



Writing to inform

Year 5

Text Types

- Report
- Recount
- Biography
- News Article

Text Structure

- Introduction: engage the reader
- Middle sections: use paragraphs with topic sentences and sub-headings if appropriate
- Ending: round the piece off and create a sense of completion

Link to other style ideas

- May include a glossary
- Sections may contain more than one paragraph

Grammar and Sentences

- **Use subordinating conjunctions in varied positions**

Although it is large, the polar bear can move at great speed.

Penguins, if the sea ice melts, will not have enough food.

- **Use adverbials and prepositions to open sentences and punctuate with a comma.**

Sadly, orangutans are endangered...

Along the coast of Northumberland, ..

- **Use adverbials to create cohesion across and within sentences.**

Despite their poor eyesight, snakes make excellent hunters.

Vikings are infamous for their love of violence and war; however, they also valued law and order

- **Begin to use appositives to add detail about nouns**

New York City, the largest city in the United States, is a major tourist attraction.

A devoted Christian, Alfred vowed to repel the Viking hords.

Fast-moving and agile, mongooses are experts at catching small prey.

- **Begin to use the present perfect tense to place events in time.**

This week we have visited the Science Museum. As opposed to This week we visited the Science Museum.

- **Use brackets for parenthesis**

These great apes are arboreal (which means they spend most of their lives living in the trees) and can be found in Southeast Asia.

The Jaragua gecko (1.6cm) is the smallest reptile on the planet.

- **Use relative clauses to add further detail**

Komodo dragons, which can be found in Asia, are fierce predators.

- **Vary sentence lengths for purpose**

Long sentences to enhance information; short sentences for impact.

- **Use synonyms to avoid repetition**

Crocodiles are reptiles... .

These cold-blooded creatures...

Grammar and Sentences etc. . .

- **Indicating degrees of possibility** using **adverbs** or **modal verbs**

For example perhaps, surely

For example, might, should, will, must]

- **Passive and active voice**

I broke the window in the green house vs The window in the greenhouse was broken (by me)

Adverbials

furthermore however therefore
despite meanwhile as a result
consequently for example due to
at first



Conjunctions

when before after while because
if although as

Punctuation Content

Brackets, dashes or commas to indicate **parenthesis**

Use of **commas** to clarify meaning or avoid ambiguity

Use of a **colon** to introduce a list and use of semi-colons within lists

Punctuation of **bullet points** to list information