p>Begin to use paragraphs</p> <p><i>Stories</i><br/><i>Descriptions</i><br/><i>Poetry</i><br/><i>In role</i><br/><i>Diary</i></p> | <p>Use a range of coordinating and subordinating conjunctions</p> <p>Metaphors</p> <p>Alliteration</p> <p>Personification</p> <p>Begin to create suspense and tension</p> <p>Full punctuation for direct speech, including punctuation within and before inverted commas</p> <p>A range of expanded noun phrases</p> <p>Begin to use a wide range of other descriptive phrases including prepositional/adverbial phrases</p> <p>Narratives with a clear structure (introduction, build-up, climax/conflict, resolution)</p> <p>Use cohesive paragraphs</p> <p><i>Stories – inc short stories</i><br/><i>Descriptions</i><br/><i>Poetry</i><br/><i>In role</i><br/><i>Diary</i></p> | <p>Begin to use language for suspense and tension</p> <p>Begin to use show not tell in character description</p> <p>Setting developed at different points (where setting changes)</p> <p>Multi-sensory setting</p> <p>Informal language for speech</p> <p>A range of subordinate clauses including relative clauses to add detail</p> <p>Effective range of descriptive phrases</p> <p>Parenthesis using dashes, commas, brackets</p> <p>Colloquial language</p> <p>Different ways of opening narrative eg flashback/dialogue</p> <p><i>Range of narratives– inc short stories</i><br/><i>Descriptions</i><br/><i>Poetry</i><br/><i>Characters/settings</i><br/><i>Diaries</i><br/><i>Plays</i></p> | <p>Idioms</p> <p>Colons and semi-colons</p> <p>Show not tell for description of setting and character</p> <p>Pathetic fallacy - atmospheric setting developed at different points</p> <p>Show not tell approach through characterisation and setting</p> <p>Dialogue to advance the story</p> <p>Language for suspense and tension</p> <p>Different ways of telling a story eg from two perspectives</p> <p><i>Range of narratives– inc short stories</i><br/><i>Descriptions</i><br/><i>Poetry</i><br/><i>Characters/settings</i><br/><i>Diary</i></p> |