Writing to inform: Biography – Year 3.

Text Structure	Sentences and Grammar	Useful vocabulary	Word Classes	Punctuation
Clear introduction.	Simple and compound sentences	During his/her early	<u>Noun</u>	Use finger spaces between
	used with additional description.	life	To form nouns using	words.
Organised into paragraphs	Use co-ordinating conjunctions		prefixes. Nouns and	
shaped around key events.	to link two main ideas in a	Soon afterwards	pronouns used to avoid	Use capital letters and full
	sentence: and, but, so, for, nor, or,		repetition.	stops to demarcate
Early life, family and	yet.	Sometimes he/she		sentences.
education help the audience			<u>Verbs</u>	
to understand the person.	Some examples of complex	One of the most	Present perfect forms of	Capital letters for proper
	(subordinate clauses used)	remarkable facts	verbs instead of 'the'	nouns.
A closing statement to	Using subordinating	about		
summarise the overall impact	conjunctions in the middle of		<u>Adjectives</u>	Use a question mark and
and legacy.	sentences: when, if, as, because,	His/her greatest	Use of well-chosen	exclamation mark if
	while.	achievement	adjectives.	appropriate.
Audience and purpose:				
To give an account of	Appropriate use of the past tense.		<u>Conjunctions</u>	Use commas to separate
someone's life.			Express time and cause:	items in a list.
		A	(when, so, before, after,	
	Adverbial phrases, For example:		while, because)	To begin to demarcate direct
	When she arrived,		_	speech quotes with inverted
	To include some suches from the		Tense	commas.
	To include some quotes from the		Correct and consistent use of	
	person or key people.		the present tense.	
	The use of proper nouns to name		Adverbs	
	people, places and things.		Introduce/revise adverbs.	
	people, places and triings.		Express time and cause;	
	The use of the third person and		then, next, soon, after, later.	
	third person pronouns – he, she,	 1.1		
	they, himself, herself.		Cir II	
	,,,			
	Some technical vocabulary and	√ L'encount «		
	phrases and the use of a formal			
	tone (no contractions)			
-		-		

Writing to inform: Biography – Year 4.

Text Structure	Sentences and Grammar	Useful	Word Classes	Punctuation
		vocabulary		
Clear introduction and	Variation in sentence structures.	In his / her	<u>Noun</u>	Use capital letters and full
conclusion.		early years	Nouns and pronouns used for	stops to demarcate
	Compound sentences used with additional		clarity and cohesion.	sentences. (Non-
Paragraphs organised	description.	By the time	Noun phrases expanded by	negotiable)
correctly around key	Use co-ordinating conjunctions to link two main	he/she had	the addition of modifying	
events.	ideas in a sentence: and, but, so, for, nor, or, yet.		adjectives, nouns and	Capital letters for proper
		In his/her	prepositional phrases.	nouns.
Links between	Subordinate clauses used.	final years		
sentences help to	Using subordinating conjunctions to join clauses		<u>Verbs</u>	Use question marks,
navigate the reader	and used as openers: when, if, as, because, while.	What is clear	Standard English for verb	exclamation marks and
from one idea to the		that	inflections and pronouns.	full stops accurately.
next.	Appropriate use of the past tense.			
		Even though	<u>Adjectives</u>	Use commas to separate
Early life, family and	Adverbial phrases, For example: When she arrived,	he/she was	Use of well-chosen adjectives.	items/ adjectives in a list.
education help the		not popular	-	-
audience to	To include direct speech/quotes from the person or	at the time,	<u>Conjunctions</u>	Use commas after fronted
understand the	other key people.		Express time and cause: time	adverbials.
person.		Although	conjunctions (when, so,	
	The use of the third person and third person	feeling ran in	before, after, while, because)	Use commas to mark
Elaboration is used to	pronouns – he, she, they, himself, herself.	the high		subordinate clauses.
reveal the writer's		community,	<u>Tense</u>	
emotions and	Technical vocabulary and phrases and the use of a		Correct and consistent use of	Apostrophe for possession
responses.	formal tone (no contractions)	In many ways	past tense including the use of	to mark plural nouns.
	***	it was not	the present perfect tense.	
A closing statement to	Include adverbs to show how often. For example:	until		Use inverted commas to
summarise the overall	additionally, frequently, rarely. Sentences are subject		<u>Adverbs</u>	demarcate direct speech
impact and legacy.	specific.	He/she might	Know what an adverbial	quotes.
		have been	phrase is.	
Audience and	The use of proper nouns to name people, places and		Fronted adverbials.	
purpose:	things.	His/her one	Comma after fronted	
To give an account of	The use of determiners. (The, that, this, these,	regret was	adverbials.	
someone's life.	those)			

Writing to inform: Biography – Year 5.

Text Structure	Sentences and Grammar	Useful	Word Classes	Punctuation
		vocabulary		
Developed introduction and	Variation in sentence structures.	In (insert	<u>Noun</u>	Consolidate all previous
conclusion including		year) at the	Locate and identify	learning. (Capital letters, full
elaborated personal	Compound sentences used with additional	age of	expanded noun phrases.	stops, commas in list)
response.	description.	he/she	Pronouns used for clarity	
_	Use co-ordinating conjunctions to link		and cohesion.	Use commas to separate
Description of events are	two main ideas in a sentence: and, but, so,	The time		items/ adjectives in a list.
detailed and engaging.	for, nor, or, yet.	came for	<u>Verbs</u>	
- 1 · 6 · · · · · · ·		T 1 : //	Use modal verbs to indicate	Use commas after fronted
The information is organised	Subordinate clauses used.	In his/her	possibility.	adverbials.
chronologically with clear	Using subordinating conjunctions in the middle of sentences and to extend sentences:	later years	Prefixes for verbs: dis, de,	Llas sammas to mark
signals to the reader about time, place and personal		Once he/she	mis, over, ise, ify.	Use commas to mark subordinate clauses including
, ,	when, if, as, because, while.	had	Adjectives	the opening of subordinate
response.	To use relative clauses to add further detail.	Hau	Use of well-chosen	clauses and use commas to
Purpose of the recount an	To use relative clauses to add further detail.	Nobody is	adjectives.	clarify meaning.
experience revealing the	Variation in sentence length (long for	sure why	udjectives.	ciamy meaning.
writer's perspective.	description and sho <mark>rt for impact) and the use</mark>	oure willy	Conjunctions	To use brackets and dashes
тино в репоросите.	of modal verbs.	In spite of	Express time and cause:	to indicate parenthesis (to
A closing statement to			time conjunctions (when,	include additional
summarise the overall impact	Appropriate use of the past tense including	His/her	so, before, after, while,	information) and to use
and legacy.	the past progressive tense.	lasting legacy	because)	brackets or dashes to mark
		is that		relative clauses.
Audience and purpose:	Adverbial phrases, For example: When she		<u>Tense</u>	
To give an account of	arrived,		Correct and consistent use	To use semi-colons to
someone's life.			of past tense and past	punctuate complex lists.
	To include direct speech/quotes or reported		progressive tense including	
	speech from the person or other key people.	from the s	the use of the present	Apostrophe for possession
	The use of the third names and third names		perfect tense.	for singular possession and
	The use of the third person and third person		Advorbs	to mark plural nouns.
	pronouns – he, she, they, himself, herself used for cohesion across the text.	111211111	Adverbs Know what an adverbial	To bogin to use solone to link
	used for corresion across the text.		phrase is.	To begin to use colons to link ideas.
-			pinase is.	lucas.

Technical vocabulary and phrases and the use	Fronted adverbials.	
of a formal tone (no contractions)	Comma after fronted	Use inverted commas to
Include adverbs to indicate frequency. For example: regularly, frequently, rarely. Sentences are subject specific.	adverbials. Adverbials of time, place and manner.	demarcate direct speech quotes.
The use of proper nouns to name people, places and things.		
The use of determiners. (Articles: a, an, the. Quantifiers: some, any, all, much, more, many)		
Expanded noun phrases to inform.		



Writing to inform: Biography – Year 6.

Text Structure	Sentences and Grammar	Useful	Word Classes	Punctuation
·		vocabulary		
Developed	Variation in sentence structures.	In (insert	<u>Noun</u>	Consolidate all previous
introduction and		year) at the	Expanded noun phrases to	learning. (Capital letters, full
conclusion including	Compound sentences used with additional	age of	convey complicated	stops, commas in list)
elaborated personal	description.	he/she	information concisely.	
response.	Use co-ordinating conjunctions to link two main		Pronouns used for clarity	Use commas to separate
	ideas in a sentence: and, but, so, for, nor, or, yet.	The time	and cohesion.	items/ adjectives in a list.
Description of events		came for		
are detailed and	Subordinate clauses used.		<u>Verbs</u>	Use commas after fronted
engaging.	Using subordinating conjunctions in the middle	In his/her	Use modal verbs to indicate	adverbials.
	of sentences and to extend sentences: when, if, as,	later years	possibility.	
The information is	because, while.		Prefixes for verbs: dis, de,	Use commas to mark
organised		Once he/she	mis, over, ise, ify.	subordinate clauses including
chronologically with	To use relative clauses to add further detail.	had		the opening of subordinate
clear signals to the			<u>Adjectives</u>	clauses and use commas to
reader about time,	Variation in sentence length (long for description and	Nobody is	Use of well-chosen	clarify meaning and avoid
place and personal	short for impact) and th <mark>e</mark> use of modal verbs.	sure why	adjectives.	ambiguity.
response.				
	Active and passive voice deliberately used to	As a result,	Conjunctions	To use a colon to introduce a
The writer	heighten engagement and passive verbs used to		Express time and cause:	list.
understands the	affect how information is presented.	Despite this,	(when, so, before, after,	
impact and thinks			while, because)	To use brackets and dashes
about the response.	Verb forms are controlled and precise.	In spite of	_	to indicate parenthesis (to
	NA 115	-11: //	<u>Tense</u>	include additional
A closing statement to	Modifiers are used to intensify or qualify. For	His/her	Correct and consistent use	information) and to use
summarise the overall	example: insignificant amount, exceptionally.	lasting legacy	of present tense and the	brackets or dashes to mark
impact and legacy.	Annuariate was of the west toward at which the west	is that	present progressive tense.	relative clauses.
Adiamaa anad	Appropriate use of the past tense including the past	THE LITT	To change the tense	To was some salamata
Audience and	progressive tense.		according to features of the	To use semi-colons to
purpose:			genre.	punctuate complex lists.

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	Adverbial phrases, For example: When she arrived,	Adverbs	Apostrophe for possession to
To give an account of someone's life.	To include direct speech/quotes or reported speech from the person or other key people.	Link ideas across a text using cohesive devices such as adverbials of time and	mark singular possession and plural nouns.
	The use of the third person and third person pronouns – he, she, they, himself, herself used for cohesion across the text.	place, conjunctions, pronouns and synonyms.	To use hyphens.
	Technical vocabulary and phrases and the use of a formal tone (no contractions)		To use colons to link ideas.
	Include adverbs to indicate frequency. For example: regularly, frequently, rarely. Sentences are subject specific.		
	Fronted adverbials are used to clarify the writer's viewpoint. For example: As a consequence of their actions.		
	The use of proper nouns to name people, places and things.		
	The use of determiners. (Articles: a, an, the. Quantifiers: some, any, all, much, more, many)		
	Expanded noun phrases to inform.		

