




# Writing to Inform – Progression Document

	Examples/Planners	Text features	Sentence structure	Make it flow
<p><b>Year 1</b></p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p><b>Instructions</b> How to make Pancakes</p> <p><b>You will need:</b> eggs (2 per person) milk sugar flour (2 per person)</p> <p><b>Equipment:</b> a bowl a mixing bowl a whisk/spoon a pan a spatula</p> <ol style="list-style-type: none"> <li>Put 200g of flour into a mixing bowl.</li> <li>Crack two eggs into the bowl.</li> <li>Carefully pour 500ml of milk into the bowl.</li> <li>Gradually stir the mixture until it is smooth.</li> <li>Put some butter into a pan.</li> <li>Melt the butter until it starts to bubble.</li> <li>Then pour a spoonful of the mixture into the pan.</li> <li>Let the mixture cook until it starts to become solid.</li> <li>Flip the pancake over and cook the other side.</li> <li>Serve with your favourite toppings and enjoy.</li> </ol>  </div> <div style="width: 30%;"> <p><b>Recount</b> Our Trip to the Zoo</p> <p>On Thursday 10<sup>th</sup> October, we went on a special school trip to the zoo.</p> <p>First, we visited the elephants. They were made their house but the elephant seemed them so much better than I was so when I was allowed to put in between in the body, I was so happy.</p> <p>Then, we looked at trees and took a tour of the zoo. We saw many animals, giraffes and monkeys. The trees were tall and green and we saw many.</p> <p>Next, we looked at a tank by the swimming that was full of blue water. The water was blue and we saw many fish and they were so big and so beautiful.</p> <p>Finally, we saw a lot of the animals. They were swimming around in their pool and we were very happy to see them. It was such a great day!</p>  </div> <div style="width: 30%;"> <p><b>Informal Letter</b></p> <p>88 Buckingham Road C13 3TH 9<sup>th</sup> July 2016</p> <p>Dear Rabbit,</p> <p>I want to tell you about the bear that lives at C13 3TH.</p> <p>People think he is wicked and dangerous but he is actually the kindest bear in the world. It is his birthday on Friday and he would like you to come to his party because he is lonely.</p> <p>He wants to be your friend and he is looking forward to his party. There will be gingerbread bears and a big cake with lots of candles to blow out and make wishes on. He hopes you can come.</p> <p>Do you think you can come? Please send the bear a reply.</p> <p>From, Liam</p>  </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 30%;"> <p><b>Instructions</b> Use the instructions template to plan your writing</p> <p>How to ...</p> <p>What do you need? → Step 1 → Step 2 → Step 3</p> </div> <div style="width: 30%;"> <p><b>Recounts</b> Use the recounts template to plan your writing</p> <p>Write your title here.</p> <p>Event 1 → Event 2 → Conclusion</p> <p>Introduction</p> </div> <div style="width: 30%;"> <p><b>Letters</b> Use the template to plan your writing</p> <p>Who are you writing to? → Write your name</p> <p>Dear ... → From ...</p> </div> </div>	<p><b>Facts and figures</b> 150g butter On 15th September At 10 o'clock Manor Wildlife Park Mr John Peters</p> <p><b>Conjunctions</b> Put the potato in the bowl <b>and</b> mash it with a fork. We had a lovely time <b>but</b> the animals were very noisy. I am writing to you <b>because</b> I am very unhappy.</p> <p><b>Past or present tense</b> <b>Simple Past</b> We walked to the bus. I watched the animals. <b>Present Progressive</b> I am writing to you.</p>	<p><b>Noun phrases</b> melted butter wet, muddy field</p> <p><b>Commas</b> We saw lions, tigers, bears and monkeys.</p> <p><b>Question marks</b> What does ...? Where is ...?</p> <p><b>Exclamation marks</b> What a fierce tiger! How wonderful!</p>	<p><b>Conjunctions</b> and ~ but ~ because</p> <p><b>Adverbials</b> First ~ Firstly ~ Last ~ Next ~ Secondly ~ Then ~ At first</p>

# Year 2

<p><b>Instructions</b></p> <p><b>How to Make a Paper Model Globe</b></p> <p>Are you looking for a fun activity for the school holidays or to do at home? Here is a paper model globe of our planet to help you to understand how it works.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>1 sheet of newspaper (about 20x30 cm)</li> <li>A bowl of water and three pieces of blue and two pieces of yellow paper</li> <li>A pair of scissors</li> <li>A glue stick</li> <li>A rubber band</li> </ul> <p><b>What you do:</b></p> <ol style="list-style-type: none"> <li>Roll the paper into a tube and glue the ends together.</li> <li>Cut the paper into a grid of squares.</li> <li>Color in the squares to make a globe.</li> <li>Use the blue paper to make the oceans.</li> <li>Use the yellow paper to make the continents.</li> <li>Use the rubber band to hold the globe together.</li> </ol>	<p><b>Non-Chronological Report</b></p> <p><b>Red-Eyed Tree Frog</b></p> <p>The red-eyed tree frog is just one of many species of frogs that live in the rainforest.</p> <p><b>Introduction</b></p> <p>The red-eyed tree frog is a brightly colored frog that lives in the rainforest. It has a red eye and a yellow body. It is a very popular frog to keep as a pet.</p> <p><b>Body</b></p> <p>The frog has a red eye and a yellow body. It has a long tail and four legs. It is a very popular frog to keep as a pet.</p> <p><b>Conclusion</b></p> <p>The red-eyed tree frog is a very popular frog to keep as a pet. It is a brightly colored frog that lives in the rainforest.</p>	<p><b>Newspaper Article</b></p> <p><b>TWINKLE TIMES</b></p> <p><b>THE GORILLA GARDENER WITH GREEN FINGERS</b></p> <p>Despite its reputation for being surprisingly intelligent, the gorilla is now known as a skilled gardener. In the Amazon Rainforest, the gorilla has been seen to plant and water plants in its garden.</p> <p><b>Body</b></p> <p>The gorilla has been seen to plant and water plants in its garden. It has been seen to use tools to dig up plants and to water them.</p> <p><b>Conclusion</b></p> <p>The gorilla is a very intelligent animal. It has been seen to plant and water plants in its garden.</p>
<p><b>Instructions</b></p> <p>Use the instructions to plan your writing.</p> <p>What is the main topic of your writing?</p> <p>What are the main points you want to make?</p> <p>What order will you write in?</p>	<p><b>Reports</b></p> <p>Use the reports template to plan your writing.</p> <p>Write your title here.</p> <p>Introduction</p> <p>Body</p> <p>Conclusion</p>	<p><b>News Recounts</b></p> <p>Use the news recounts template to plan your writing.</p> <p>Write your headline here.</p> <p>Introduction</p> <p>Body</p> <p>Conclusion</p>

**Facts and figures**

2cm strips of paper  
On Monday at 12 noon  
In the Amazon Rainforest  
Up to 15 babies  
Mr Jones the baker

**Conjunctions**

Hold the knife carefully **so** you don't cut your fingers.  
A frog can live in water **or** it can live on land.  
Lots of buildings were destroyed **after** the fire began.

**Past or present tense**

**Simple Past**  
They buried food for the winter.

**Past Progressive**  
The flames were burning.

**Simple Present**  
My robot walks by himself.

**Present Progressive**  
She is looking for more food.

**Noun phrases**

huge, bright red eyes  
hot flames in the buildings

**Commas**

Get the newspaper, ruler, scissors and tape.

**Question marks**

Did you know ...? • Why does ...?

**Exclamation marks**

What a magnificent robot!  
How terrifying!




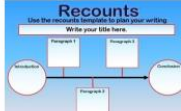

**Conjunctions**

or ~ so ~ if ~ after ~ that ~ before ~ when

**Adverbials**

Finally ~ During ~ Earlier ~ Behind ~ Below ~ Around ~ Over

# Year 3

<h3>Explanation</h3> <p><b>How Do Flowering Plants Grow?</b></p> <p>Have you ever wondered how plants grow? They need air, water, sunlight and nutrients from the ground (though some plants can grow without soil).</p> <p><b>The Beginning</b></p> <p>Plants begin as a seed. If the seed has water and sunlight, it will grow. Some seeds, like those of a daisy, are tiny and light, so they can be carried by the wind. Other seeds, like those of a bean, are larger and heavier, so they need to be carried by an animal or a person.</p> <p><b>Planting</b></p> <p>When a seed is planted in the soil, it begins to grow. It needs water, sunlight and nutrients from the ground. The roots of the plant grow down into the soil to absorb water and nutrients. The stem of the plant grows up out of the soil to reach sunlight.</p> <p><b>Flowering</b></p> <p>As the plant grows, it begins to flower. The flowers are the part of the plant that produces seeds. The seeds are the beginning of a new plant.</p> <p><b>Dead Leaves</b></p> <p>Over time, the plant's leaves and other parts will die. These dead parts will rot and become nutrients for the soil. The soil is then rich with nutrients, and the plant can grow again.</p>	<h3>Biography</h3> <p><b>Renoir</b></p> <p><b>Background Information</b></p> <p>Renoir was a famous French painter. He was born in 1864 and died in 1918. He is known for his portraits and his use of color.</p> <p><b>Life Events</b></p> <p>Renoir was born in Limoges, France. He moved to Paris in 1881 and became a member of the Impressionist movement. He was married to Aline in 1891 and they had four children.</p> <p><b>Important Information</b></p> <p>Renoir was a key figure in the Impressionist movement. He was known for his use of light and color. He was also a writer and a collector of art.</p> 	<h3>Non-Chronological Report</h3> <p><b>Fossils</b></p> <p><b>What are fossils?</b></p> <p>Fossils are the remains of plants and animals that have been preserved in rock. They can be found in sedimentary rocks.</p> <p><b>How are fossils formed?</b></p> <p>Fossils are formed when the remains of plants and animals are buried in sediment. Over time, the sediment hardens and the remains are preserved.</p> 
<h3>Explanations</h3> <p>Use the explanations template to plan your writing.</p> 	<h3>Recounts</h3> <p>Use the recounts template to plan your writing.</p> 	<h3>Reports</h3> <p>Use the reports template to plan your writing.</p> 

**Organisational techniques**  
**Bold text/Glossary**  
**Sub-headings**  
**Bullet Points**  
**Diagrams/Pictures**  
**Labels**

**Expanded noun phrases**  
 Lots of interesting, unusual places could be seen.  
 Several important, necessary jobs through the years.  
 The famous, hard-working and talented leader helped them to succeed in the battle.

**Complex sentences**  
**Conjunctions**  
 because ~ if ~ after ~ that ~ before ~ when ~ although ~ while ~ until  
 He knew he wanted to be a soldier **when** he was just 7.  
**Although** the kiwi is flightless, it is still classified as a bird.

**Commas**  
**To separate nouns in a list:**  
 found in England, Italy, America and France.  
**To mark fronted adverbials:**  
 Fortunately, the area is now free from danger.

**To mark subordinate clauses:**  
 After he finished University, he worked as a vet  
**Past perfect tense**  
 He had met his wife in York. They had published many famous books together. After we had studied different species of animal, we were able to group them.

**Conjunctions**  
 FANBOYS ~ when ~ before ~ after ~ while ~ because ~ if



**Connectives**  
 early ~ soon ~ afterwards ~ yesterday ~ sometimes ~ alongside ~ in front of also ~ as well as ~ however ~ so that ~ unlike ~ for example ~ such as

# Year 4

Letters	News Report	Instructions
<p><b>Letters</b></p> <p>Use the template to plan your writing.</p> <p>Address: _____</p> <p>Who are you writing to? _____</p> <p>Paragraph 1 _____</p> <p>Paragraph 2 _____</p> <p>Paragraph 3 _____</p> <p>Paragraph 4 _____</p> <p>Page of _____</p>	<p><b>News Report</b></p> <p>Use the template to plan your writing.</p> <p>HEADLINE: _____</p> <p>Paragraph 1 _____</p> <p>Paragraph 2 _____</p> <p>Paragraph 3 _____</p> <p>Paragraph 4 _____</p>	<p><b>Instructions</b></p> <p>Use the instructions template to plan your writing.</p> <p>How to: _____</p> <p>Introduction _____</p> <p>List of ingredients _____</p> <p>Step 1 _____</p> <p>Step 2 _____</p> <p>Step 3 _____</p> <p>Step 4 _____</p> <p>Step 5 _____</p> <p>Step 6 _____</p> <p>Step 7 _____</p> <p>Step 8 _____</p> <p>Step 9 _____</p> <p>Step 10 _____</p> <p>Step 11 _____</p> <p>Step 12 _____</p> <p>Step 13 _____</p> <p>Step 14 _____</p> <p>Step 15 _____</p> <p>Step 16 _____</p> <p>Step 17 _____</p> <p>Step 18 _____</p> <p>Step 19 _____</p> <p>Step 20 _____</p> <p>Step 21 _____</p> <p>Step 22 _____</p> <p>Step 23 _____</p> <p>Step 24 _____</p> <p>Step 25 _____</p> <p>Step 26 _____</p> <p>Step 27 _____</p> <p>Step 28 _____</p> <p>Step 29 _____</p> <p>Step 30 _____</p> <p>Step 31 _____</p> <p>Step 32 _____</p> <p>Step 33 _____</p> <p>Step 34 _____</p> <p>Step 35 _____</p> <p>Step 36 _____</p> <p>Step 37 _____</p> <p>Step 38 _____</p> <p>Step 39 _____</p> <p>Step 40 _____</p> <p>Step 41 _____</p> <p>Step 42 _____</p> <p>Step 43 _____</p> <p>Step 44 _____</p> <p>Step 45 _____</p> <p>Step 46 _____</p> <p>Step 47 _____</p> <p>Step 48 _____</p> <p>Step 49 _____</p> <p>Step 50 _____</p>

Letters	News Reports	Instructions
<p><b>Letters</b></p> <p>Use the template to plan your writing.</p> <p>Address: _____</p> <p>Who are you writing to? _____</p> <p>Paragraph 1 _____</p> <p>Paragraph 2 _____</p> <p>Paragraph 3 _____</p> <p>Paragraph 4 _____</p> <p>Page of _____</p>	<p><b>News Reports</b></p> <p>Use the template to plan your writing.</p> <p>HEADLINE: _____</p> <p>Paragraph 1 _____</p> <p>Paragraph 2 _____</p> <p>Paragraph 3 _____</p> <p>Paragraph 4 _____</p>	<p><b>Instructions</b></p> <p>Use the instructions template to plan your writing.</p> <p>How to: _____</p> <p>Introduction _____</p> <p>List of ingredients _____</p> <p>Step 1 _____</p> <p>Step 2 _____</p> <p>Step 3 _____</p> <p>Step 4 _____</p> <p>Step 5 _____</p> <p>Step 6 _____</p> <p>Step 7 _____</p> <p>Step 8 _____</p> <p>Step 9 _____</p> <p>Step 10 _____</p> <p>Step 11 _____</p> <p>Step 12 _____</p> <p>Step 13 _____</p> <p>Step 14 _____</p> <p>Step 15 _____</p> <p>Step 16 _____</p> <p>Step 17 _____</p> <p>Step 18 _____</p> <p>Step 19 _____</p> <p>Step 20 _____</p> <p>Step 21 _____</p> <p>Step 22 _____</p> <p>Step 23 _____</p> <p>Step 24 _____</p> <p>Step 25 _____</p> <p>Step 26 _____</p> <p>Step 27 _____</p> <p>Step 28 _____</p> <p>Step 29 _____</p> <p>Step 30 _____</p> <p>Step 31 _____</p> <p>Step 32 _____</p> <p>Step 33 _____</p> <p>Step 34 _____</p> <p>Step 35 _____</p> <p>Step 36 _____</p> <p>Step 37 _____</p> <p>Step 38 _____</p> <p>Step 39 _____</p> <p>Step 40 _____</p> <p>Step 41 _____</p> <p>Step 42 _____</p> <p>Step 43 _____</p> <p>Step 44 _____</p> <p>Step 45 _____</p> <p>Step 46 _____</p> <p>Step 47 _____</p> <p>Step 48 _____</p> <p>Step 49 _____</p> <p>Step 50 _____</p>

## Organisational techniques

- Italics
- Photo/Picture
- Captions
- Sub-headings

## Expanded noun phrases

The strict old teacher with the straggly grey beard.  
 Boiling, red-hot lava bubbled up inside the volcano.  
 Those annoying, unnecessary creatures deep below the ocean.

## Complex sentences

Conjunctions  
 after ~ although ~ as ~ while  
 ~ when ~ until ~ because ~  
 before ~ if ~ since

I have been thinking long and hard **while** trapped in the cave.  
**Since** he had arrived in town, there had been more robberies.

## Commas

### To separate nouns in a list:

Please send money, clothes, books and food.

### To mark fronted adverbials:

Humbly, he accepted the £1000 cash reward.

### To mark subordinate clauses:

As you stir the mixture, slowly pour in the oil.

## Past perfect tense

We had been getting on so well.  
 They had searched all over for him but had no luck.  
 Before the disaster, we had played football together.

## Conjunctions

FANBOYS ~ AAAWWUBBIS ~ both ... and ~ so ... as



- A = Although
- A = After
- A = As
- W = While
- W = When
- U = Until
- B = Because
- B = Before
- I = If
- S = Since

## Connectives

initially ~ meanwhile ~  
 before long ~ normally ~  
 recently ~ once in a while in  
 addition ~ just as ~ therefore  
 ~ this causes ~ first of all ~  
 for instance

# Year 5

<h3>Explanation</h3> <p>What are you explaining? Write the title here.</p> <p>What are you explaining? Write the title here.</p> <p>What are you explaining? Write the title here.</p> <p>What are you explaining? Write the title here.</p> <p>What are you explaining? Write the title here.</p>	<h3>News Report</h3> <p>Use the template to plan your writing.</p> <p>HEADLINE</p> <p>Sub-Headline</p> <p>Paragraph 1</p> <p>Paragraph 2</p> <p>Paragraph 3</p> <p>Paragraph 4</p>	<h3>Eye Witness Recount</h3> <p>Use the template to plan your writing.</p> <p>Witness Statement of ...</p> <p>Paragraph 1</p> <p>Paragraph 2</p> <p>Paragraph 3</p> <p>Paragraph 4</p>
<h3>Explanations</h3> <p>Use the explanations template to plan your writing.</p> <p>What are you explaining? Write the title here.</p> <p>What are you explaining? Write the title here.</p> <p>What are you explaining? Write the title here.</p> <p>What are you explaining? Write the title here.</p> <p>What are you explaining? Write the title here.</p>	<h3>News Report</h3> <p>Use the template to plan your writing.</p> <p>HEADLINE</p> <p>Sub-Headline</p> <p>Paragraph 1</p> <p>Paragraph 2</p> <p>Paragraph 3</p> <p>Paragraph 4</p>	<h3>Eye-Witness</h3> <p>Use the template to plan your writing.</p> <p>Witness Statement of ...</p> <p>Paragraph 1</p> <p>Paragraph 2</p> <p>Paragraph 3</p> <p>Paragraph 4</p>

## Expanded noun phrases

Light, free-flowing gas molecules bounce around inside a container. The small, newly refurbished shop will be ready for its grand opening ahead of time.

## Relative clauses

### Relative Pronouns

who ~ which ~ where ~ when ~ whose ~ that

In Downing Street, **where the Prime Minister lives**, there is a high level of security.

The burglar, **who was caught red-handed**, went straight to jail.

## Complex sentences

### Conjunctions

AAAWWUBBIS

The magma chamber, **before a volcanic eruption**, is filled with molten rock from the mantle. The poor victim - **terrified by the fierce dragon** - ran home as swiftly as he could.

## Brackets for parenthesis

the liquid turns into a vapour (gas) Ben Nevis (1,354m) is in Scotland

## Passive voice

The trophy was snatched from his grasp by the superior athlete.

## Colons

In order to burn, a fire needs: oxygen, heat and fuel.

## Semi-colons

The victim was left with several wounds; the criminal was unhurt.

## Conjunctions

FANBOYS ~ AAAWWUBBIS ~ not only...but also ~ so... as






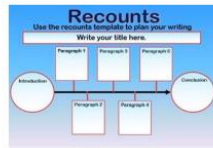
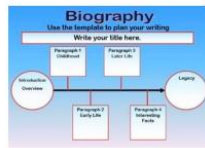
- A = Although
- A = After
- A = As
- W = While
- W = When
- U = Until
- B = Because
- B = Before
- I = If
- S = Since

## Connectives

at that point ~ never before ~ frequently ~ occasionally ~ amongst ~ past equally ~ likewise ~ certainly ~ hence ~ importantly ~ in summary

# Year 6

Non-Chronological Report	Biography	Diary Recount
<p>The history book collection found from around 1880 and 1900 when the Roman Empire fell. The majority of these artefacts were of European or Roman origin. The book collection is a great example of a non-chronological report. It is a collection of information about a particular topic, but not necessarily in chronological order. The book collection is a great example of a non-chronological report. It is a collection of information about a particular topic, but not necessarily in chronological order.</p> 	<p>By reading this biography, you will learn about the life of Christopher Columbus. It is a great example of a biography. It tells the story of a person's life from birth to death. The biography is a great example of a biography. It tells the story of a person's life from birth to death.</p> 	<p>Christopher Columbus Diary 1492 January 14th</p> <p>I am very excited to be on this voyage. I have been planning for years to be on a voyage to the Indies. I have been told that there are many riches there. I am very excited to be on this voyage. I have been planning for years to be on a voyage to the Indies. I have been told that there are many riches there.</p> 



**Expanded noun phrases**  
Usually, affluent, educated Athenians lived amid friends in the city with a second, large house within the country.  
He achieved prestigious bronze, silver and gold medals throughout his career.

**Relative clauses**  
**Relative Pronouns**  
who ~ which ~ where ~ when ~ whose ~ that  
The Sahara desert, **which is the biggest non-polar desert in the world**, is in Africa.  
She always wore her lucky charm **that** her father gave her.

**Complex sentences**  
**Conjunctions**  
AAAWWUBBIS

Almost unbelievably, Antarctica, **although** it is does not contain sand, is actually a desert.  
In her early years, Sally – **bored with having no siblings to play with** – read for hours on end.

**Brackets for parenthesis**  
The Olympics (established in 1896) to displace (push aside) the water

**Passive voice**  
A museum in his honour was erected in London in 1987.

**Colons**  
England was a good country for them to invade: it had plenty of useful land.

**Semi-colons**  
Some say Florence Nightingale was the best nurse; others say it was Mary Seacole.

**Conjunctions**  
FANBOYS ~ AAAWWUBBIS ~ whether ... or



A = Although  
A = After  
A = As  
W = While  
W = When  
U = Until  
B = Because  
B = Before  
I = If  
S = Since

**Connectives**  
subsequently ~ in due course ~ nowadays ~ previously to ~ seldom ~ amid additionally ~ furthermore ~ similarly ~ thus ~ resulting in ~ evidently