Genre	Typical features:
Narrative	<u>Typical structure/ language features</u> • Opening Unexpected/Surreal Opening Contradiction Opening with dialogue Opening with a series of questions Direct address to the reader • Build up Snapshot (From the corner of my eye, behind, beneath me…behind..on my right…) All senses (see, hear, smell, touch, taste) Simile sentence • Dilemma/problem Include a question Use short sentences • Events Short sentences Repetition Outward/Inward sentence Dialogue Show not tell • Outcome Use long sentences with connectives • Ending Can you finish with a question ? Cliff-hanger ending Shock-ending And so finally…. Mysterious ending

Poetry	• Audience
	Children should listen to, speak, read and write poetry for a wide range of audiences, varying language features and text structures to suit the audience and purpose.
	Typical structure
	• Collage or list poems
	• Free verse
	• Shape poems
	• Short patterned poems (haiku, kennings)
	• Borrow or invent own pattern (e.g. pairs of lines)
	• Simple rhyme form (e.g. rap)
	Typical language features
	• It is important that children do not just recognise language features, such as similes, but also the impact, their response and interpretation. As writers they should develop a repertoire of stylistic techniques that they can use to create different effects.

	<u>Key features</u> • Sound effects – repetition, alliteration, onomatopoeia, rhythm, rhyme • Visual effects – simile, personification, metaphor • Selection of nouns, adjectives and verbs • Surprising word combinations • Use of repetition and repeated patterns for effect
Recount (A recount text should be retelling events that happened.) • Trip to ….	• Audience Someone who wants to know what happened. • Purpose To retell a real event in an interesting and engaging way. <u>Typical structure</u> • Opening paragraph to hook and orientate the reader – Who? What? Where? Why? When?

• Autobiography
• Newspaper article
	• Written in chronological order
	• Conclusion
	<u>Typical language features</u>
	     • First person (personal recount)
	     • Third person (events that happened to others.)
	     • Past tense
	     • Time connectives
	     • Connectives
	     • Specific and descriptive (often in the style of information or explanation)
	     • Direct speech

Instructional • How to make simple finger puppets • How to invade a walled city • How to trap an ogre	• Audience A strong sense of the needs of the audience is vital to writing successful instructions. • Purpose To inform the reader about how to accomplish something in as clear a way as possible. <u>Typical Structure</u> • Opening Explain what the instructions are for and why they might be necessary. • Sub-headings • Materials, equipment • Steps to be taken Organised by numbers, letters or bullet points in chronological order, using a connective phrase that refers to the previous step. Start a new line for each new instruction. • Diagram • Ending Extra points, reminders, warnings or encouragement to the reader. <u>Typical language features</u> • Temporal connectives e.g. first, next, after that, then, so, finally. • Formal language as the reader may not be known. • Short sentences to make the writing clear and easy to follow. • Imperatives (bossy verbs) turn, push, click, stir. • Subject specific and technical vocab.

	• Commas used when writing a list. • Colon before a list.
Non-chronological report (Providing the reader with information about the topic. Information text.) • Natural world: sharks, dinosaurs, butterflies • Places – our school, India, rivers • People – life in	• Audience Someone who is interested about the topic, someone who enjoys information. • Purpose To inform the reader about the topic describing its characteristics in an engaging and inters ting way. Typical Structure • Opening that introduces the reader to the subject. • Chunks of information logically organised possibly with subheadings, information boxes, lists, bullet points, diagrams and images. • Paragraphs usually begin with a topic sentence. • Endings – that makes a final amazing point or relates the subject to the reader. Typical language features • Generalisers – most, many, some, a few, the majorority.

the Caribbean, living in the desert • Objects – racing cars, mobile phones • Hobbies – football, dance	• Connectives to add information – furthermore, also, moreover, additionally. • Subject specific and technical vocabulary. • Present tense • Third person • Formal • Detail and description, including comparisons.
Discussion (Considering both sides of an argument, weighing	• Audience Someone interested or involved in the topic under discussion. • Purpose

up evidence or ideas and trying to come to some sort of reasoned conclusion.)
 	
• Should healthy eating be compulsory?
• Should children be allowed to choose where to sit?
• Should mobile phones be banned from schools?
• How can we improve the playground?
	To present a reasoned and balanced view of an issue.
	    <u>Typical Structure</u>
	• Opening paragraph that introduces the reader to the issue.
	• Followed by a series of paragraphs in logical order:
	   -Either beginning with all the arguments for, followed by all the arguments against
	   - or a series of contrasting points
	• Ending with a reasoned conclusion.
	• Paragraphs usually begin with a topic sentence.
	
	<u>Typical language features</u>
	• Connectives and sign posters to guide the reader through the argument:
	1. That helps to add on and order ideas and views e.g. the first person, also, furthermore, moreover…….
	2. That help to introduce other view points, e.g. however, on the other hand, many people believe that, it might be thought that………..
	3. That help to conclude, e.g. looking at this from both sides, in conclusion, having considered all the arguments ………

Persuasion (A text designed to persuade the reader to think in a particular way.) • Adverts • Newspaper editorials • Promotional leaflets	• Audience Someone you are trying to influence. • Purpose To promote a particular view or product in order to influence what people think and do. <u>Typical Structure</u> • Logical events • A series of points building one view point. • Paragraphs with topic sentences in introduction. • Images to attract attention <u>Typical language features</u> • Personal and direct, often informal (friendly)

	• Emotive connectives and sentence signposters. • Opinions presented on facts. • Use of imperative. • Slogans • Weasel words (emotive language designed to deceive/give best impression.)
Explanation (Explains why something happens or how it works.) • How does a bicycle pump work? • Why does it get colder when you go up mountains? • How did the Egyptians build the pyramids?	• Audience Someone who wants to understand a process or an event. • Purpose To help someone understand a process or why something is, or has happened. <u>Typical Structure</u> • Series of logical, chronological, explanatory steps. • Paragraphs usually beginning with a topic sentence. • Diagrams to aid understanding. <u>Typical language features</u> • Formal language • Present tense • Causal connectives and sentence sign posters to to link explanation • Generalisation • Detail to help understand points • Technical vocabulary
Progression in information texts (Progression in using research skills and creating information texts.)	There are 5 inter-related components: • Determining the existing knowledge base and the specific area for research • Sourcing and evaluating the reference material • Using alphabetically ordered materials • Locating the information within the identified page or screen • Note-making