



Non-Fiction Text Types – Features and progression in grammar

Purpose: The purpose of non-fiction writing units are to provide children with opportunities to inform. These text types cover a range of genres and are common in everyday life. Often, these text types can overlap and therefore can include common language features. Not all of the features listed are always present and this can depend on the purpose of the text type and audience.

| Instructional / procedural texts | |
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| Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions. | |
| Generic text structure | Grammatical features |
| <ul style="list-style-type: none"> • Begin by defining the goal or desired outcome. E.g. How to make a board game. • List any material or equipment needed, in order. Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. • Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.) • A final evaluative statement can be used to wrap up the process. E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat. | <ul style="list-style-type: none"> • Use of imperative/command sentences e.g. Cut the card ... Paint your design ...some of these may be negative commands e.g. Do not use any glue at this stage... • Commas in lists can be used to separate required ingredients/materials • Conjunctions, adverbs and prepositions can be used to order and explain the procedure e.g. when this has been done...next add...after doing this... • Relative clauses can be used to add further information e.g. Collect your jam from the fried, which may be bought or homemade... • Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Add <u>the egg</u> and then beat <u>it</u> with a whisk. • Additional advice can be added through the use of parenthesis e.g. (It's a good idea to leave it overnight if you have time) ... • Conditional adverbials can be used, including as fronted adverbials to make suggested alternatives e.g. <u>If you would like to make a bigger decoration</u>, you could either double the dimensions of the base or just draw bigger flowers. • Modals can be used to suggest degrees of possibility e.g. you should...you might want to... • Different degrees of formality may be required e.g. Cook for 20 minutes/Pop your cheesecake in the oven for 20 minutes. • Headings can be used to separate the equipment from the procedure. • Layout devices such as bullet points, numbers or letters to help your reader keep track as they work their way through each • step. |
| Planning and preparation | <ul style="list-style-type: none"> • Use the title to show what the instructions are about. E.g. How to look after goldfish. • Work out exactly what sequence is needed to achieve the planned goal. • Decide on the important points you need to include at each stage. • Keep sentences as short and simple as possible. • Avoid unnecessary adjectives and adverbs or technical words, especially if your readers are young. • Appeal directly to the reader's interest and enthusiasm. E.g. You will really enjoy this game. Why not try out this delicious recipe on your friends? Only one more thing left to do now. • Use procedural texts within other text types when you need a set of rules, guidelines or instructions to make something really clear for the reader. |
| Year group | Grammatical features to include in instructions |
| 1 | Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple instructions can be written. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1. |

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| 2 | Use of command sentences Commas in lists |
| 3 | Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Heading and subheadings used to aid presentation |
| 4 | Create cohesion through the use of nouns and pronouns Use fronted adverbials |
| 5 | Parenthesis can be used to add additional advice Relative clauses can be used to add further information Modals can be used to suggest degrees of possibility Use layout devices to provide additional information and guide the reader |
| 6 | Adapt degrees of formality and informality to suit the form of the instructions Create cohesion across the text using a wide of cohesive devices including layout features |

| Recount writing: To give an account of an event or experience. Tell someone about something. | | |
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| Generic text structure | Grammatical features | Planning and Preparation |
| <p>Structure often includes:</p> <ul style="list-style-type: none"> orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) an account of the events that took place, often in chronological order (The first person to arrive was ...) some additional detail about each event (He was surprised to see me.) reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) <p>Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in</p> | <ul style="list-style-type: none"> Usually written in the past tense with space for pupils to use the past progressive form of verbs, e.g. the children <u>were playing</u>, I <u>was hoping</u>... Opportunities also exist for the use of the past perfect e.g. The children <u>had tried</u>...earlier in the day, the owls <u>had hunted</u>... and Past perfect progressive forms e.g. the children <u>had been singing</u>... we <u>had been hoping</u> to go on this trip for a long time... Some forms may use present tense, e.g. informal anecdotal storytelling (Just imagine – I’m in the park and I suddenly see a giant bat flying towards me!) which also enables writing to meet different levels of formality and informality. In these cases it is also possible to extend opportunities to writing using the present progressive e.g. I <u>am</u> really <u>hoping</u>... events and showing subordination e.g. we went to the park so we could play on the swings... Events being recounted have a chronological order, so conjunctions, adverbs and prepositions are used e.g. then, next, first, afterwards, just before that, at last, meanwhile. Noun phrases (some people, most dogs, blue butterfly) can be used to add detail and interest the reader | <ul style="list-style-type: none"> Plan how you will organise the way you retell the events. You could use a timeline to help you plan. Details are important to create a recount rather than a simple list of events in order. Try using When? Where? Who? What? Why? questions to help you plan what to include. Decide how you will finish the recount. You’ll need a definite ending, perhaps a summary or a comment on what happened (I think our school trip to the Science Museum was the best we have ever had). Read the text through as if you don’t know anything about what it is being recounted. Is it clear what happened and when? Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, |

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| fiction recounts | <ul style="list-style-type: none"> • The subject of a recount tends to focus on individual or group participants, which requires the use of either first or third person e.g. Third person they all shouted, she crept out, it looked like an animal of some kind). • In personal recounts, the first person is used e.g. I was on my way to school ... We got on the bus... • Recounts can take many forms (diaries, letters, newspaper reports) paragraphing can be used to organise all of these. • Uses adverbials e.g. therefore, however to create cohesion within and across paragraphs. • Different degrees of formality may be required for different forms e.g. high formality if recounting in the style of a broadsheet newspaper or informal in a personal diary. • Conjunctions are useful for coordinating • Modals can be used to suggest degrees of possibility e.g. I should never have...they must be allowed... • Inverted commas can be used to punctuate direct speech e.g. eye-witness reports in newspapers, retelling a conversation in a diary or letter... | <ul style="list-style-type: none"> • informal, personal language to tell your friends about something funny that happened to you.) |
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| Year group | Grammatical features to include in recounts |
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| 1 | Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple recounts and retellings can be written about experiences with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1. |
| 2 | Use past and present tense throughout writing Use progressive forms of verbs Use conjunctions for coordination and subordination Use of noun phrases |
| 3 | Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Inverted commas can be used to punctuate direct speech |
| 4 | Use of paragraphs to organise ideas Effective use of expanded noun phrases Fronted adverbials (e.g. Later that day) |
| 5 | Use of the past perfect Modals can be used to indicate degrees of possibility Create cohesion within paragraphs using adverbials |
| 6 | Use of the past perfect progressive form of verbs Adapt degrees of formality and informality to suit the form of the text Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials |

Report writing (chronological and non-chronological)

To give a written account of something that has been observed, heard, done or investigated.

| Generic text structure | Grammatical features | Planning and Preparation |
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| <p>In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes:</p> <ul style="list-style-type: none">• an opening statement, often a general classification (Sparrows are birds);• sometimes followed by a more detailed or technical classification (Their Latin name is...);• a description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example:• its qualities (Like most birds, sparrows have | <ul style="list-style-type: none">• Often written in the third person and present tense e.g. They like to build their nests ... It is a cold and dangerous place to live.• Sometimes written in the past tense, as in a historical report e.g. Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.• Questions can be used to form titles e.g. Who were the Victorians? What was it like in a Victorian school?• Question marks are used to denote questions.• Use of conjunctions e.g. so, because...• Use prepositions e.g. before, after...• Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. <u>The Victorians</u> liked...<u>they</u> were particularly fond of...• Non-chronological reports are often organised into sections. This makes paragraphing a useful tool.• Headings can be used to organise different sections.• Layout devices such as heading, subheadings, columns, bullets etc can be used to present information clearly. Consistent use across the text helps create cohesion.• The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing. E.g. Sparrows are found in ... Sharks are hunted ... children were taught ...• Requires the writer to appreciate the difference between vocabulary typical of informal speech and that appropriate for formal speech e.g. the habitat of wood mice rather than where wood mice live.• Adjectives and specifically comparative adjectives can be used to create description e.g. Polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal.• Brackets, dashes and commas can be used to add extra information inside parenthesis. | <ul style="list-style-type: none">• Plan how you will organise the information you want to include, e.g. use paragraph headings, a spidergram or a grid.• Gather information from a wide range of sources and collect it under the headings you've planned.• Consider using a question in the title to interest your reader (Vitamins – why are they so important?).• Try to find a new way to approach the subject and compose an opening that will attract the reader or capture their interest. Use the opening to make very clear what you are writing about.• Include tables, diagrams or images e.g. imported photographs or drawings that add or summarise information.• Find ways of making links with your reader. <p>You could ask a direct question e.g. Have you ever heard of a hammerhead shark? or add a personal touch to the text e.g. So next time you choose a pet, think about getting a dog.</p> <ul style="list-style-type: none">• Re-read the report as if you know nothing about its subject. Check |

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| feathers.); <ul style="list-style-type: none"> • its parts and their functions (The beak is small and strong so that it can ...); • its habits/behaviour/ uses (Sparrows nest in | | that information is logically organised and clear. Use other text-types within your report if they will make it more effective for your purpose and audience. |
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| Year group | Grammatical features to include in reports |
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| 1 | Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple non-chronological reports can be written about topics with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1. |
| 2 | Use present and past tense throughout writing Questions can be used to form titles Question marks are used to denote questions (Y1) Use conjunctions e.g. because to aid explanation Use adjectives including comparative adjectives to create description |
| 3 | Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Headings and subheadings used to aid presentation |
| 4 | Create cohesion through the use of nouns and pronouns Use of paragraphs to organise ideas |
| 5 | Create cohesion within paragraphs using adverbials Parenthesis can be used to add additional information Use layout devices to provide additional information and guide the reader |
| 6 | Use vocabulary typical of informal speech and that appropriate for formal speech in the appropriate written forms The passive voice can be used Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, headings and questions. |

Persuasive texts:

To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.

| Generic text structure | Grammatical features | Planning and Preparation |
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| <ul style="list-style-type: none"> An opening statement (thesis) that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea.) Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...) A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.) | <ul style="list-style-type: none"> Written in the present tense. This can include other forms such as present perfect e.g. people have said... Often refers to generic rather than specific participants e.g. Vegetables are good for you. They ... This means that cohesion is created through the combined use of nouns and pronouns. Uses adverbials e.g. therefore, however to create cohesion within and across paragraphs. Uses logical conjunctions, adverbials and prepositions e.g. This proves that ... So it's clear ... Therefore ... Paragraphs are useful for organising the content into logical sections. Requires the writer to make formal and informal vocabulary choices by moving from generic statements to specific examples when key points are being presented. (The hotel is comfortable. The beds are soft, the chairs are specially made to support your back and all rooms have thick carpet.) Sentence types include rhetorical questions e.g. Do you want to get left behind in the race to be fashionable? Want to be the most relaxed person in town? So what do you have to do to? Modals can be used to suggest degrees of possibility e.g. this could be...you should...you might want to... Sometimes the second person is useful for appealing to the reader e.g. e.g. this is just what you've been looking for. This also enables adaptation of the Degrees of formality and informality so that the text appeals to the reader. Adjectives can be used to create persuasive noun phrases e.g. delicious chocolate...evil hunters... In some formal texts, it may be possible to use the passive voice e.g. It can be said...it cannot be overstated... Repetition can be used to strengthen your point of view. This also acts as a cohesive device. Because arguments include hypothetical ideas, conditional language, such as the subjunctive form can sometimes be used e.g. If people were to stop hunting whales... | <ul style="list-style-type: none"> Decide on the viewpoint you want to present and carefully select the information that supports it. Organise the main points to be made in the best order and decide which persuasive information you will add to support each. Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list. Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant. Try to appear reasonable and use facts rather than emotive comments. Choose strong, positive words and phrases and avoid sounding negative. Use short sentences for emphasis. Re-read the text as if you have no opinion and decide if you would be persuaded. Remember that you can use persuasive writing within other text types. |

| Year group | Grammatical features to include in persuasive texts |
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| 1 | n/a |
| 2 | Written in present tense Rhetorical questions Effective use of noun phrases |
| 3 | Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Use present perfect form of verbs |
| 4 | Create cohesion through the use of nouns and pronouns Use adverbials e.g. therefore, however... Use paragraphs to organise ideas Effective use of expanded noun phrases |
| 5 | Modals can be used to suggest degrees of possibility Create cohesion within paragraphs using adverbials |
| 6 | Make formal and informal vocabulary choices Adapt degrees of formality and informality to suit the form of the text The passive voice can be used in some formal persuasive texts Use conditional forms such as the subjunctive form to hypothesise Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials |

Explanation texts:

To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is.

| Generic text structure | Grammatical features | Planning and preparation |
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| <ul style="list-style-type: none"> • A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate. • The steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide. | <ul style="list-style-type: none"> • Written in present tense e.g. Hedgehogs wake up again in the spring.) • Questions can be used to form titles e.g. How do hedgehogs survive the winter? Why does it get dark at night? • Question marks are used to denote questions. • Use of adverbs e.g. first, then, after that, finally... • Use of conjunctions e.g. so, because... • Use prepositions e.g. before, after... • Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. <u>Many</u> mammals...<u>they</u> feed their young... • Indicate degrees of possibility using adverbs e.g. perhaps, surely... Sometimes modal verbs can be used to express degrees of possibility e.g. might, should, will... • Fronted adverbials can be used e.g. During the night, nocturnal animals... • Relative clauses can be used to add further information e.g. Hedgehogs, which are mammals... • Degrees of formality and informality can be adapted to suit the form of the discussion, so an informal tone can sometimes be appropriate e.g. You'll be surprised to know that ... Have you ever thought about the way that ...? And a formal, authoritative tone can also be adopted e.g. oxygen is constantly replaced in the bloodstream... • The passive voice can sometimes be used e.g. gases are carried... • Layout devices such as heading, subheadings, columns, bullets etc can be used to present information clearly. • Paragraphs are useful for organising the explanation into logical sections. • Brackets, dashes and commas can be used to add extra information inside parenthesis e.g. oxygen (a gas found in air) | <ul style="list-style-type: none"> • Choose a title that shows what you are explaining, perhaps using why or how. • Decide whether you need to include images or other features to help your reader, e.g. diagrams, photographs, a flow chart, a text box, captions, a list or a glossary. • Use the first paragraph to introduce what you will be explaining. • Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do. • Add a few interesting details. • Interest the reader by talking directly to them • Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information • Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose. |
| Year group | Grammatical features to include in explanations | |
| 1 | n/a | |
| 2 | Consistent use of present tense Questions can be used to form titles Question marks are used to denote questions (Y1) Use conjunctions e.g. so...because | |
| 3 | Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Heading and subheadings used to aid presentation | |

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| 4 | Use fronted adverbials Use of paragraphs to organise ideas Create cohesion through the use of nouns and pronouns |
| 5 | Indicate degrees of possibility using adverbs and modal verbs Use layout devices to provide additional information and guide the reader Create cohesion within paragraphs using adverbials Relative clauses can be used to add further information Parenthesis can be used to add clarification of technical words |
| 6 | Adapt degrees of formality and informality to suit the form of the explanation Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials The passive voice can be used |

| Discussion texts | | |
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| Provide a reasoned and balanced overview of an issue. These usually provide arguments for and against a situation which is supported by evidence and or examples. This text type is appropriate for years 4, 5 and 6. | | |
| Generic text structure | Grammatical features | Planning and preparation |
| <p>The most common structure includes:</p> <ul style="list-style-type: none"> • a statement of the issues involved and a preview of the main arguments; • arguments for, with supporting evidence/examples; • arguments against or alternative views, with supporting evidence/examples. <p>Another common structure presents the arguments 'for' and 'against' alternatively.</p> <p>Discussion texts usually end with a summary and a statement of recommendation or conclusion. The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided</p> | <ul style="list-style-type: none"> • Written in the present tense. This can include other forms such as present perfect e.g. some people have argued...some people have said... • Generalises the participants and things it refers to using uncountable noun phrases (some people, most dogs), nouns that categorise (vehicles, pollution) and abstract nouns (power). • Heading and subheadings can be used to aid presentation. <p>Paragraphs are useful for organising the discussion into logical sections.</p> <ul style="list-style-type: none"> • Uses adverbials e.g. therefore, however to create cohesion within and across paragraphs. • Writers need to make formal and informal vocabulary choices to suit the form of the writing by making generic statements followed by specific examples e.g. Most vegetarians disagree. Dave Smith, a vegetarian for 20 years, finds that ... • Layout devices such as diagrams, illustrations, moving images and sound can be used to provide additional information or give evidence • The passive voice can sometimes be used to present points of view e.g. It could be claimed that...it is possible that...some could claim that... • Degrees of formality and informality can be adapted to suit the form of the discussion | <ul style="list-style-type: none"> • Questions often make good titles e.g. Should everyone travel less to conserve global energy? • Use the introduction to show why you are debating the issue e.g. There is always a lot of disagreement about x and people's views vary a lot. • Make sure you show both/all sides of the argument fairly. • Support each viewpoint you present with reasons and evidence. • If you opt to support one particular view in the conclusion, give reasons for your decision. • Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information |

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| | <p>e.g. whether writing a formal letter on an informal blog. This can include vocabulary choices e.g. choosing habitat rather than home...indicates rather than shows</p> <ul style="list-style-type: none"> • Because arguments include hypothetical ideas, conditional language, such as the subjunctive form can sometimes be used e.g. If people were to stop hunting whales... • In discussions, complex ideas need developing over a sentence. Colons and semi-colons can be useful for separating and linking these ideas. | <ul style="list-style-type: none"> • Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose. |
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| Year group | Grammatical features to include in discussions |
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| 4 | <p>Consistent use of present tense (Y2) Use present perfect form of verbs (Y3) Effective use of noun phrases</p> <p>Use of paragraphs to organise ideas</p> <p>Use adverbials e.g. therefore, however...</p> <p>Heading and subheadings used to aid presentation (Y3)</p> |
| 5 | <p>Create cohesion within paragraphs using adverbials</p> <p>Use layout devices to provide additional information and guide the reader</p> |
| 6 | <p>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</p> <p>Make formal and informal vocabulary choices</p> <p>Use the passive voice to present points of view without</p> <p>Adapt degrees of formality and informality to suit the form of the discussion Use conditional forms such as the subjunctive form to hypothesise</p> <p>Make formal and informal vocabulary choices</p> <p>Use semi-colons, colons and dashes to make boundaries between clauses</p> |