

Writing to inform: Biography – Year 3.

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

Writing to inform: Biography – Year 4.

Text Structure	Sentences and Grammar	Useful vocabulary	Word Classes	Punctuation
<p>Clear introduction and conclusion.</p> <p>Paragraphs organised correctly around key events.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Early life, family and education help the audience to understand the person.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p> <p>A closing statement to summarise the overall impact and legacy.</p> <p>Audience and purpose: To give an account of someone's life.</p>	<p>Variation in sentence structures.</p> <p>Compound sentences used with additional description. Use co-ordinating conjunctions to link two main ideas in a sentence: and, but, so, for, nor, or, yet.</p> <p>Subordinate clauses used. Using subordinating conjunctions to join clauses and used as openers: when, if, as, because, while.</p> <p>Appropriate use of the past tense.</p> <p>Adverbial phrases, For example: When she arrived,</p> <p>To include direct speech/quotes from the person or other key people.</p> <p>The use of the third person and third person pronouns – he, she, they, himself, herself.</p> <p>Technical vocabulary and phrases and the use of a formal tone (no contractions)</p> <p>Include adverbs to show how often. For example: additionally, frequently, rarely. Sentences are subject specific.</p> <p>The use of proper nouns to name people, places and things.</p> <p>The use of determiners. (The, that, this, these, those)</p>	<p>In his / her early years...</p> <p>By the time he/she had...</p> <p>In his/her final years...</p> <p>What is clear that...</p> <p>Even though he/she was not popular at the time,</p> <p>Although feeling ran in the high community,</p> <p>In many ways it was not until...</p> <p>He/she might have been...</p> <p>His/her one regret was...</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 inverted commas to demarcate direct speech quotes.</p>

Writing to inform: Biography – Year 5.

Text Structure	Sentences and Grammar	Useful vocabulary	Word Classes	Punctuation
<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the writer's perspective.</p> <p>A closing statement to summarise the overall impact and legacy.</p> <p>Audience and purpose: To give an account of someone's life.</p>	<p>Variation in sentence structures.</p> <p>Compound sentences used with additional description. Use co-ordinating conjunctions to link two main ideas in a sentence: and, but, so, for, nor, or, yet.</p> <p>Subordinate clauses used. Using subordinating conjunctions in the middle of sentences and to extend sentences: when, if, as, because, while.</p> <p>To use relative clauses to add further detail.</p> <p>Variation in sentence length (long for description and short for impact) and the use of modal verbs.</p> <p>Appropriate use of the past tense including the past progressive tense.</p> <p>Adverbial phrases, For example: When she arrived,</p> <p>To include direct speech/quotes or reported speech from the person or other key people.</p> <p>The use of the third person and third person pronouns – he, she, they, himself, herself used for cohesion across the text.</p>	<p>In (insert year) at the age of... he/she...</p> <p>The time came for...</p> <p>In his/her later years...</p> <p>Once he/she had...</p> <p>Nobody is sure why...</p> <p>In spite of ...</p> <p>His/her lasting legacy is that...</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 including the use of the present perfect tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is.</p>	<p>Consolidate all previous learning. (Capital letters, full stops, commas in list)</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 including the opening of subordinate clauses and use commas to clarify meaning.</p> <p>To use brackets and dashes to indicate parenthesis (to include additional information) and to use brackets or dashes to mark relative clauses.</p> <p>To use semi-colons to punctuate complex lists.</p> <p>Apostrophe for possession for singular possession and to mark plural nouns.</p> <p>To begin to use colons to link ideas.</p>

Technical vocabulary and phrases and the use of a formal tone (no contractions)

Include adverbs to indicate frequency. For example: regularly, frequently, rarely. Sentences are subject specific.

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.

Fronted adverbials.
Comma after fronted adverbials.
Adverbials of time, place and manner.

Use inverted commas to demarcate direct speech quotes.



Writing to inform: Biography – Year 6.

Text Structure	Sentences and Grammar	Useful vocabulary	Word Classes	Punctuation
<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>The writer understands the impact and thinks about the response.</p> <p>A closing statement to summarise the overall impact and legacy.</p> <p>Audience and purpose:</p>	<p>Variation in sentence structures.</p> <p>Compound sentences used with additional description. Use co-ordinating conjunctions to link two main ideas in a sentence: and, but, so, for, nor, or, yet.</p> <p>Subordinate clauses used. Using subordinating conjunctions in the middle of sentences and to extend sentences: when, if, as, because, while.</p> <p>To use relative clauses to add further detail.</p> <p>Variation in sentence length (long for description and short for impact) and the use of modal verbs.</p> <p>Active and passive voice deliberately used to heighten engagement and passive verbs used to affect how information is presented.</p> <p>Verb forms are controlled and precise.</p> <p>Modifiers are used to intensify or qualify. For example: insignificant amount, exceptionally.</p> <p>Appropriate use of the past tense including the past progressive tense.</p>	<p>In (insert year) at the age of... he/she...</p> <p>The time came for...</p> <p>In his/her later years...</p> <p>Once he/she had...</p> <p>Nobody is sure why...</p> <p>As a result, Despite this, In spite of ...</p> <p>His/her lasting legacy is that...</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>Consolidate all previous learning. (Capital letters, full stops, commas in list)</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 including the opening of subordinate clauses and use commas to clarify meaning and avoid ambiguity.</p> <p>To use a colon to introduce a list.</p> <p>To use brackets and dashes to indicate parenthesis (to include additional information) and to use brackets or dashes to mark relative clauses.</p> <p>To use semi-colons to punctuate complex lists.</p>

To give an account of someone's life.

Adverbial phrases, For example: When she arrived,

To include direct speech/quotes or reported speech from the person or other key people.

The use of the third person and third person pronouns – he, she, they, himself, herself used for cohesion across the text.

Technical vocabulary and phrases and the use of a formal tone (no contractions)

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.

Adverbs

Link ideas across a text using cohesive devices such as adverbials of time and place, conjunctions, pronouns and synonyms.

Apostrophe for possession to mark singular possession and plural nouns.

To use hyphens.

To use colons to link ideas.