

**The Willows Primary School**  
**Teaching Non-Fiction Text Types**



Policy document

Teaching tips and when to use them can be found in the Alan Peat materials.

## Text Types to Be Studied by Each Year Group

<u>Year Group</u>	<u>Text Type</u>
Foundation Stage	Instructions Recount (personal event) Letters (basic to and from) Non chronological report (probably one/two sentences) Lists Labels and Captions Poetry
Year 1	Instructions Recount Letters (one address) Non chronological report Plus all above
Year 2	Instructions Letters (one address) Recount Non chronological report Cause and Effect sentences (because, so, if, when) Plus all above
Year 3	Explanations (verbally, speaking frames, more writing) Persuasive - one sided argument & adverts Playscripts Plus all above
Year 4	Explanations Journalistic Writing Plus all above
Year 5	Explanations Persuasive - balanced argument Letters (two addresses) Plus all above
Year 6	Biography All including cross purpose.

# How to Write a Successful Set of Instructions

<b>Features</b>	<b>Think about!</b>	<b>Examples</b>	<b>My own examples</b>
<i>Title</i>	Tell the reader what is to be made / done in no more than seven words.	How to bake a cake	
<i>Equipment/ Ingredients (dependent upon type of writing)</i>	List what will be needed to make / play or carry out the task. Use bullet points. Don't forget to start a new line for each new item.	You will need: <ul style="list-style-type: none"> <li>• 3 large eggs</li> <li>• 175 grams sugar</li> <li>• 175 grams soft margarine</li> <li>• 200 grams flour</li> <li>• 3 tablespoons of milk</li> </ul> You will also need a cake tin greased and lined with greaseproof paper.	
<i>Method... (for recipes / science investigations)</i>  <i>How to... (other occasions)</i>	Tell the reader how to make / play / do it. List the steps in order. Don't forget to start a new line for each new instruction.	Y1 – Bossy verb at beginning of instruction with numbered bullet points. Y2 – Mixture of bossy verb and time connective with numbered bullet points.  Y,3,4,5 and 6 – As for Y2 with occasional adverbs. Develop vocabulary and make instructions precise.	Mix the egg and milk together.  First..pre-heat the oven to 170 C. Next..sift the flour into a bowl. Then..add the other ingredients. and stir with a wooden spoon. Beat... the mixture for 1 minute. After that.. spoon the mixture.. Finally..bake in the oven.... mixture.  Gently, heat the milk. Slowly, add the molten chocolate.
<i>Concluding Sentence</i>	Tell the reader how they will know they have been successful	When it is finished it will... You will now be able to... Now that you have...you	

		can.... Try serving this with...	
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## How to Write a Successful Recount of a Trip or Visit

<u>Features</u>	<u>Think about!</u>	<u>Examples</u>
<i>Title</i>	Your title should tell the reader what the recount is about in no more than eight words.	My / Our Trip to the Castle
<i>The Five Ws</i> (when, who, where, why, what)	Write your overview paragraph in the past tense. It should tell the reader <ul style="list-style-type: none"> <li>• When the trip happened.</li> <li>• Who was involved.</li> <li>• Where it happened.</li> <li>• Why it happened.</li> <li>• What you did.</li> </ul> Answer two or more of the above in one sentence.	Last Tuesday ( <i>when</i> ) our class ( <i>who</i> ) went on a bus ( <i>how</i> ) trip to the castle ( <i>where</i> ) to learn about what life was like in the olden days ( <i>why</i> ). We were shown lots of interesting things and then we made a plan of the castle ( <i>what</i> ).
<i>Pre-visit</i>	Tell the reader about any planning or preparation you did. e.g. reading books, searching the internet THINK about what will really interest the reader. Will it really be the journey? Or what you ate?	Prior to our trip, we ..... Before we went .....
<i>Event 1</i>	Tell the reader the first interesting things that happened when you arrived. YOU DO NOT WRITE ABOUT: <ul style="list-style-type: none"> <li>• TOILETS</li> <li>• SHOPS</li> <li>• THE JOURNEY</li> <li>• LUNCH (FOOD IN GENERAL)</li> <li>• ILLNESS</li> </ul>	When we arrived we ..... First of all ....  Time connectives and a range of sentence openers
<i>Next events</i>	Tell the reader all the interesting things that followed - in the order they happened. Start a new paragraph for each new event.	After that we .... Then we ..... Next we..... Furthermore we .... In addition we ...  Time connectives and a range of sentence openers
<i>The Best Bit!</i>	Pick out the favourite point of the trip and tell the reader why.	The most interesting thing was...because... The part we liked best was ....because... Despite..., my favourite part of the day was...because... Although I really didn't want to go I thoroughly enjoyed...

## How to Write a Successful Explanation

<b><i>Features</i></b>	<b><u>Think about!</u></b>	<b><u>Examples</u></b>
<i>Title</i>	Pose a question to the reader.	How does the human eye work?
<i>General statement (what the explanation is about)</i>	Introduce the reader to the subject of the explanation. (Perhaps by saying what it is a part of or what it belongs to.) Generalise	The human eye is the most important part of the human body because it enables humans to see.  The eye...(yes) Joe's eye.... (no)
<b>Parts</b> <i>(This will be linked to the general statement)</i>	Tell the reader the different parts that make up the subject. (NB This paragraph is optional - you don't have to include it if it doesn't work easily with your subject)  Would a diagram help?  Technical Vocabulary	It is a very complex organ which contains the cornea, pupil, iris, lens and retina.  Include annotated diagram of the eye to show how it works
<i>Key Facts Paragraphs</i>	Tell the reader how it works using cause and effect connectives. These to be introduced in Y4. In Y3 use because, if and so.  Select the important facts.  You may wish to use sub-headings or numbering to organise your key points.  NEVER use the word you.  Use verbs in the present tense	When bright light enters the eye, the pupil dilates.  The way each part works is as follows: 1. The cornea 2. The pupil... 3. The iris ... etc  If the button is pressed, ... Before the rocket launches into space, ... A result of turning the handle is, ... Consequently, ... The effect of turning the handle is,... This is caused by,.... After the handle has been twisted,...  As the handle is turning, ...
<i>Special Finishing Fact</i>	Tell the reader something special or important about the subject	Without sight, humans would have one sense less to rely upon. Eyes are therefore very special and should be taken care of.

## How to Write a Successful Non-Chronological Report

<b>Features</b>	<b>Think about!</b>	<b>Examples</b>
<i>Title</i>	Your title should tell the reader the subject of your report in no more than four words.	Spiders
<i>Introduction</i>	<p>Tell the reader:            ...what it is / they are            ...who it is / they are            Tell the reader what it / they belong to.            Don't forget to think about where and when.            Did you know...?</p>	<p>Spiders belong to...            Different species can be found ...</p>
<p><i>Key features</i>  <i>For example:</i>  <i>Appearance</i>  <i>Location</i>  <i>Purpose</i></p>	<p>Think about all of the key features and then choose the three most important ones. Write one detailed paragraph for each feature.</p> <p>Save the best one until the Fabulous Final Fact</p> <p>Try to include technical vocabulary about the subject in each paragraph.</p> <p>Add information which will capture the reader's interest throughout each paragraph.</p>	<p>(Appearance - what do they look like?)            - eight legs, narrow waist, have either 2, 4, 6 up to 12 eyes.....</p> <p>(Location - where are they found?)            - different species around the world</p> <p>(Purpose - what do they do?)            - spin webs to catch prey            (- what are they for?)            - eat harmful insects.</p>
<i>Fabulous Final Fact</i>	Be sure to tell the reader what makes your subject special/important.	<p>Spiders are an important part of the world's ecosystem because they...</p> <p><i>By the end of year 6 write a question.</i></p> <p>Despite their size, do spiders really deserve the reputation of being one of the most hated creatures on the planet?</p>

# How to Write a Successful Newspaper Article - Year 4

<u>Features</u>	<u>Think about!</u>	<u>Example</u>
<b>Headline</b>	Try to use no more than seven words Include the main point Use alliteration if appropriate.	Rock Star's shoplifting shame Hunt protestors highlight horror of killing
<b>By-line</b>	Name yourself as the journalist. If your article is world news, include the city you are reporting from beneath your title.	David Jones Defence Correspondent Baghdad
<b>Lead Paragraph</b>	Include all the Ws (who? what? where? when? why? - and maybe a how?) in no more than four sentences.	<i>Who? Gary Beast What? was arrested Where? in Brighton When? yesterday Why? for shoplifting. How? CCTV.</i>
<b>Body</b>	Provide more details about each of the Ws. Remember that one or two of the Ws will be more important or relevant than others. Write in short paragraphs - no more than two or three sentences. Keep sentences short and simple.	<i>This is Gary's third arrest for shoplifting in the past two years. His band, Bad Breath, split up in 1992. Since then Gary has had four failed attempts at making a comeback. He has fallen on hard times and this may explain his recent behaviour.</i>
<b>Sources</b>	Include the names or titles of the people who provided the information used in your article. Use direct speech when quoting what was said.	<b>(Direct speech)</b> <i>When arrested Gary said tearfully: "I don't know what came over me." "I don't know what came over me," sobbed Gary when he was arrested.</i>
<b>Illustration and Caption</b>	Draw a box where the illustration (eg photograph, map) will be placed. Write a brief description of what will appear inside the box. Add a brief caption beneath the box.	<b>(Description)</b> <i>Photograph of Gary Beast being bundled into police van</i> <b>(Caption)</b> <i>Popstar Gary Beast is led away by police</i>

# How to Write a Successful Newspaper Article - Year

## 5/6

Features	Think about!	Example
<i>Headline</i>	Try to use no more than seven words Include the main point Use a pun or alliteration if appropriate.	Rock Star's shoplifting shame Hunt protestors highlight horror of killing Recipes for disaster (junk food article)
<i>By-line</i>	Your name as journalist, title if you are an editor, location if the story is world news.	Aziz Seth Defence Correspondent Baghdad
<b>Lead Paragraph</b>	Include all the Ws (who? what? where? when? why? - and maybe a how?) in no more than four sentences.	<i>Who? Gary Beast</i> <i>What? was arrested</i> <i>Where? in Brighton</i> <i>When? yesterday</i> <i>Why? for shoplifting.</i> <i>How? CCTV.</i>
<b>Body</b>	Provide more details about each of the Ws - remember one or two of the Ws will be more important or relevant than others. Write short paragraphs - no more than two or three sentences. Present the information in a balanced and factual way. Keep in mind who will be reading your article as you select and present your information.	<i>This is Gary's third arrest for shoplifting in the past two years. His band, Bad Breath, split up in 1992. Since then Gary has had four failed attempts at making a comeback. He has fallen on hard times and this may explain his recent behaviour.</i>
<b>Sources</b>	Include the names or titles of the people who provided the information used in your article. Use both direct and reported speech when quoting what was said.	<b>(Reported speech)</b> <i>The arresting officer explained that Gary had been spotted behaving in a suspicious manner.</i> <b>(Direct speech)</b> <i>When arrested Gary said tearfully: "I don't know what came over me." Or "I don't know what cam over me," sobbed Gary when he was arrested.</i>
<b>Illustration and Caption</b>	Draw a box where the illustration (e.g. photograph, map) will be placed. Write a brief description of what will appear inside the box. Add a brief caption beneath the box.	<b>(Description)</b> <i>Photograph of Gary Beast being bundled into police van</i> <b>(Caption)</b> <i>Popstar Gary Beast is led away by police</i>

# How to Write a Successful Persuasive Argument - Year 3/4/5/6

<u>Features</u>	<u>Think about!</u>	<u>Example</u>
<b><i>My point of view</i></b>	Clearly state your point of view in the first, or first two, sentences. Write in the first person 'I'.	I strongly believe mountaineers should ... I want to argue that ... I wish to persuade you that ...
<b><i>First argument supporting my point of view (Y3/4)</i></b>	Use your strongest argument first. Express this in one or two sentences. Expand your strongest argument by adding details or examples. Use questions to involve the reader's emotions.	Without a doubt there are too many expeditions setting out ... The main reason for thinking this is ... Unquestionably the key argument is ... How would you feel if ... Would you like this to ...
<b><i>Second argument supporting my point of view (Y3/4)</i></b>	Start a new paragraph for your next strongest argument. Expand your argument by giving examples or details. Use a variety of linking words or phrases to connect your ideas.	Another reason why I would wish to reduce the numbers climbing ... Similarly ... In addition ...
<b><i>Third argument supporting my point of view (Y3/4)</i></b>	Start another new paragraph for the argument you think is third in importance. Don't forget examples/details. Vary your choice of linking words or phrases to connect your ideas.	Moreover the mountain is not the challenge it once was ... Furthermore ...
<b><i>Counter argument (depending upon the actual task this may be left out) (Y5/6)</i></b>	Start another new paragraph. Explain why other people might think differently / hold a different point of view.	Some people think that ... Other people might argue that ... However, other people believe ... Nevertheless there are those who ...
<b><i>Summary of my point of view</i></b>	Summarise the main reasons for holding your point of view - no details or examples this time. Repeat your strongest argument using different words this time. Use appropriate words to show this is your final paragraph.	In conclusion, I think the number of expeditions ... To sum up, I think ... To summarise ...

# How to write a successful BIOGRAPHY

<u>Features</u>	<u>Think about!</u>	<u>Example</u>
<b>Title</b>	Your title should tell the reader who the biography is about in no more than eight words.	The Life of Gandhi
<b>Overview paragraph</b>	<p>Your overview paragraph should follow this order:</p> <ol style="list-style-type: none"> <li>1. Who is it about and what are they best known for?</li> <li>2. When did they live?</li> <li>3. Where did they live?</li> <li>4. Why are they important?</li> </ol> <p>Answer two or more of the questions in one sentence.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>	<p>Gandhi (<i>who</i>) was a great leader (<i>main achievement</i>). He was born in 1869 and died in 1948 (<i>when</i>). As a child he lived in West India, then studied in London, prior to working in South Africa, before returning to India at the age of 45 (<i>when</i>). He is famous for his peaceful, non-violent approach to life (<i>why he is important</i>).</p>
<b>Childhood events</b>	<p>Include any childhood events you think are important.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>His education began at ... He then... When he was a child Gandhi saw... As a child he ...</p>
<b>Early life, events and achievements</b>	Tell the reader the important things which happened in the person's early life and perhaps how these influenced his/her later work.	In his early life Gandhi worked as / studied / visited / saw / experienced / thought....
<b>Later life, events and achievements</b>	Tell the reader the important things which happened in the person's later life. Tell the events in the order in which they happened. Indicate whether their later life achievements are more or less important than the earlier ones.	As Gandhi grew older, he ... In later life he ...
<b>Concluding paragraph</b>	Tell the reader the importance or impact of what the person did during his/her life; what we can learn from him/her; how s/he affected others.	<p>The legacy of his life is ... When we look back on Gandhi's life we can see ... Today Gandhi is remembered for... The lesson we can learn ... His life is interesting/important because...</p>

# How to Write a Successful Balanced Argument - Year 5 & 6

Features	<i>Think about!</i>	Example
(1) Title	A short question asking the reader about the issue being discussed.	Should motorway plans go ahead?
(2) Introducing Issues for discussion	Tell the reader what the issue is about in as few words as possible. Do not write in the first person. (Don't use 'I'/'we')	The issue being discussed is ... ...whether or not a motorway should be built on the school's lower playing field.
(3) Sentence(s) stating the two different points of view	Cover each of the two different points of view. (Are there only two?) <b>Don't</b> add supporting detail for or against.	Some people say ....(Viewpoint 1) whilst others say ....(Viewpoint 2)
(4) Supporting arguments for Viewpoint 1*	Remember to use a new paragraph for each argument. Use your strongest argument first. Use words like 'because' and 'therefore' to explain why people think this. Avoid repeating earlier arguments.	Those who support (Viewpoint 1) think that ... They also think ... OR A further point they make is .... OR Additionally ... OR Furthermore they ... OR Moreover they state that ....
5) Supporting arguments for Viewpoint 2 * (Balance with the same number of arguments as for Viewpoint 1)	Remember to use a new paragraph for each argument. Use your strongest argument first. Use different sentence starters to those used for Viewpoint 1. Don't forget 'because' and 'therefore' to explain why people think this. Avoid repeating earlier arguments.	Those who support (Viewpoint 2) think that ... They also think ... OR .. A further point they make is .... Additionally ... Furthermore ... Moreover ... etc However, ... Although ....
<b>*Alternative organisation of (4) and (5) above</b>	<b>You could organise your discussion by alternating the supporting arguments for Viewpoints 1 and 2.</b>	
(6) Conclusion A  OR  Conclusion B	Tell the reader there are strong arguments on both sides but conclude by telling the reader your point of view.  Tell the reader there are strong arguments on both sides then invite the reader to make up his/her own mind.	As you can see there are strong arguments to support both viewpoints. However, after carefully weighing up all the arguments, I think .....because .....  As you can see there are strong arguments to support both viewpoints. You will have to decide for yourself which viewpoint you support.

# Progressive Vocabulary - Information Texts

FS	fiction non-fiction front/back cover title	blurb contents page index label
Year 1	information glossary dictionaries encyclopaedias	diagrams (pictures/drawings/photographs) list
Year 2	information research contents definition key words phrases	skimming chapter headings sub-headings illustrations notes page references scanning
Year 3/4	information research reference structure non-fiction texts thesaurus	organisation persuasion contents index glossary
Year 5/6		

# Progressive Vocabulary - Instructions

FS	instructions order	first - speaking only next - speaking only finally - speaking only
Year 1	giving orders list steps equipment ingredients method	what we need what to do/make
Year 2	instructions diagrams captions labels chronological order time connectives list numbered steps bullet points title 'How to ...'	what is needed concluding sentence verb (actions) bossy verbs first then next after that meanwhile finally sequence present tense
Year 3/4	title concluding sentence time connectives	bullet points adverbs bossy verbs chronological order
Year 5/6	title goal achieve concluding sentence time connectives	imperative verbs chronological order sequential general participants precise language necessary detail only 2 <sup>nd</sup> person

# Progressive Vocabulary - Non-Chronological Report Texts

FS	non-fiction labels	captions
Year 1	photographs	heading 'Did you know?' box facts
Year 2	report diagram heading key phrase key word layout non-chronological subject title introduction sub-heading key features appearance	location purpose fabulous final fact where what when which who why how present tense 3 <sup>rd</sup> person impersonal
Year 3/4	non-chronological general 3 <sup>rd</sup> person present tense (past tense if historical report) technical vocabulary description spidergram (planning) facts	formal statement sub-headings key features, e.g. appearance, location, purpose paragraph fabulous final fact
Year 5/6	factual classification	impersonal statement

# Progressive Vocabulary - Recount

## Texts

FS	first next	finally
Year 1	what happened questions recount connectives	after time words correct order
Year 2	what happened questions recount time order past tense sequence time connectives	meanwhile then next afterwards after a while after before when
Year 3/4	meanwhile	during powerful verbs
Year 5/6		

# Progressive Vocabulary - Explanations and Glossaries

Year 3	<p>explain why/how  explanation  cause and effect connectives  because  so  when  if</p>	<p>as  diagrams  label  glossary  information  alphabetical order</p>
Year 4	<p>logical steps  general statement  parts  key facts  special finishing fact  cause &amp; effect connectives  sub-headings  technical vocabulary  impersonal  third person  audience  purpose</p>	<p>subject  present tense  because  as  so  due to  therefore  this causes  if ...then ...  the reason that ...  this results in ...</p>
Year 5/6		

# Progressive Vocabulary - Journalistic

Year 4	<p>headline  main point  by-line  lead paragraph  body  sources  illustrations  captions  who?  what?  where?</p>	<p>when?  why?  how?  direct speech  quote  journalist  reporting  connectives:  meanwhile  following  during  afterwards</p>
Year 5/6	<p>alliteration  pun</p>	<p>reported speech</p>

# Progressive Vocabulary - Persuasive

Year 1		
Year 2		
Year 3/4	persuade encourage argument point of view opening statement connectives: however, because, as a result, so, finally	first argument second argument third argument summary of main idea present tense
Year 5/6	convince strongest argument elaborate counter argument ambiguous humour slogans memorable rhetorical question emotive language	connectives: consequently, on the other hand, another reason, in addition, similarly, moreover, furthermore, nevertheless

# Progressive Vocabulary - Biography

Year 6	title overview paragraph who, when, where, why childhood events influenced experiences early life, events and achievements later life, events and achievements	concluding paragraph impact legacy lessons that can be learnt ... third person present tense past tense
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# Progressive Vocabulary - Discussion Text

Year 5/6	argument for against point of view opinion fact balanced biased evidence present tense	connectives: however, because, as a results, consequently, on the other hand, so, finally both general and specific examples: Mr Smith believes that ... Hunters agree ... Some would claim that ... summary (perhaps) recommendations abstract nouns conditionals: could, might, possibly, perhaps
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